



## **Special educational needs and disabilities (SEND) policy**

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## 1. Aims of the SEN Policy – The Rural Enterprise Academy

At The Rural Enterprise Academy, we want every student to feel welcome, included, and able to succeed. Our values of; **Respect, Resilience, Kindness, and Ambition**, guide how we support students with special educational needs and disabilities (SEND).

This policy explains how we will:

- **Ensure our school follows national SEND guidance**, including the **SEND Code of Practice (2015)** and the **Equality Act (2010)**, so that students with SEND are treated fairly and get the right support to succeed.
- Make sure students with SEND can take part in all lessons and activities, including our land-based curriculum, alongside **other students**.
- Give high-quality teaching that is adapted when needed to help each student learn in the best way for them.
- Use the **Assess, Plan, Do, Review (APDR)** cycle to give the right level of support—help for everyone, extra help for some, and specialist support when needed.
- Help students with SEND to be ambitious, build confidence, and become more independent.
- Support students with SEND to plan for life after school, including college, training, or work.
- Ensure that **all staff**, including the SENCO, teachers, support staff, and senior leaders work together to identify needs, plan support, and review progress effectively.
- Support all staff to understand and apply this policy through regular training and a shared commitment to inclusion.
- Work closely with students, parents, and carers. We will listen to their views and include them in decisions about support.

We follow a **person-centred approach**, putting each student at the heart of decisions. With the right support, we believe that every young person can grow, succeed, and build a future shaped by independence, creativity, and real-world experience: core to our rural enterprise values.

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## 2. Vision and values

At The Rural Enterprise Academy, we believe **every student** can succeed, no matter their starting point or needs. As a mainstream school with a rural enterprise focus, we include and support students with special educational needs and disabilities (SEND) so they can feel **confident, achieve their goals, and be ready for the future**.

Our aim is to help all students, especially those with SEND, become **resilient, respectful, and responsible** young adults who are proud of their strengths. We use the word **T.R.E.A.** to describe how we support student with SEND:

**T – Teaching that works for everyone:** We adapt lessons so that all student can take part and learn in a way that suits them.

**R – Reaching their full potential:** We help student grow both academically and socially, so they can achieve their best.

**E – Enrichment for all:** Clubs, trips, and extra activities are open to everyone, including student with SEND.

**A – Ambitious curriculum:** We prepare student for the future with a curriculum that builds their confidence and supports independence.

We also value working closely with families and outside professionals to make sure every student gets the support they need. Our goal is to help student with SEND build the skills and confidence they need to thrive—both in school and beyond.

### 3. Legislation and guidance

Our SEND policy is guided by key national legislation and statutory guidance, including:

- The **SEND Code of Practice, Keeping Student Safe in Education**, and guidance on improving school attendance.
- The **Student and Families Act 2014** and **SEND Regulations 2014**, which outline responsibilities for supporting students with SEND, including EHCP plans and the role of the SENCO.
- The **Equality Act 2010**, which requires schools to make reasonable adjustments and promote equality for students with disabilities.
- The **Public Sector Equality Duty**, which ensures schools eliminate discrimination and foster good relations between all students.
- The **Governance Handbook** for academy trusts, setting out governors' responsibilities for SEND.
- The **School Admissions Code**, which ensures fair access for students with SEND, especially those with an EHCP plan.

This policy also complies with our **funding agreement and articles of association**.

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### 4. Policy Development and Implementation

This policy was developed by the SENCO in consultation with:

- The Headteacher and Senior Leadership Team
- The SEND Governor and wider Governing Board
- Teaching staff and support staff across the school
- Parents and carers of students with SEND
- Representatives from external agencies (Appendix A) and the local authority

Feedback from all stakeholders was considered to ensure that the policy reflects the values and inclusive ethos of The Rural Enterprise Academy.

The policy is **reviewed annually** by the SENCO and approved by the Governing Board. Implementation is overseen by the SENCO and Assistant SENCOs, with regular monitoring by senior leaders and governors.

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### 5. Inclusion and equal opportunities

At The Rural Enterprise Academy, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, **a broad, balanced and challenging curriculum**. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

We recognise Emotionally Based School Avoidance (EBSA) as a presentation of need within the category of Social, Emotional and Mental Health (SEMH). Our EBSA Policy and Toolkit set out the specific pathway and strategies staff follow to identify, support, and reintegrate pupils experiencing EBSA.

### 6. Definitions

#### 6.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

- A **significantly greater difficulty** in learning than most others of the same age, or
- A disability which **prevents or hinders** them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other student or young people of the same age by mainstream schools.

## 6.2 Disability





Students are considered to have a **disability** if they have a **physical or mental impairment** that has a substantial and **long-term adverse effect** on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 6.3 The 4 areas of need

At The Rural Enterprise Academy, we support students with a **range of needs**. These fall under **four main areas** from the SEND Code of Practice (2015).

A diagnosis doesn't always mean a student is on the SEND register. Students are identified with SEND when they need support that **is different from or additional to others their age**, as explained in the Equality Act (2010).

	Area of Need	What It Means	Examples
	<b>Communication and Interaction</b>	Trouble speaking, understanding, or joining in with others.	Autism, speech delay, social communication needs
	<b>Cognition and Learning</b>	Learns more slowly or has trouble with reading, writing, or memory.	Dyslexia, dyspraxia, general learning difficulties
	<b>SEMH (Social, Emotional, Mental Health)</b>	Difficulty managing emotions, behaviour, or mental wellbeing.	ADHD, anxiety, depression, attachment difficulties
	<b>Sensory and/or Physical Needs</b>	Trouble seeing, hearing, moving, or using school spaces.	Visual or hearing impairment, physical disabilities
Assistant SENCO	Mrs Sophie McVicar	Support for students with SEMH needs	<a href="mailto:sen@ruralenterpriseacademy.com">sen@ruralenterpriseacademy.com</a>

## 7.1 The SENCO

The SENCO at The Rural Enterprise Academy is responsible for the day-to-day coordination of support for students with SEND and plays a key role in the strategic development of SEND provision.

They will:

- Work with the Headteacher and SEND Governor to shape and review the school's SEND strategy and provision.
- **Coordinate support** for students with SEND, including those with **Education, Health and Care Plans** (EHCPs).
- Provide professional guidance to staff and ensure that students with SEND receive **high-quality, inclusive teaching**.
- Advise on the graduated approach and effective classroom strategies to meet **individual needs**.
- Oversee how SEND funding and resources are used to meet students' needs effectively.
- Be the **main point of contact** for external agencies and health or social care professionals.
- Support **smooth transitions between schools**, key stages, and post-16 destinations.
- Make sure SEND records for all students are accurate and up to date.
- Monitor and analyse **progress data** for students with SEND and respond to any concerns.
- Plan and deliver staff training on SEND, identifying specific CPD needs across the school.
- Work in **partnership with parents and carers** when a student may require SEND support, keeping them informed and involved.
- Update the school's statutory SEND Policy and SEND Information Report annually.
- **Promote fairness, access, and reasonable adjustments** for all students with SEND under the Equality Act 2010.
- Collaborate with staff to plan and review SEND provision and personalised support strategies.
- Work with all relevant local authorities to ensure appropriate SEND services are available and accessible to students.

## 7.2 The SEND Governor

The SEND governor supports the school in meeting its SEND duties and improving outcomes for students with SEND.

They will:

- Help raise awareness of SEND across the governing board.
- Monitor the quality and impact of SEND provision and report on it.
- Work with the headteacher and SENCO to review the SEND policy and strategic planning.

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## 7.3 The Headteacher

The headteacher has overall responsibility for SEND and inclusion at The Rural Enterprise Academy. They will:

- Work with the SENCO and governors to lead strategic development of SEND across the school.
- Ensure the school meets its legal duties, including under the Equality Act 2010.
- Ensure students with SEND receive the support they need to access a full curriculum and wider school life.
- Monitor SEND funding and provision.
- Ensure the SENCO has time and resources to carry out their role.

## 7.4 Class Teachers

Every teacher at The Rural Enterprise Academy is responsible for the progress of all students in their class, including those with SEND.

They will:

- Deliver high-quality teaching that is adapted to meet individual needs.
- Work with teaching assistants and the SENCO to plan and review interventions.
- Use students' support plans and EHCPs to inform their teaching.
- Take part in reviews and SEND training.
- Communicate regularly with parents and carers to set clear goals and review progress.

- Follow this SEND policy and the SEND Information Report.

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## 8. SEND information report

The Rural Enterprise Academy will publish a SEND information report its website, which sets out how the SEND policy is implemented in the school.

Our SEND Information Report gives more detail about how this policy works in practice.

You can view the latest version on our school website at:

[The Rural Enterprise Academy SEND Information Report](#)

## 9. Our approach to SEND support

### 9.1 Identifying students with SEND and assessing their needs

When new students join The Rural Enterprise Academy, we take time to get to know them well. We don't place students on the SEND register unless they need support that is different from or additional to what most students receive.

Our **universal offer** is designed to support most learners and is reviewed regularly. We aim to meet most needs through good teaching. We check:

- Information from the student's previous school
- How they settle in and learn during their first term
- Any known needs, disabilities, or support history

All new students are **monitored closely**. If they make **good progress** with everyday teaching, **SEND support may not be needed**—even if support was in place before.

If a student begins to fall behind or struggles to take part fully in learning or school life, we will explore what help may be needed and involve families in every step. We use a range of screening and assessment tools to help identify students' needs, including **literacy, motor skills and emotional wellbeing**. This information supports the **graduated approach**.

**We may identify SEND using:**

- Assessments completed when students join us
- Information from previous schools or professionals
- Observations from staff and teaching assistants
- Concerns raised by the student, their family, or school staff
- External reports (e.g. health or therapy services)

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**Signs a student may need support include:**

- Making slower progress than expected
- Falling behind their peers
- Not keeping up with where they were before
- Struggling with wellbeing, confidence or behaviour

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### Important reminders:

- **Not all difficulties mean a student has SEND.** Factors like learning English, missing school, or family worries can affect progress.
- **Behaviour is not classed as SEND.** If a student is acting out or withdrawn, we look for the reason behind it and work closely with the Pastoral / Safeguarding Team. [Behaviour Policy](#)
- **Disabilities may not mean SEND**—but under the **Equality Act 2010**, we make **reasonable adjustments** to help every student succeed.

### Before adding a student to the SEND register:

We talk with families and the student about:

- What is going well and what is difficult
- What success looks like
- What extra help might be needed

If a student joins us and already has:

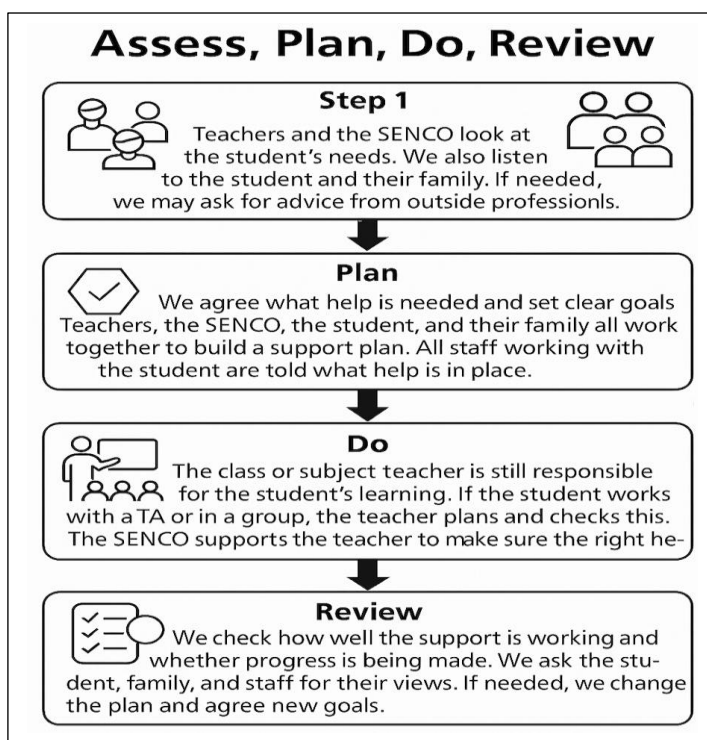
- An EHCP
- Support from an outside agency
- A SEND need identified by a previous school that more support is needed beyond our universal offer

We will gather all relevant information and put support in place quickly.

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## 9.2 The Graduated Approach

If we agree that a student has SEND, we follow a clear process called the **graduated approach**, following the SEND Code of Practice.



We review this cycle **each term**, which means there are usually **three review points per year**. If a student on SEND Support (Code K) meets their outcomes and no longer needs extra help, **we may remove them from the SEND register**. All staff working with the student are told about their needs, the support in place, and the strategies that help them succeed.

### 9.2.1 Referral Pathways for External Support including EP

If we agree that a student has SEND, we follow a clear process called the graduated approach, following the SEND Code of Practice. This cycle is reviewed each term and ensures students receive the right level of support.

Referral pathways for external support, including Educational Psychologist (EP) involvement, are set out in Appendix B: Referral Pathways for External Support. These pathways ensure that referrals are made only after school-based interventions have been implemented and reviewed, using the Wave 1–3 model. Pathways include clear entry criteria such as SAS below 84 over at least two assessment cycles, persistent attendance concerns, or significant SEMH/behaviour needs. All EP referrals are made via the SEND Hub unless urgent safeguarding concerns require escalation.

## 9.3 Involving Students and Families

At The Rural Enterprise Academy, we believe that students with SEND, and their families are important partners in planning and reviewing support. We make sure that their views are included at every stage.

**Student involvement** includes:

- Helping to create their **SEND Support Plans or Student Passports**, where they can say what reasonable adjustments are needed and identify barriers to learning.
- Taking part in **EHCP review meetings**, using short questionnaires or conversations to say how they feel about school and work with **external agencies** to gain further voice.
- Giving feedback before and after **interventions**, to help staff understand what works well.
- Having regular **check-ins with a key adult**, like a mentor or teaching assistant, to talk about their needs.
- Being involved in **school-wide surveys or student voice activities**, where appropriate.

**Parent and carer involvement** includes:

- Attending **termly in person SEND meetings** or sharing information in other ways if needed.
- Talking to staff about what support their student needs and helping to review what is working.
- Supporting with **plans for transition**, access arrangements, and any changes to EHCPs.

We aim to work closely with families, building strong and honest relationships so that students feel safe, supported and able to succeed.

### Listening to Feedback

- We regularly ask parents and students how things are going and what could improve.
- Feedback helps us adjust support and improve our provision.
- Any concerns are taken seriously and followed up using our complaints process if needed.

## 9.4 Levels of support

School-Based Support (Code: K)	Education, Health and Care Plan – EHCP (Code: E)
Some students need extra help, but we can support them with our own school staff and resources.	Some students need more help than school can give alone. These students may need an <b>EHCP</b> .
They are added to our <b>SEND Register</b> and supported through the <b>Assess, Plan, Do, Review (APDR)</b> cycle.	An <b>EHCP</b> is a legal document written by the Local Authority that explains the student's needs and what support must be provided.
We may ask outside experts to help, like a speech therapist or educational psychologist.	EHCP students may have more specialists help or equipment, and extra funding from the Local Authority.
Support is funded through our school's SEND budget.	Support is funded by both the school and the Local Authority.
On the census, these students are recorded as <b>K</b> .	On the census, these students are recorded as <b>E</b> .

## 9.5 Leaving the SEND Register

Some students need extra help for a while but no longer need ongoing SEND support.

We look carefully at:

- How the student is doing in lessons (teacher assessments and classroom learning)
- Feedback from the student and their family
- Advice from any professionals who have been involved

A student may come off the SEND register if:

- Their needs have changed as they've grown older
- Good-quality teaching is now enough to support them
- Their previous needs no longer affect their learning or progress

If we think a student **no longer needs support** that is **different from or additional** to others, we will always talk to parents and carers first.

Even after a student is removed from the SEND register, we will keep checking their progress and wellbeing to make sure they continue to do well.

## 9.6 Evaluating the effectiveness of SEND provision

We regularly check that the support we put in place is helping students make progress and feel confident at school.

We evaluate the effectiveness of SEND provision by:

- Tracking academic and personal progress, including through provision maps
- Using teacher assessments and feedback from staff who work with the student

- Comparing progress to peers and national expectations
- Gathering feedback from students and their families
- Using student voice tools such as questionnaires or review meetings
- Holding annual reviews for students with EHCPs
- Involving outside professionals when needed
- SENCO monitoring and quality assurance across all cycles

These reviews happen termly through our **Assess, Plan, Do, Review** (APDR) cycle. If a student meets their targets and no longer needs support that is different from or additional to their peers, we may remove them from the SEND register (Code K), in agreement with families.

We use these findings to decide whether **support should continue, be changed, or reduced**.

## 9.7 Supporting Students Moving Between Phases and Preparing for Adulthood

At The Rural Enterprise Academy, we **plan transitions** with care to ensure that students with SEND feel confident, supported, and ready for their next steps. Whether students are joining us, moving through key stages, or leaving for college, **we work together with families** and professionals to make each transition as smooth as possible.

### 9.7.1 Key Stage 3: Early Preparation

We believe in building confidence from the start. In Key Stage 3, students with SEND:

- Take part in **career taster activities**
- Explore different job roles through **enrichment sessions, curriculum subjects** and **PSHE**
- Begin to develop self-awareness about their **strengths, interests, and ambitions**

This early exposure supports informed choices and builds the foundations for adulthood.

### 9.7.2 Key Stage 4: Preparation

All students in Year 10 take part in a dedicated **work experience week**. For students with SEND, we:

- Help them think about what kind of placement suits their interests and needs
- Work closely with families to find the right setting
- Provide **pre-placement preparation**, including visits and visual support
- Keep in contact with employers and students during the placement to check they feel safe and confident

This is a key part of our **ambitious curriculum** that prepares students for the real world and builds independence.

### 9.7.3 Year 11: Personalised Pathways

In Year 11, we provide tailored SEND support to help every student plan for their post-16 future:

- **1:1 career meeting** with our school's Careers Advisor / Key Worker
- Help with **college applications**, interviews, and decision-making
- **College visits** and opportunities to meet staff from future settings
- **Travel training**, where needed, to build confidence and reduce anxiety

For students with an Education, Health and Care Plan (EHCP):

- We hold the **Annual Review by the end of the Autumn Term**
- Reviews focus on **Preparation for Adulthood**, covering education, training, employment, independent living, and community participation
- For **Looked After Student (LAC)** with SEND, transition plans are also reviewed through **Personalised Education Plan (PEP)** meetings

We share all relevant information with new schools, colleges, or training providers to ensure continuity of support and understanding of the student's needs.

## 9.8 Preventing Students from becoming Not in Education, Employment, or Training (NEET)

We work closely with the Local Authority to support students with SEND in planning for life after Year 11. This includes guidance on education, employment, or training pathways, particularly for those with EHCPs. While **we do not operate our own alternative provision**, students requiring additional support may access provision via the Local Authority under Section 19 arrangements. Our aim is to ensure all students leave with a clear, supported destination and avoid becoming NEET.

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## 10. Attendance

At The Rural Enterprise Academy, we know some students with SEND may face barriers to regular attendance. But we recognise that all students deserve full access to education, and we hold high expectations for everyone.

Our inclusive approach means:

- **Working with families** to understand absence
- Making **reasonable adjustments**, like quiet spaces or flexible routines
- **Checking support** regularly to keep it effective

We listen, act early, and aim to remove barriers so students feel safe, included, and ready to learn. We are proud to be part of the [Inclusive Attendance Policy](#), helping all students attend and achieve.

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## 11. Safeguarding and SEND

At The Rural Enterprise Academy, we understand that students with special educational needs and/or disabilities (SEND) may face extra risks when it comes to staying safe. Student with SEND are more likely to experience abuse, neglect, or exploitation than their peers. They may also find it harder to recognise unsafe situations, speak up, or be understood.

We follow the **Keeping Student Safe in Education (KCSIE)** guidance to make sure our safeguarding practices support the needs of all students, including those with SEND.

Our SENCO is also a **Deputy Designated Safeguarding Lead (DDSL)** and works closely with the Designated Safeguarding Lead (DSL) to:

- Recognise signs of **abuse or neglect** that may show up differently in students with SEND
- Ensure staff are trained to spot concerns early, including changes in behaviour or wellbeing
- Use **student voice tools** and trusted adults to help every student express their feelings or worries
- Provide extra support or communication aids where needed
- Make sure students feel safe, included, and listened to

We work closely with families and other professionals to help keep every student safe. All safeguarding concerns are recorded and responded to using our [Safeguarding Policy](#) and local safeguarding procedures.

## 12 Adaptations to the Curriculum and Learning Environment

At The Rural Enterprise Academy, we believe all students should be included in learning and supported to do their best. We provide a **strong universal offer** as part of our **quality first teaching**. This means we plan lessons and teach in ways that meet the needs of most students.

When needed, we make **reasonable adjustments** for students with SEND to help them take part fully in school life. We also listen carefully to **student voice** to understand what works well for each student and what extra help they might need.

We adapt learning by:

- Changing how we **group students**, offer **1:1 or small group help**,
- **Providing aids and tools**, such as laptops, or large print materials
- **Adapting how we teach**, for example:
  - Giving extra time to think or respond
  - Pre-teaching key words or ideas
  - Reading instructions aloud
- **Planning seating carefully** to help with focus and comfort

We make sure staff know what works best for each student. These changes are reviewed regularly as part of the **graduated approach** to make sure they are helping the student to make progress.

### 12.1 Exams

As outlined in our SEN Information Report, for students who require **additional support during assessments**, we follow JCQ guidance to implement exam access arrangements such as **extra time, rest breaks, or the use of a reader or scribe**. These arrangements are based on a student's **normal way of working** and are reviewed regularly. For full details, please refer to our SEN Information Report.

### 12.2 SEMH and Physical / Sensory Issues

At The Rural Enterprise Academy, we want every student to feel safe, included, and able to take part in school life. We make reasonable changes to help remove barriers where we can.

To support students with physical or sensory needs, we have:

- Step-free access to main areas
- Disabled parking near reception
- Accessible toilets and changing areas
- A small number of calm spaces for regulation and reflection
- Portable ramps if needed
- Staff on hand to support movement around school if required

We know that some students may find busy times overwhelming. Where possible, we plan **short quiet slots** during key times (like before transitions or at lunch) for students who need a lower-stimulation space. These areas are shared and supervised, and use is agreed through our graduated approach.

### 12.3 Supporting Students with Physical and Medical Needs

We support students with **physical disabilities or medical conditions** so they can take part in school life safely and fully. Parents, carers, and health professionals help us decide what changes are needed.

For students with medical needs, we may put a **Health Care Plan (HCP)** in place. This outlines what support is needed, including any agreed use of personal devices for health monitoring.

**Examples of adjustments** may include:

- Access to rest breaks or snacks (e.g. for diabetes or fatigue)
- Use of a phone or medical device to monitor blood glucose, where agreed in the HCP
- Adapted toilets or mobility support
- Medication storage and supervision in line with school procedures

Medical plans are reviewed regularly. Phone use for medical reasons is only allowed when written into a Health Care Plan and approved by the SENCO or medical lead.

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### 13. Expertise and training of staff

At The Rural Enterprise Academy, many of our students have complex needs. We are committed to building staff knowledge so all students can succeed.

- The **SENCO** leads SEND provision and is supported by experienced staff.
- The SENCO is also the school's **Senior Mental Health Lead** and a **Deputy Designated Safeguarding Lead**.

We invest in Continuous Professional Development (CPD) so staff can deliver **teaching that works for everyone**, adapting to different strengths and needs. We work with **external experts**, such as specialist teachers and The National College. **All staff** take part in weekly briefings and targeted training.

Staff training is **reviewed regularly** and updated to match the needs of our students

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### 14. Links with external professional agencies (Appendix A)

At The Rural Enterprise Academy, we know that some students need extra help from people outside of school. We work closely with **external professionals** to support students with SEND. We may involve external agencies (**Appendix A**) as part of the **Assess, Plan, Do, Review (APDR)** process or at annual review meetings. This is to make sure that each student gets the support they need to learn and thrive.

We work with outside experts when needed and involve them in meetings with families where helpful.

## 15. Admission and accessibility arrangements

The Rural Enterprise Academy welcomes all students, including those with SEND. We follow our **Admissions Policy** and treat everyone fairly, as set out in the Equality Act 2010.

If a student has an **Education, Health and Care Plan (EHCP)**, We work in **partnership** with families and services to make sure the right help is in place. If our school is named in an EHCP and we can meet the student's needs, we will offer a place. If we cannot meet those needs, we will explain why and work with the local authority.

We do not disadvantage students with SEND during admissions or oversubscription. We make reasonable adjustments to help students access learning, activities, and facilities.

You can find more information in our [Admission Policy](#) and [Accessibility Plan](#).

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## 16. Complaints about SEND provision

We aim to sort out any concerns about SEND support quickly by talking with parents and carers early on. If you have a concern, the process is:

1. **Speak to the class teacher or SENCO** – we will listen and try to put things right.
2. **Follow-up meeting** – if needed, we'll arrange a meeting with the SENCO and/or a senior leader.
3. **Formal complaint** – if the concern is not resolved, families can follow the school's complaints policy.

If the issue isn't resolved informally, a formal complaint can be made by following our [Complaints Policy](#)

Parents of student with disabilities also have the right to make a claim to the **SEND Tribunal** if they believe the school has discriminated against their student. This could include:

- Exclusion
- Lack of appropriate support or services
- Failure to make reasonable adjustments

If concerns remain, parents or carers (and in some cases, students) can contact the [Staffordshire Global Mediation Service](#) For full guidance, see pages 246–247 of the [SEND Code Of Practice 2015](#)

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## 17. Monitoring and evaluation arrangements

SEND support is reviewed termly to address changes needed.. We look at progress in reading, attendance, and learning after interventions. We also review:

- Tracking data each term for English, maths, and vocational subjects
- Provision maps, which show the support each student receives and how it's going
- Feedback from students and teachers during review meetings

## 17.1 Monitoring of Wellbeing and Engagement

In addition to tracking academic progress in English, maths, and vocational subjects, we also **monitor wellbeing and engagement** through tools such as NGRT (reading assessments), Boxall Profiles, SDQs, and student voice surveys. These are reviewed as part of the Assess, Plan, Do, Review (APDR) cycle. This holistic approach ensures that both learning and emotional development are **supported and evaluated consistently**.

## 17.2 Monitoring the Policy

This policy will be checked and updated each year by the SENCO and senior leaders. We will also make changes during the year if laws or school systems change.

The final version of the policy will be approved by the full governing board.

## 18. Links with other policies and documents

This policy links to the following documents:

Category	Links
<b>School Policies</b> (e.g. Accessibility, Behaviour, Curriculum, Careers, Equality, Safeguarding)	<a href="#">The Rural Enterprise Academy Policies</a>
<b>SEND Policies and Information Report</b>	<a href="#">TREA SEND Page</a>
<b>Attendance</b>	<a href="#">TREA Attendance Page</a>
<b>Local Offer – Staffordshire</b>	<a href="#">Staffordshire Local Offer</a>
<b>Other Local Offers</b> Wolverhampton, Walsall, Shropshire Telford & Wrekin	<a href="#">Wolverhampton</a> , <a href="#">Walsall</a> , <a href="#">Shropshire</a> , <a href="#">Telford &amp; Wrekin</a>
<b>SENDIASS and Parent Support</b> (SEND Information, Advice and Support Services)	<a href="#">Wolverhampton SENDIASS</a> , <a href="#">Walsall SENDIASS</a> , <a href="#">Telford &amp; Wrekin SENDIASS</a> , <a href="#">Staffordshire SENDIASS</a>
<b>Disagreement Resolution &amp; Mediation</b>	<a href="#">Staffordshire Mediation Guidance</a>

## Appendix A: External Agencies We Work With

We work with a range of external professionals to support our students with SEND. These services provide assessment, advice, and additional support where appropriate. All referrals are made with parental consent.

Agency / Service	Support Provided	When They May Be Involved
<b>Educational Psychologist (EP)</b>	Assessment, advice on learning, memory, behaviour, and cognition	When a student is not making progress despite in-school support
<b>CAMHS (Student &amp; Adolescent Mental Health)</b>	Support with anxiety, trauma, self-harm, ADHD, ASD, and other mental health needs	If emotional or mental health needs are affecting learning or wellbeing
<b>Speech and Language Therapy (SALT)</b>	Help with communication skills, social interaction, speech sounds	When a student has difficulty understanding or using language
<b>Occupational Therapy (OT)</b>	Support with fine/gross motor skills, sensory needs, and access arrangements	For students with handwriting, movement, or sensory processing difficulties
<b>Autism or SEND Advisory Teachers</b>	Specialist advice, strategies, and staff training for neurodiverse learners	When a student is diagnosed or suspected to be autistic
<b>Hearing / Visual Impairment Services</b>	Environmental adjustments, equipment, and staff guidance	When a student has a diagnosed hearing or visual need
<b>SEND &amp; Inclusion Hub</b>	Outreach support, short-term targeted intervention, mentoring	For students needing short-term external intervention
<b>School Nurse</b>	Medical needs advice, care plans, and liaison with families	For medical conditions or ongoing health needs
<b>Virtual School</b>	Educational tracking, PEP reviews, and support for Student in Care	For Looked After Student (LAC) or students with a social worker
<b>Social Workers</b>	Safeguarding, care planning, and family support	When a student is open to Social Care or under a CIN/CP plan
<b>Early Help / Family Support</b>	Coordinated support for families (e.g. housing, parenting, routines)	When additional family support is needed but thresholds for Social Care are not met
<b>Staywell Staffordshire</b>	Mental health and wellbeing support, including school-based mentoring and advice	When a student is experiencing anxiety, low mood, or emotional distress

## Appendix B: Referral Pathways for External Support

At The Rural Enterprise Academy, referrals to external professionals, including the Educational Psychologist (EP), follow a structured process aligned with our Wave 1–3 graduated response.

### Pathway 1 – SEN/Attendance/EBSA

- **Wave 1 – Universal:** Quality First Teaching (QFT), initial monitoring. Concerns flagged where SAS ≤ 85 or attendance < 95%.
- **Wave 2 – Targeted:** First APDR cycle, targeted intervention (e.g. literacy support, attendance plan), parent/child voice included.
- **Wave 3 – Focused / External Link:** Second APDR cycle, more intensive strategies (e.g. EBSA support, personalised literacy). **SAS below 84 across at least two consecutive cycles.** SDQ or Boxall Profile used if SEMH suspected. Referrals made to services such as **Staywell**, Early Help, or

attendance officer. If progress remains limited, referral made to **SEND Hub**. The Hub decides whether to request EP involvement or direct to further outreach.

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### **Pathway 2 – Behaviour/SEMH**

- **Wave 1 – Universal:** Relational/restorative practice, behaviour logged under Ready/Respectful/Responsible, initial staff strategies.
  - **Wave 2 – Targeted:** First APDR cycle, behaviour plan, small group SEMH intervention (e.g. mentoring, self-esteem work), parent engagement.
  - **Wave 3 – Focused / External Link:** Second APDR cycle, intensive SEMH intervention (e.g. ELSA, anger management). SDQ or Boxall Profile completed. Referrals made to **Staywell** or equivalent SEMH outreach. If behaviour continues to impact significantly, referral made to **SEND Hub**, which will decide whether EP involvement is appropriate or whether additional outreach should be provided.
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### **Key Principles Across Both Pathways**

- **Wave 1** = universal classroom strategies (Quality First Teaching).
- **Wave 2** = targeted interventions with APDR review.
- **Wave 3** = intensive support, external referrals, and SEND Hub involvement.
- **EP referral is only made via the SEND Hub**, unless urgent safeguarding requires immediate escalation.