



Policy for Special Educational Needs and Disabilities (SEND) including the SEND Information Report



| Document Detail | |
|---------------------|---|
| Category | Statutory |
| Department | Academies within the Trust |
| Responsible Officer | Headteacher |
| Approved by: | Directors Resources, Risk and Audit committee Chief Executive Officer Academy Committee |
| Status | |
| Reviewed on: | Term 1 - 2024 |
| Next review: | Term 1 -2025 |

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy 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.

2. Vision and values

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

- In the academies within our Trust, we will provide all pupils with access to a broad and balanced curriculum.
- We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
- We are responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.
- We value high quality teaching for all learners – our learning environment which is flexible enough to meet the needs of all the children in the academies in our Trust, including those with Special Educational Needs and Disabilities (SEND).
- We are committed to working together with all members of our academy communities - pupils, parents/carers, staff, Academy Committee members and Directors.
- We welcome feedback and are always looking at ways we can further improve our provision for pupils with SEND.

3. Legislation and guidance

This 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’ and academies’ responsibilities for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' and academies' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the academy's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the academies' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Director and Academy Committee Member responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the academies' obligation to admit all pupils whose education, health and care (EHC) plan names the academy, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

The Trust also follows guidance from;

- Use the Norfolk INDES document to determine the level of need and support required for SEN Support pupils.
<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>
- Use of the Norfolk PEASS (Provision Expected at School Support) document to support the graduated approach and our SEN support pupils.
<https://www.schools.norfolk.gov.uk/article/29772/Provision-expected-at-SEN-support-PEaSS>

4. Inclusion and equal opportunities

The academies within our Trust strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

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

5. Definitions

5.1 Special educational needs

A pupil has SEN 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/academies.

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

5.2 Disability

Pupils 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.

Academies within the Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions and support will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED | OVERVIEW OF THE NEED |
|-------------------------------------|---|
| Communication and interaction | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |

| AREA OF NEED | OVERVIEW OF THE NEED |
|-------------------------|--|
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

6. Roles and responsibilities

6.1 The SENCO

The SENCOs at our academies are:



Mrs C Bunton



Mrs C Bunton



Mrs L Lee



Mrs L Lee

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN Academy Committee member to determine the strategic development of the SEND policy and provision in the academies
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care (EHC) plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school, academy or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, academy or institution in a timely manner
- Work with the headteacher and Academy Committee members to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the academies keep records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the academy's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Board of Directors and Academy Committees

The Board of Directors is responsible for making sure the duties listed below are carried out. The Board of Directors has delegated the duties to the Academy Committees:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the academy alongside pupils who don't have SEND
- Inform parents when the academy is making special educational provision for their child
- Make sure that the academy has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the academy website about how leaders are implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the Trust's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link Academy Committee member

The SEND link Academy Committee member is:



Mike Douglass



Christopher Lowe



Stephen McGahren



Stephen McGahren

The SEND Academy Committee member will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the academy and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the academy

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link Academy Committee member to determine the strategic development of the SEND policy and provision within the academy
- Work with the SENCO and Academy Committee members to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the academy's identification of SEN, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the academy
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside the academy and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The academy will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

Academies in the Trust publish a SEN information report on its website, which sets out how this policy is implemented in the academies.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the academy. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the academy may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of

progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the academy, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the academy will work in a multi-agency way to make sure we get relevant information before the pupil starts at the academy, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

Academies in the Trust will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

| | |
|------------------|---|
| 1. Assess | <p>The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The academy may also seek advice from external support services.</p> <p>The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.</p> |
| 2. Plan | <p>In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.</p> |

| | |
|------------------|--|
| | <p>All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in an Assess Plan Do Review plan.</p> <p>Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.</p> |
| 3. Do | <p>The pupil's class teacher retains overall responsibility for their progress.</p> <p>Where the plan involves group or 1-to-1 teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</p> <p>The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.</p> |
| 4. Review | <p>The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.</p> <p>We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:</p> <ul style="list-style-type: none"> • The views of the parents and pupils • The level of progress the pupil has made towards their outcomes • The views of teaching staff who work with the pupil <p>The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.</p> |

8.4 Levels of support

Academy-based SEN provision

Pupils receiving SEN provision will be placed on the SEND register. These pupils have needs that can be met by the academy through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the academy's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the academy-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the academy's plan for continuous professional development.

10. Links with external professional agencies

Academies within the Trust recognise that it won't be able to meet all the needs of every pupil. Whenever necessary the academy will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

All children whose education, health and care (EHC) plans name an academy within the Trust, will be admitted before any other places are allocated.

If the academy is not oversubscribed, all applicants will be offered a place.

In the event that the academy receives more applications than the number of places it has available, the highest priority will be given to children with an Education Health Care Plan naming a trust academy.

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry. We may refuse admission in certain cases where the specific criteria listed in the School Admissions Code (paragraph 3.8) apply, i.e. where section 87 of the School Standards and Framework Act 1998 is engaged.

We may refuse admission for an in-year applicant for a year group that is not the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked-after children, previously looked-after children and children with EHC plans listing the academies within the Trust.

11.2 Accessibility arrangements

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

12. Complaints about SEND provision

Where parents/carers have concerns about our SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our Trust should be made to the headteacher in the first instance. They will be handled in line with the Trust's Policy for Complaints.

If the parent/ carer is not satisfied with the academy's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area by clicking the following link: , <https://www.norfolk.gov.uk/article/40688/Mediation-and-tribunals#:~:text=In%20Norfolk%2C%20the%20mediation%20service,senmediation%40kids.org.uk>

You can request mediation by contacting:

[KIDS SEN Mediation Service](#)

03330 062 835

senmediation@kids.org.uk

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the academy community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Academy Committees.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report (see Appendix 1, 2 and 3)
- The local offer
- Accessibility plans (Blenheim Park, Greenpark, Reffley)
- Inclusion and Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Trust Complaints policy



SEN Information Report 2024-25

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 Blenheim Park 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 the academy this year are:

Claire Bunton – SENCO senco@greenpark.norfolk.sch.uk

Jill Graver – Executive Headteacher office@blenheimpark.norfolk.sch.uk

Di Parkinson – Family Support Advisor di.parkinson@admtrust.org.uk

Academy office 01485 528368 or 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, carers 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.

All staff access high quality training from external providers as and when necessary. Staff are also experienced in supporting pupils with a wide range of additional needs.

Identification of a SEN and Assessment

At different times in their school 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 nursey 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 and young people'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/carers 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 the SENCo
- Use of external services such as the Educational Psychology Support Service
- SEN pupil progress meetings
- Thrive assessments - we are a Thrive school and provide SEMH support for children. Further information about Thrive can be found here:

<https://www.greenpark.norfolk.sch.uk/page/?title=Thrive&pid=90>

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/carers' evenings
- Phone calls
- Through another meeting such as an Early Help Assessment and Plan (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 at regular points in the school year 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

Greenpark Academy offers a range of support for children and young people with Special Educational Needs (SEN), including universal support, targeted SEN support, and specialist SEN support:

Universal support

This is available to all children in the academy and is based on inclusive teaching approaches. Teachers differentiate learning to meet the needs of each child, which can include adjustments to the work.

Targeted SEN support

This is for children who have received reasonable adjustments but have not made expected progress. Support can include IT resources, social skills groups, Thrive, and more.

Specialist SEN support

This is for children whose needs cannot be met through universal or targeted support. At this point a formalized support plan would be put in place.

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' and not engaged in subject specific learning, we incorporate the Engagement Model: <https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model> 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/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.
- 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.
- 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 feeds 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/academy 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/academies 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/academies 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 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 our academy:

- Altering the way that instructions are presented
Making adaptations to the physical or social environment - refer to our School Accessibility Plan which can be found on our academy website or through this link: <https://www.blenheimpark.norfolk.sch.uk/page/?title=SEND&pid=19>
- 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
- Purchase of specialist equipment if required

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 endeavor to provide specialist equipment and work with health professionals such as occupational therapists and physiotherapists.

Anti-Bullying

We believe that all children should be free from any form of bullying and this is inclusive of all children with special education needs and disabilities. Please read our Inclusion and Behaviour policy which can be found on the school website or through this link:

<https://www.blenheimpark.norfolk.sch.uk/page/?title=Policies&pid=16>

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.

Support for Families

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.



SEN Information Report 2024-25

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 Greenpark Academy

At Greenpark 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 the academy this year are:

Claire Bunton – SENCO senco@greenpark.norfolk.sch.uk

Jill Graver – Executive Headteacher office@greenpark.norfolk.sch.uk

Di Parkinson – Family Support Advisor di.parkinson@admtrust.org.uk

Academy office 01553 772018 or 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, carers and families at all stages of their child's education through regular communication such as parents/carers' 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.

All staff access high quality training from external providers as and when necessary. Staff are also experienced in supporting pupils with a wide range of additional needs.

Identification of a SEN and Assessment

At different times in their school 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 nursery 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 and young people'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/carers 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 - we are a Thrive school and provide SEMH support for children. Further information about Thrive can be found here:

<https://www.greenpark.norfolk.sch.uk/page/?title=Thrive&pid=90>

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/carers' evenings
- Phone calls
- Through another meeting such as an Early Help Assessment and Plan (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 at regular points in the school year 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

Greenpark Academy offers a range of support for children and young people with Special Educational Needs (SEN), including universal support, targeted SEN support, and specialist SEN support:

Universal support

This is available to all children in the academy and is based on inclusive teaching approaches. Teachers differentiate learning to meet the needs of each child, which can include adjustments to the work.

Targeted SEN support

This is for children who have received reasonable adjustments but have not made expected progress. Support can include IT resources, social skills groups, Thrive, and more.

Specialist SEN support

This is for children whose needs cannot be met through universal or targeted support. At this point a formalized support plan would be put in place.

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' and not engaged in subject specific learning, we incorporate the Engagement Model: <https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model> 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/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.
- 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.
- 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 feeds 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/academy 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/academies 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/academies 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 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 our academy:

- Altering the way that instructions are presented
- Making adaptations to the physical or social environment - refer to our Academy Accessibility Plan which can be found on our academy website or through this link: <https://www.greenpark.norfolk.sch.uk/search/default.asp?pid=0>
- 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
- Purchase of specialist equipment if required

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 endeavor to provide specialist equipment and work with health professionals such as occupational therapists and physiotherapists.

Anti-Bullying

We believe that all children should be free from any form of bullying and this is inclusive of all children with special education needs and disabilities. Please read our Inclusion and Behaviour policy which can be found on the school website of through this link:

<https://www.greenpark.norfolk.sch.uk/page/?title=Statutory+Policies&pid=24>

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.

Support for Families

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.



SEN Information Report 2024-2025

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 (EHCP).

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 SEN Accessibility Plan available on our academy website www.reffley.norfolk.sch.uk

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 Educational Needs at Reffley 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 school, 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. They can meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps. The class teacher will inform our academy SENCo who will be in touch to discuss your concerns or you can contact the SENCo directly. If we decide that your child needs SEN support, we will formally notify you and confirm your child will be added to the academy's SEN register.

Staff to contact in school this year are:

Our SENCo is Mrs Lisa Lee Llee@reffley.norfolk.sch.uk. Mrs Lee has worked at Reffley Academy for the last 7 years and is a qualified teacher. She is working towards achieving the National Award in Special Educational Needs Coordination. Mrs Lee is based full-time in school to manage SEN provision.

Our Family Support Advisor is Miss Claire Hodgson chodgson@reffley.norfolk.sch.uk. Miss Hodgson is available full-time in the academy to provide pastoral support, behavioural support at both the academy and home, referrals to mental health services and can signpost parents to relevant support from external agencies where necessary.

Our head teacher is Miss Helen Fendley head@reffley.norfolk.sch.uk

School office 01553-772018 or office@reffley.norfolk.sch.uk.

Our Approach to Teaching Learners with SEN

All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN. We also have a team of teaching assistants (TAs) and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision including a TA specialising in speech and language.

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'/carers' 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 school career, a child or young person 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
- Sensory and/or Physical
- Social, Emotional and Mental Health (SEMH)

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 nursery 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 any 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 parent carers, pupils and academy staff
- Transition documents and conversations from a previous setting
- Observations by our 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 including GPs or Pediatricians
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Social, Emotional, Mental Health support

Working with Children and Families

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

- Through face to face meetings with the class teacher or SENCo
- Parents/carers' evenings
- Phone calls
- Through another meeting such as an Early Help Assessment Plan (EHAP)
- Class Dojo communication

Parents are invited to be involved with the implementation of our Assess, Plan, Do, Review (APDR) process. This process sets clear outcomes for your child's progress, reviews progress towards these outcomes, and clarifies support to be put in place to help your child make that progress.

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 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 pastoral support, 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 (APDR); this is a graduated approach to supporting SEN pupils in the academy. For children working 'pre-key stage and not engaged in subject specific learning, we incorporate the Engagement Model as part of our APDR system:

<https://www.gov.uk/government/publications/the-engagement-model>

The right approach for each child as an individual is considered (see also 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 half-termly 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 is then fed back into the assess section to begin a new cycle.

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. Professionals from education, health or care sectors can apply for an EHCP.

Looked After Children

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

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 school year, or between key stages or even between different schools/academies.

The class teacher and/or SENCo will meet with the receiving school/academy 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/academies 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:

- 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
- Purchase of specialist equipment if required

This website contains some useful information for teachers:

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

Where appropriate, specialist equipment can be purchased either through the school 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.

Anti-Bullying Measures

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore;

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Our academy's approach to preventing and addressing bullying are set out in our Inclusion and Behaviour policy which is available to view on our website www.reffley.norfolk.sch.uk

Further Support for Families of Children with SEN

Further support is available from the Norfolk SENDIASS service www.norfolksendiass.org.uk who can provide free and impartial information, advice and support for parents/carers of children with special educational needs. This includes support services for parents/carers pursuing mediation.

If your child has an Education, Health and Care Plan, you can also contact your Special Educational Needs Caseworker.

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 school office to get a copy of the Trust's complaints procedure.

Glossary of SEN Terms and Acronyms

| | |
|--|--|
| Access arrangements | Special arrangements to allow pupils with SEND to access assessments or exams. |
| Annual review | An annual meeting to review the provision in a pupil's EHC plan. |
| Area of need | The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs. |
| CAMHS | Child and Adolescent Mental Health Services |
| Differentiation | When teachers adapt how they teach in response to a pupil's needs. |
| EHC needs assessment | The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan. |
| EHC plan | An Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs. |
| First-tier tribunal/SEND tribunal | A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND. |
| Graduated approach | An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil. |
| Intervention | A short-term, targeted approach to teaching a pupil with a specific outcome in mind. |
| Local offer | Information provided by the Local Authority which explains what services and support are on offer for pupils with SEN in the local area. |
| Outcome | Target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment. |
| Reasonable adjustments | Changes that the school must make to remove or reduce any disadvantages caused by a child's disability. |
| SENCo | The Special Educational Needs Coordinator. |
| SEN | Special Educational Needs. |
| SEND | Special Educational Needs and Disabilities. |
| SEND Code of Practice | The statutory guidance that schools must follow to support children with SEND. |
| SEN Information Report | A report that schools must publish on their website, that explains how the school supports pupils with SEN. |
| SEN support | Special educational provision which meets the needs of pupils with SEN. |
| Transition | When a pupil moves between years, phases, schools or institutions or life stages. |