



# POLICY FOR SPECIAL EDUCATIONAL NEEDS (SEN) & THE SEN INFORMATION REPORT



Document Detail	
Category	Statutory
Department	All Academies within the Trust
Responsible Officer	Headteacher of Academy
Status	Approved
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### 1. Aims

Our SEN policy and information report aims to:

- Set out how the academies within our Trust will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

In the Ad Meliora Academy Trust we believe in participation for all pupils: -

- We want all adults and pupils to participate in learning and we celebrate all members of our community.
- We want to create an inclusive culture in our academies - we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.
- We value high quality teaching for all learners – we aim to create a learning environment which is flexible enough to meet the needs of all the children in the academies in our Trust, including those with SEN-D.
- We are committed to making sure that all pupils make progress from their starting point.

In the Ad Meliora Academy Trust, we are committed to working together with all members of our academy communities, including pupils, parents/carers, directors, governors and members of staff. We welcome feedback and future involvement in our work with children with SEN-D.

Lisa Cook – Chief Executive Headteacher

Nikki Taylor – Headteacher at Blenheim Park Academy

Jill Graver – Headteacher at Greenpark Academy

Helen Fendley – Headteacher at Reffley Academy

Karl Jermyn – Chair of Directors

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 2. Legislation and guidance

This policy and information report is based on the statutory

- Use the Norfolk INDES document to determine the level of need and support required, <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings>
- Advise on the graduated approach to providing SEN support ([SEN Waves of Provision Map](#)). See Appendix 1 or the following hyperlinks:

### Greenpark Academy

<https://www.greenpark.norfolk.sch.uk/attachments/download.asp?file=46&type=pdf>

### Reffley Academy

<https://primarysite-prod-sorted.s3.amazonaws.com/reffley-academy/UploadedDocument/1fc401e88ed44e428f83e7e88bb1ee19/sen-waves-of-provision-map.pdf>

### Blenheim Park Academy:

<https://primarysite-prod-sorted.s3.amazonaws.com/blenheim-park-primary-school/UploadedDocument/2e347aef6c5d4f388e9d44704b9e5271/sen-waves-of-provision-map.pdf>

- Advise on the deployment of the staff and resources allocated from the academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and CEH to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps up to date records of all pupils with SEN

### The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the academy

### The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **3. SEN information report**

#### SEN Information Report 2023-24

See appendices 2, 3 and 4 for individual academy reports or the following hyper-links:

Blenheim Park Academy:

<https://primarysite-prod-sorted.s3.amazonaws.com/blenheim-park-primary-school/UploadedDocument/e3f3f9f0431647d68a03a4d72aa5a10c/sen-information-report-2020-2021.pdf>

Greenpark Academy:

<https://www.greenpark.norfolk.sch.uk/attachments/download.asp?file=39&type=pdf>

Reffley Academy:

<https://primarysite-prod-sorted.s3.amazonaws.com/reffley-academy/UploadedDocument/4819ab38f19542beb90cfd66f9b6982a/sen-information-report-sept-20-21-reffley.pdf>

### **4. Monitoring arrangements**

This policy and information report will be reviewed annually. It will be updated if any changes to the information are made during the year. It will be approved by the Board of Directors

### **5. Links with other policies and documents**

This policy links to our policies on:

- Policy for Inclusion
- SEN Accessibility Plan
- Policy for Equality
- Supporting Pupils with Medical Conditions

## Appendix 1: SEN Waves of Provision Map for Trust – Blenheim Park Academy, Greenpark Academy and Reffley Academy

SEN Waves of Provision Map – Ad Meliora				
This map is subject to change as new services are added or altered.	<b>Wave 1</b> - Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs			
	<b>Wave 2</b> - This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.			
	<b>Wave 3</b> - This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.			
Identified Needs	<b>Wave 1</b>	<b>Wave 2</b> <b>APDR cycle in place</b>	<b>Wave 3</b>	<b>Further action</b>
<b>Cognition and Learning</b>	Differentiated curriculum planning, delivery, success criteria and outcome -Visual timetables -Writing frames -Word and phonics mats. -Access to technology including laptops and ipads -Phonics teaching which is carefully tailored to match the next steps for each child - Focused group work with class teacher -Small group support from a Teaching Assistant	Dyslexia screening WRAT 5 test Single word reading test Single word spelling test BPVS	Potential referral to EPSS for learning needs assessment or EP assessment S2S support -Access through Technology	Application for an EHCP

	-Learning cafes			
<b>Communication and Interaction</b>	<p>Visual timetable</p> <p>Clear instructions</p> <p>Differentiated curriculum planning, delivery, success criteria and outcome</p> <p>Talk partners</p> <p>Talk for writing -Structured routines -Speech and Language</p> <p>ASD friendly teaching approaches</p> <p>Now and Next board</p> <p>Social Stories</p>	<p>Referral to SALT or SAL TA for baseline screening.</p> <p>Provision of intervention programme put in place for 12 sessions.</p> <p>Talk Boost group programme -Wellcomm small group programme - Narrative groups</p>	<p>Possible SRB referral</p> <p>Potential referral to EPSS for learning needs assessment/ EP assessment/ASD Team PECS</p> <p>Referral to ATT</p> <p>Individual Speech and Language sessions following targets set by Speech and Language Therapy Services.</p> <p>-Wellcomm individual programme. -S2S support (School to School).</p>	<p>Application for an EHCP or alternative provision</p>
<b>Social , Emotional Mental Health</b>	<p>Thrive</p> <p>PATHS</p> <p>Pastoral support team</p> <p>Check ins</p> <p>Daily support</p> <p>Restorative ethos</p> <p>Breakfast club</p> <p>Daily mile</p> <p>Whole school behaviour Policy based on a restorative approach to behaviour</p> <p>-Restorative circles</p> <p>-Class reward systems</p> <p>-Celebration assembly</p> <p>-Health visitor drop in advice sessions for Early Years.</p>	<p>Referral to Trust Counsellor</p> <p>School nurse referral</p> <p>Point 1 referral</p> <p>Series of behaviour support sessions and strategies</p> <p>Observations and individual packages and advice.</p> <p>Use of social stories</p>	<p>Possible SRB Referral KS1</p> <p>Play Therapy</p> <p>Individual support packages with Pupil Support Services including anger management, social skills etc.</p> <p>-1:1 TA support</p> <p>-Individual reward packages.</p> <p>-Social Stories</p> <p>-Involvement of CAMHS and other mental health services.</p> <p>-Nelsons Journey referrals</p> <p>Pandora Referral</p> <p>FSP</p>	<p>-Educational Psychology Services assessment and advice.</p> <p>-S2S support</p>

	-Parent coffee morning (to discuss concerns, queries and worries).			
<b>Sensory and Physical</b>	<p>Flexible teaching arrangements</p> <p>-Sensory equipment such as textural resources, sensory tents, balance equipment.</p> <p>- Wide range of apparatus and large outdoor equipment to encourage physical development.</p>	<p>-Small group fine motor skills development</p> <p>-Additional handwriting</p> <p>-Access to equipment e.g. pencil grips, writing slopes.</p>	<p>S2S support -</p> <p>Advice/equipment/training from Sensory Support Team</p> <p>- Advice/equipment/training from Access through Technology team</p> <p>-Physiotherapy plans followed in school</p> <p>-Support from Physiotherapy Services</p> <p>-Support from Occupational Therapy Services</p> <p>-TA support during PE/outdoor learning activities.</p> <p>-School Nursing Team support</p>	



## SEN Information Report 2023-24

Welcome to our SEN information report. This document is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The local offer is an online resource designed to support children and young people with special educational needs/disabilities and their families. It describes the services and provision available within Norfolk for all children with Special needs/disabilities with or without an Education Health and Care Plan.

The Norfolk Local Offer can be found here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This report is reviewed annually and should be read in conjunction with our SEN policy and our Accessibility Plan. This report should tell you all you need to know about SEN at our academy. If you do have any questions, please contact us and we will be happy to help.

### **Special Needs at our academy**

At Blenheim Park Academy we are committed to working together with all members of our academy community. We believe children are best supported where there is open dialogue between the home and the academy, where both sets of expertise are used in the best interests of the child. As parents you can always speak to your child's class teacher or the SENCo (Special Educational Needs and Disability Coordinator) about any concerns you may have. We offer a friendly, caring and inclusive environment where social and emotional support is of great importance to developing the whole child. If you think that your child may have a special educational need, please speak to the class teacher in the first instance.

The best people to contact in school this year are:

Claire Bunton – SENCO [senco@greenpark.norfolk.sch.uk](mailto:senco@greenpark.norfolk.sch.uk)

Nikki Taylor – Headteacher [head@blenheimpark.norfolk.sch.uk](mailto:head@blenheimpark.norfolk.sch.uk)

Academy office 01485 528368 or [office@blenheimpark.norfolk.sch.uk](mailto:office@blenheimpark.norfolk.sch.uk)

### **Our Approach to Teaching Learners with SEN**

We expect all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our academy where staff are aware the diversity of children's backgrounds, interests, experience, knowledge and skills.

We involve parents and families at all stages of their child's education through regular communication such as parents meetings, drop ins and informal events such as coffee mornings.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy. We aim to create a learning environment which is flexible enough to meet the needs of all learners. We monitor the progress of all pupils to ensure that effective learning is taking place. We ensure that all pupils in our academy are equally valued by having access to a broad and balanced curriculum which is differentiated to meet individual needs.

### **Identification of a SEN and Assessment**



At different times in their academic career, a child or young may have a special educational need. The SEN Code of Practice defines SEN as; ‘ **A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age**’. We support children within each category of SEN:

- Cognition and Learning
- Communication and Interaction
- Physical and sensory
- Social, Mental and Emotional Health

Further information can be found within the SEN Code of Practice  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For some children, SEN can be identified at an early age. We work together with nurse and pre-school providers and previous schools/academies to gather information during the transition process, making sure we have the necessary information to support the child.

On entry into Reception we use recognised speech and language screening tools to determine support required. Some children’s difficulties become evident only as they develop. All those who work with children are aware there may be emerging difficulties and respond early.

We recognise that parents know their children best and we listen to and understand when parents express concerns about their child’s development. We are also aware that pupils may raise concerns about their own learning and that their pupil voice is particularly important.

We ensure that the assessments we use help us to build a ‘picture’ of the child and are relevant and that they will help to identify a range of strategies to support learning and development. Assessments we use include:

- Conversations with parents/carers, pupils and school staff
- Transition documents and conversations from a previous setting
- Observations by SENCO
- Use of external services such as the Educational Psychology Support Service
- SEN pupil progress meetings
- Thrive assessments

In addition, where necessary the academy may seek advice and expertise from additional professionals such as:

- The Dyslexia Outreach Service
- Health
- Speech Therapy
- Educational Psychologist
- Social, Emotional , Mental Health support

### **Working with Children and Families**

The academy works with parents/carers to support SEND children. We ensure that parents/carers are involved in all we do. This is achieved in a number of ways:

- Through face to face meetings with the class teacher or SENCO
- Parents evenings
- Phone calls

- Through another meeting such as an EHAP
- Dojo communication

Parents are invited to be involved with the implementation of our Assess, Plan, Do, Review Process where current actions are discussed and implementation agreed.

Children are also a vital part of the process and are involved with talking about their own needs, where they feel they need support and what the academy can do to support them. The child meets with the SENCO once a term to review their own needs and to ensure that they are at the centre of their learning journey.

### **Child centred approach**

A child centred approach means using the child as the starting point for lesson plans and for developing a personalised curriculum. Staff get to know the child and recognise of any special interests they may have. These interests can then be used to facilitate access to learning.

Please do share any information about your child that may be useful with the SENCO or class teacher.

### **The Right Provision**

The academy uses cycles of 'Assess, Plan, Do, Review,' this is a graduated approach to supporting SEN pupils in the academy. For children working 'pre key stage on not engaged in subject specific learning, we incorporate the Engagement Model as part of our APDR system.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

The right approach for each child as an individual is considered (see child centred approach section). This may mean providing specific resources or teaching in a specific way. It may mean seeking external advice for more specific support. It may also mean seeking an appropriate placement at an alternative school/academy where the child's needs can be fully met.

We ensure that the right provision is in place for all children at our academy. Through our Assess, Plan, Do review process we:

- **Assess** the individual needs of the child looking at strengths and weaknesses, the whole picture of the child, personal interests as well as taking in to account views of both the child and parents.
- We **plan** the best way to support the individual, this may be through small group work, in class support, some one-to-one sessions, referral to a specialist, working with our pastoral team, family support and much more. We decide on three relevant actions that we aim to achieve. These are shared with the child and parents.
- We then **do** what we planned to do, making sure that feedback is given to the class teacher, SENCO or pastoral team as required. We make any necessary changes to the plan as we move through the cycle.
- Finally we **review** progress at the end of a six week cycle. We believe that regular review is key to progression. At this point we decide whether progress has been made and actions achieved or whether the plan and actions need changing or whether a referral to an appropriate external agency may be required.
- The review process then feedback back into the assess section to begin a new cycle.

### **Education Health Care Plans (EHCPs)**

Sometimes, the needs of the child may be complex and/or significant. There may be a need for the academy to apply for an Education, Health and Care Plan (EHCP) needs assessment.

More information about the EHCP process can be found on the Local Offer website. An EHCP can be applied for by professionals from Education, Health or the Care sector.

### **Looked After Children (LAC)**

The academy supports LAC with special education needs through the Personal Education Plan (PEP) process. LAC pupils with additional needs will have appropriate targets. Any funding from the PEP can also be used to support the pupil as necessary. Targets are reviewed at least termly to determine progress and the next level of support

### **Transition and Next Steps**

Arrangements are made at all points of transition, this could be moving from class to class at the end of each academic year, or between key stages or even between schools/academies.

The class teacher and/or SENCo will meet with the receiving school or teacher/SENCO to ensure all records are passed on. There will also be discussion about the child's needs and an exchange of information around what works well for the child in order to make the process as smooth as possible.

### **Equal Opportunities and Adapting the Curriculum**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

We ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them. We make adaptations to ensure that all pupils have access to the academy curriculum and activities and support pupils to achieve their full potential despite any difficulty or disability they may have.

The curriculum can be adapted in many ways, here are some ways we may adapt the curriculum in the academy:

- Altering the way that instructions are presented
- Making adaptations to the physical or social environment
- Adapting materials or resources to suit the needs of the child
- Altering the level of support or supervision/assistance
- Modifying the process or task and managing expectation

This website contains some really useful information for teachers;

<http://blog.brookespublishing.com/5-types-of-instructional-adaptations-for-your-inclusive-classroom/>

If appropriate, specialist equipment is purchased either through the academy SEN budget or through specialist grant/high needs funding from the Local Authority. We will endeavour to provide specialist equipment and work with health professionals such as occupational therapists and physiotherapists.

### **Have your say**

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first (or key person if in early years). Teachers and parents working together can often provide solutions to any concerns you may have. If you are still unhappy, you should contact the academy office to get a copy of the Trust complaints procedure. You can also talk to Norfolk SENDIASS -

<https://www.norfolksendiass.org.uk/> who can provide information and support for parents/carers of children with special educational needs. If your child has a statement or Education, Health Care Plan, you can also contact your Special Educational Needs Caseworker.



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The best people to contact in school this year are:

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Jill Graver – Headteacher [office@greenpark.norfolk.sch.uk](mailto:office@greenpark.norfolk.sch.uk)

Di Parkinson – Family Support Advisor [di.parkinson@admtrust.org.uk](mailto:di.parkinson@admtrust.org.uk)

School office 01553 772018 or [office@greenpark.norfolk.sch.uk](mailto:office@greenpark.norfolk.sch.uk)

### **Our Approach to Teaching Learners with SEN**

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We involve parents and families at all stages of their child's education through regular communication such as parents meetings, drop-ins and informal events such as coffee mornings.

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We recognise that parents know their children best and we listen to and understand when parents express concerns about their child’s development. We are also aware that pupils may raise concerns about their own learning and that their pupil voice is particularly important.

We ensure that the assessments we use help us to build a ‘picture’ of the child and are relevant and that they will help to identify a range of strategies to support learning and development. Assessments we use include:

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## **Working with Children and Families**

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- Through face to face meetings with the class teacher or SENCO
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Parents are invited to be involved with the implementation of our Assess, Plan, Do, Review Process where current actions are discussed and implementation agreed.

Children are also a vital part of the process and are involved with talking about their own needs, where they feel they need support and what the school can do to support them. The child meets with the SENCO once a term to review their own needs and to ensure that they are at the centre of their learning journey.

### **Child centred approach**

A child centred approach means using the child as the starting point for lesson plans and for developing a personalised curriculum. Staff get to know the child and recognise of any special interests they may have. These interests can then be used to facilitate access to learning. This dovetails with work carried out by our Thrive lead and practitioners, looking at developing the whole child and enabling them to be ready to learn.

Please do share any information about your child that may be useful with the SENCO or class teacher.

### **The Right Provision**

The school uses cycles of 'Assess, Plan, Do, Review,' this is a graduated approach to supporting SEN pupils in the academy. For children working at 'pre key stage' or not engaged in subject specific learning, we incorporate the Engagement Model

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf) as part of our APDR system.

The right approach for each child as an individual is considered (see child centred approach section). This may mean providing specific resources or teaching in a specific way. It may mean seeking external advice for more specific support. It may also mean seeking an appropriate placement at an alternative school where the child's needs can be fully met.

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- Our next step is to **do** what we planned to do, making sure that feedback is given to the class teacher, SENCO or pastoral team as required. We make any necessary changes to the plan as we move through the cycle.
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### **Equal Opportunities and Adapting the Curriculum**

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## SEN Information Report 2023-24

Welcome to our SEN information report. This document is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The local offer is an online resource designed to support children and young people with special educational needs/disabilities and their families. It describes the services and provision available within Norfolk for all children with Special needs/disabilities with or without an Education Health and Care Plan. The Norfolk Local Offer can be found here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This report is reviewed annually and should be read in conjunction with our SEN policy and our Accessibility Plan. This report should tell you all you need to know about SEN at our academy. If you do have any questions, please contact us and we will be happy to help.

### **Special Needs at our academy**

At Reffley Academy we are committed to working together with all members of our academy community. We believe children are best supported where there is open dialogue between the home and the academy, where both sets of expertise are used in the best interests of the child. As parents you can always speak to your child's class teacher or the SENCo (Special Educational Needs and Disability Coordinator) about any concerns you may have. We offer a friendly, caring and inclusive environment where social and emotional support is of great importance to developing the whole child. If you think that your child may have a special educational need, please speak to the class teacher in the first instance.

The best people to contact in school this year are:

Claire Bunton – SENCO [senco@greenpark.norfolk.sch.uk](mailto:senco@greenpark.norfolk.sch.uk)

Helen Fendley – Headteacher [head@reffley.norfolk.sch.uk](mailto:head@reffley.norfolk.sch.uk)

Claire Hodgson - Pastoral support [chodgson@reffley.norfolk.sch.uk](mailto:chodgson@reffley.norfolk.sch.uk)

Academy office 01553 772018 or [office@greenpark.norfolk.sch.uk](mailto:office@greenpark.norfolk.sch.uk)

### **Our Approach to Teaching Learners with SEN**

We expect all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our academy where staff are aware the diversity of children's backgrounds, interests, experience, knowledge and skills.

We involve parents and families at all stages of their child's education through regular communication such as parents meetings, drop ins and informal events such as coffee mornings.

We value high quality teaching for all learners and actively monitor teaching and learning in the academy. We aim to create a learning environment which is flexible enough to meet the needs of all learners. We monitor the progress of all pupils to ensure that effective learning is taking place. We ensure that all pupils in our academy are equally valued by having access to a broad and balanced curriculum which is differentiated to meet individual needs.

### **Identification of a SEN and Assessment**

At different times in their academic career, a child or young may have a special educational need. The SEN Code of Practice defines SEN as: ‘ **A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age**’

We support children within each category of SEN -

- Cognition and Learning
- Communication and Interaction
- Physical and sensory
- Social, Mental and Emotional Health

Further information can be found within the SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For some children, SEN can be identified at an early age. We work together with nurse and pre-school providers and previous schools/academies to gather information during the transition process, making sure we have the necessary information to support the child. On entry into Reception we use recognised speech and language screening tools to determine support required. Some children’s difficulties become evident only as they develop. All those who work with children and young people are aware there may be emerging difficulties and respond early.

We recognise that parents know their children best and we listen to and understand when parents express concerns about their child’s development. We are also aware that pupils may raise concerns about their own learning and that their pupil voice is particularly important.

We ensure that the assessments we use help us to build a ‘picture’ of the child and are relevant and that they will help to identify a range of strategies to support learning and development. Assessments we use include:

- Conversations with parents / carers, pupils and academy staff
- Transition documents and conversations from a previous setting
- Observations by SENCO
- Use of external services such as the Educational Psychology Support Service
- SEN pupil progress meetings
- Thrive assessments

In addition, where necessary the academy may seek advice and expertise from additional professionals such as:

- The Dyslexia Outreach Service
- Health
- Speech Therapy
- Educational Psychologist
- Social, Emotional , Mental Health support

### **Working with Children and Families**

The academy works with the parents/carers to support SEND children. We ensure that parents/carers are involved in all we do. This is achieved in a number of ways:

- Through face to face meetings with the class teacher or SENCO
- Parents evenings

- Phone calls
- Through another meeting such as an EHAP
- Dojo communication

Parents are invited to be involved with the implementation of our Assess, Plan, Do, Review Process where current actions are discussed and implementation agreed.

Children are also a vital part of the process and are involved with talking about their own needs, where they feel they need support and what the academy can do to support them. The child meets with the SENCO once a term to review their own needs and to ensure that they are at the centre of their learning journey.

### **Child centred approach**

A child centred approach means using the child as the starting point for lesson plans and for developing a personalised curriculum. Staff get to know the child and recognise of any special interests they may have. These interests can then be used to facilitate access to learning. This dovetails with work carried out by our Thrive lead and practitioners, looking at developing the whole child and enabling them to be ready to learn. Please do share any information about your child that may be useful with the SENCO or class teacher.

### **The Right Provision**

The academy uses cycles of 'Assess, Plan, Do, Review,' this is a graduated approach to supporting SEN pupils in school. For children working 'pre key stage or not engaged in subject specific learning, we incorporate the Engagement as part of our APDR system -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

The right approach for each child as an individual is considered (see child centred approach section). This may mean providing specific resources or teaching in a specific way. It may mean seeking external advice for more specific support. It may also mean seeking an appropriate placement at an alternative school where the child's needs can be fully met.

We ensure that the right provision is in place for all children at our academy. Through our Assess, Plan, Do review process we:

- **Assess** the individual needs of the child looking at strengths and weaknesses, the whole picture of the child, personal interests as well as taking in to account views of both the child and parents.
- We **plan** the best way to support the individual, this may be through small group work, in class support, some one-to-one sessions, referral to a specialist, working with our pastoral team, family support and much more. We decide on three relevant actions that we aim to achieve. These are shared with the child and parents.
- We then **do** what we planned to do, making sure that feedback is given to the class teacher, SENCO or pastoral team as required. We make any necessary changes to the plan as we move through the cycle.
- Finally we **review** progress at the end of a six week cycle. We believe that regular review is key to progression. At this point we decide whether progress has been made and actions achieved or whether the plan and actions need changing or whether a referral to an appropriate external agency may be required.
- The review process then feedback back into the assess section to begin a new cycle.

### **Education Health Care Plans (EHCPs)**

Sometimes, the needs of the child may be complex and/or significant. There may be a need for the academy to apply for an Education, Health and Care Plan (EHCP) needs assessment. More information about the EHCP

process can be found on the Local Offer website. An EHCP can be applied for by professionals from Education, Health or the Care sector.

### **Looked After Children (LAC)**

The academy supports LAC with special education needs through the Personal Education Plan (PEP) process. LAC pupils with additional needs will have appropriate targets.

Any funding from the PEP can also be used to support the pupil as necessary. Targets are reviewed at least termly to determine progress and the next level of support.

### **Transition and Next Steps**

Arrangements are made at all points of transition, this could be moving from class to class at the end of each academic year, or between key stages or even between schools/academies.

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