



SEND Policy



1	Summary	Thorpepark Academy			
2	Responsible person	Amanda Robinson			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Amanda Robinson			
6	Who has been consulted and recommended policy for approval	Caroline Knight			
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1. Introduction

Thorpepark Academy has a named SEND co-ordinator (Amanda Robinson), who has completed the Government SEND co-ordinator qualification. The school also has a named Governor responsible for SEND (Mrs Sheila Wallace-Marshall). They ensure that the Thorpepark Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

It is the belief that all pupils have an equal right to a full and rounded education which will enable them to achieve to their full potential. We strive to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).



- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Arrangements for pupils with SEND is in line with our published admission arrangements. We endeavour to make reasonable adjustments to meet the needs of any SEND pupils in the spirit of this policy.

In line with our commitment to equality of opportunities we ensure that no pupils are treated less favourably than others due to their identifying SEND.

2. Scope of the policy

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents / carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for pupils' special educational needs
- through reasonable adjustments to enable all pupils to have access to a broad and balanced curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3. What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

4. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the



diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND co-ordinator and individual teachers to ensure all pupils have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to pupils' needs by:

- providing support for pupils who need help with cognition and learning
- planning to develop pupils' understanding through the use of all available senses and experiences
- planning for the pupils' full participation in learning, and in physical and practical activities
- helping pupils to manage their own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

5. Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the head of school, the SEND co-ordinator and all other members of staff, particularly teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pre-school years of the pupil. If the pupil already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SEND co-ordinator will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the provision.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Pupils who are below age-related expectations are tracked through pupil progress meetings which occur termly and referring to the pre-key stage standards as milestones or the Beanstalks Progression. Tasks completed during lessons will be adapted, where necessary, to provide temporary scaffolds and additional support to access the same learning as their peers within the mainstream provision.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance



in different subjects and developmental areas to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

6. Monitoring Children's Progress

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a child is not progressing. Under these circumstances, teachers may need to consult the SEND co-ordinator to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to a broad and balanced curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help pupils with special educational needs, Thorpepark will adopt a graduated response. This may involve using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual pupils through the use of personalised learning, provision mapping, pupil progress meetings and the SEND co-ordinator will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to alert the SEND co-ordinator, complete a cause for concern form and to take steps to address the concern. Parents will be consulted and specific interventions put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher, after discussion with the SEND co-ordinator, will then provide further interventions that are additional to those provided as part of the school's adaptive curriculum and the child will be given individual learning targets which will be applied within the classroom. The targets are recorded on a graduated response document following the "assess, plan, do and review" process outlined within the SEN code of practice (September 2014) and reviewed termly. Targets may be reviewed on an interim basis by the class teacher if amendments are required. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SEND co-ordinator, parents and young person.

If the child continues to be a concern and make little progress despite interventions then a request for statutory assessment will be considered.



7. Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

8. The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEN register.

9. The Nature of Intervention

The SEND co-ordinator and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA, SEND co-ordinator or an outside agency.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SEND co-ordinator, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SEND co-ordinator and they will be invited to an SEN coffee morning or formal meetings throughout the year. During the coffee morning they will



have specific time slots to discuss individual learning targets and progress with the SEND co-ordinator and familiar staff.

The SEND co-ordinator will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

10. Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. Parent voice is included within the graduated approach and all plans are shared with the parents and a copy is sent home every term.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SEND co-ordinator through a school email address and are welcome to arrange a meeting.

Regular opportunities for parents to meet with the SENDCo through informal coffee mornings and regular meetings with the year group leader to discuss any concerns or ask any questions.

11. The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the assess, plan, do, review continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.



- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

12. School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans
- Graduated response documents (Assess, plan, do and review)
- My Support Plan
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an education, health and care plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SEND co-ordinator from the secondary school will be informed of the outcome of the review.

13. Personalised learning.

Strategies employed to enable the child to progress will be recorded within the graduated approach (assess, plan, do and review) which will include information about:

- The short term targets set for the child.
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

A SEN file will include information about:

- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning



14. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff adapt approaches and strategies appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and adaptive teaching and this has led to members of staff planning lessons that incorporate the different learning styles that children have. Personalised learning and adaptive teaching strategies feature significantly in the provision that we make in the school for children with SEND.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The engagement model will be used as an assessment tool to supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. The engagement model replaces the use of p-scales.

Pupils in the Little Beanstalks will be assessed using the Beanstalks Progression to record small steps of progress linking to their communication and interaction needs. These pupils are supported by external professional such as speech and language therapists and outreach support.

15. Allocation of resources

The SEND co-ordinator is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans. The head of school informs the governing body of how the funding allocated to support special educational needs has been employed.

The head of school and the SEND co-ordinator meet annually to agree on how to use funds directly related to EHCPs.

16. The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

17. Monitoring and evaluation

The SEND co-ordinator monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the



policy on the practice of the school. The SEND co-ordinator and the head of school hold regular meetings to review the work of the school in this area. In addition, the SEND co-ordinator and the named governor with responsibility for special needs also hold meetings.

18. Complaints

Any queries or complaints regarding a child needs to be addressed to Amanda Robinson - SENDCo, Caroline Knight – Head of school or Sheila Wallace-Marshall - Governor responsible for SEN. This is in line with our complaints policy.