

SEND POLICY

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| Signed by the Chair of the Local Governing Body: | Matthew Arrowsmith-Brown |
| Ratified by the Board of Trustees | |
| Signed by the Chair of Trustee Board | |

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1. Aims

Purpose

Since the Warnock Report of 1978, it has been accepted that one fifth of the general population of students in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the [2002 Education Act](#).

This document describes how Acle Academy will support all of our students with special educational needs.

The aims and objectives of the SEND (Special Educational Needs and Disabilities) Department relate directly to those of the school, the Statement of Principles adopted by the LA and are also based on the values derived from and guided by the requirements of the [2002 Education Act](#) and the [SEND Code of Practice 2015](#).

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, carer, or other adult in 'loco parentis'.

Mission Statement

At Acle Academy we welcome students with SEND as part of our community and we will ensure that all students have an equal opportunity to engage in the curriculum.

We recognise that we will need to consider the individual needs of students when planning the curriculum.

We will ensure that the needs of all students are identified, assessed and that appropriate support strategies are put in place. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.

At Acle Academy we recognise the vital role of parents in the identification, assessment and response to their child's special educational needs. We work in partnership with our parents, valuing their views and contributions and keeping them fully involved in their child's education.

We believe it is vital that we take into account the views of students about their education. We therefore make every effort to involve the child in decision making about their SEND provision.

We are committed to effective collaboration with parents and between agencies working with our students and adopt a multi-disciplinary approach to meeting students' special education needs. We actively support the establishment and maintenance of close links with all agencies working with the student.

We adopt a 'whole school approach' to SEND. All staff work to ensure the inclusion of all students. We are committed to ensuring that students with SEND can fulfil their potential and achieve the best possible educational outcomes.

Who was consulted?

Staff, parents/carers and governors.

We aim to:

1. Provide every child with access to a broad, balanced and relevant curriculum.
2. Ensure full entitlement and access for students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
3. Educate students with SEND alongside their peers, wherever possible, within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
4. Stimulate and/or maintain student curiosity, interest and enjoyment in their own education by encouraging SEND students to engage actively as prefects, school council reps and by consulting students for feedback via focus groups and surveys.
5. Enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
6. Identify and assess students with SEND as early and thoroughly as is possible and necessary.
7. Fully involve parents and students in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered.
8. Meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Objectives:

- 1a The Principal and SENDCo (Special Educational Needs and Disabilities Co-ordinator) to monitor annual student intake to ensure that students with learning difficulties and/or disabilities

(with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to students who live within or outside of the catchment area.

N.B. For students with Education, Health and Care Plans (EHCPs) the LA determines admission, having regard to parental preference and in consultation with the governing body.

1b The SEND Department will work closely with the senior managers of the school curriculum and timetable to ensure that:

- ✓ it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
- ✓ it allows for differentiation according to individual needs;
- ✓ It offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future.

2a The SEND Department will offer advice and training opportunities to teaching assistants, subject teachers, other departments and governors as well as our feeder schools. To work with subject teachers, the Engage team, parents and students in developing the students' SEND passport / setting targets on their termly reviews and approaches to enhancing student self-esteem.

2b The SEND department will:

- ✓ provide expertise in the education of students with Cognition and Learning difficulties;
- ✓ provide expertise in the education of students with SEMH (Social, emotional and mental health) difficulties
- ✓ provide expertise in the education of students with Interaction and Communication difficulties
- ✓ provide expertise in the education of students with Sensory and Physical difficulties
- ✓ provide expertise in the support of EAL students
- ✓ provide care and expertise for a small number of students with physical disabilities, including visual and hearing loss.

2c Teaching Assistants will support students in mainstream lessons.

2d The SEND department will liaise closely with teaching and other staff across the school.

2e The SEND staff will ensure that detailed information is available on all students on the SEND register, that the SEND register is updated regularly and is on the staff shared area and that information regarding SEND students and updates about their provision are regularly posted on the staff shared area and via email. Students with SEND will also be indicated on SIMs (and Classcharts), the school's information management system. All information regarding students' SEND provision can also be accessed on Provision Maps.

2f The SENDCo will ensure that our students' Special Educational Needs and Disabilities are known to other schools or colleges to which they may transfer.

2g Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEND policy statement is to be realised.

3 SEND staff will provide a variety of experiences/activities during a course of study and during a lesson if possible and ensure that there are opportunities for individual and/or group activities.

4a SEND staff will offer advice and training opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, special needs) to have equal access to the curriculum and to experience success and enjoyment in their work.

4b Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect.

4c Staff will encourage students to pursue a piece of work over a period of time, e.g. project work, where research is carried out – and after school homework support is encouraged.

4d Staff will use a reward system, e.g. direct verbal praise, **Pride points**, Star of the Week.

4e Students have regular homework which should be differentiated to individual needs and abilities.

4f SEND staff will follow the school's health and safety policy at all times.

5. Transition at both **KS3 and KS4** is effective and supported by SEND staff.

6. Students are assessed on entry to the school and the information is used to develop strategies and, where applicable, SEND passports (SEND passports outline what a student's barriers are and how to support them) for SEND students.

7. Appropriate literacy and numeracy support programmes are in place for all SEND students.

8. Partnership arrangements are effective as are our close working arrangements with parents, carers and support agencies.

9. To comply fully with the new SEND code of practice (2015).

2. Legislation and guidance

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 students with SEND and disabilities

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

3. 3. Definitions and Stages

A student has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

If a child has significant issues (physical, emotional, psychological, medical) that hinder/prevent **them** from learning or benefiting from the normal education or educational facilities provided for the majority of **their** peers (who attend main-stream secondary schools within the LA) then that child has a **learning difficulty**.

N.B. This definition of **learning difficulty** does not apply to a student who has learning issues solely because **their** first language is different from the language in which **they** will receive **their** education.

If the child needs different or additional educational provision to that generally provided for **their** peers (who attend a mainstream secondary school) then that educational provision is deemed '**special educational provision**'.

A child who has a **learning difficulty or disability** which requires **special educational provision** is said to have **learning difficulties and/or disabilities** (as defined under the **Disability Discrimination Act 2005**) (**LDD**)

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Students' names are removed from the SEND register when they have made the relevant progress. The register is a 'fluid' system.

The new SEND Code of Practice (2015) advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will support students by using a cycle of assess, plan, do and review which will be monitored via termly reviews. Lisa Frary, SENDCO, and Julie Swain, Assistant SENDCO, and Sharon Boon, Assistant SENDCO, monitor and conduct these reviews. In conducting these reviews, views of both parents and the students are sought. The reviews are also

an opportunity to discuss the student's recent tracking data and the effectiveness of any interventions. These reviews can be accessed via Provision Maps.

Statutory Assessment for an Education Health and Care Plan (EHCP)

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to additional support
- Student SEND passports
- Records and outcomes of termly reviews undertaken
- Information on the student's health and relevant medical history
- Tracking data
- Literacy/Numeracy attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the child
- Children's Services reports
- Any other involvement by professionals

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. Parents/carers have the right of appeal to a SEND tribunal (SEN-DDIST) if the LA decides not to issue an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Delivered by the class subject teacher with appropriate additional support where specified

Review of EHCPs

EHCPs must be reviewed annually. The LA will inform the Principal at the beginning of each school term of the students requiring reviews. The SENDCo / Assistant SENDCos will organise these reviews and invite:

- The child's parent
- The child, if appropriate
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENDCO considers appropriate

The aim of the review will be to:

- Assess the student's progress.
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss L Frary – lfrary@acle.norfolk.sch.uk

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Ensure that provision for SEND is of a high standard

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

The new Code of Practice (2015) clearly acknowledges the importance allocated to the teacher, whose responsibilities are:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- The progress and development of every student 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Developing constructive relationships with parents

4.5 Teaching Assistants: Support for Students

- To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.
- Under agreed school procedures, to give first aid/medicine and accompany students to a health centre or hospital as necessary, and assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist.
- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of strategies and Personal Care programmes.
- Promote inclusion and acceptance of students while encouraging constructive relationships within the classroom and with parents/carers.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.

Support for Teachers:

- Assist with the planning of learning activities
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Monitor students' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on students' achievement, progress, problems, etc
- Promote high standards of student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their behaviour
- Administer routine tests, invigilate exams, undertake routine marking of students' work and provide clerical/admin support with differentiating resources if necessary

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.

- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use, including supporting the use of ICT in learning activities and developing students' competence in its use.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school, accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
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5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, FND
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying students with SEND and assessing their needs

We liaise with Primary schools and gather data and evidence about any students who may be joining us in year 7 with a SEND. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

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

Delayed progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strengths and challenges
- We take into account the parents' concerns
- 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 student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENDCo or assistant SENDCos will carry out a clear analysis of the student's needs. This will draw on:

- All subject teachers' assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. Students with SEND will start their transition to sixth form or college early, with TAs (teaching assistants) taking them on visits.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

Quality First Teaching is our first step in responding to students who have SEND. This will be scaffolded so that all students can access their learning. All students with SEND have a Passport

(created using the software 'Provision Maps'), which outlines what their SEND is, their barriers to learning, their strengths and aspirations, prior attainment and strategies to help them to progress in the classroom.

NB. See Provision Map (at end of document) for what we offer in terms of provisions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Scaffolding our lessons and the curriculum to ensure all students are able to access them, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

5.8 Additional support for learning

We have x10 teaching assistants who are trained to conduct various interventions including, Social Skills, ELSA, Draw & Talk, Launch, Young Carers, Wellbeing and Dyslexia support groups.

**NB. See Provision Map at end of document for full description*

5.9 Expertise and training of staff

Our SENDCO has 19 years of teaching experience. She has been in this role since September 2016. In addition, we have a team of x10 teaching assistants and 2 Assistant SENDCos (job share).

5.10 Securing equipment and facilities

Some students may need extra equipment in order to fully access our curriculum. We provide laptops to some of our students, for example. If one of our students needs any extra equipment, we will ensure this is provided.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every term
- Using student panels or surveying students with google forms
- Monitoring by the SENDCO
- Holding annual reviews for students with EHC plans
- Submitting annual reports to the SEND governor
- SDIPs
- Regular learning walks in classes
- Using external agencies to review SEND in the school

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's progress, academically and socially
- Use of standardised and baseline tests
- Evidence generated from annual statement review meetings and termly reviews

- Data gathered from SIMs and 4Matrix
- Use of national data

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on any of our school trips.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEND or disability.

Access to and withdrawal from educational and enrichment visits:

- The school is deeply committed to the principles of equality, diversity and inclusion and will adhere to the Equality Act 2010 when considering access to or withdrawal from educational or enrichment visits. The school promotes values of equality and does not discriminate against any individual or group of pupils when organising a trip.
- Extra-curricular trips and activities are organised, managed and conducted in accordance with the school's Equality Policy. Due to the popularity of some enrichment trips and activities, the school offers places, using a number of different criteria (including but not exclusive to) behavioural records, academic effort, attendance, and finally, on a first come, first served basis. Where possible, activities and visits will be adapted to enable pupils with SEND to take part. The SENDCO will liaise with parents and carers, where appropriate, to consider what reasonable adjustments may be necessary.
- There are some circumstances in which a students' access to an educational trip or visit may be withdrawn and this decision will be made by the Principal once a thorough risk assessment has been completed.

Educational visits:

- The school will endeavour to ensure all possible reasonable adjustments have been considered to allow every child access to visits which are directly linked to an educational outcome, for example, a Geography field trip.

Enrichment visits:

- Acle Academy offers a range a of extra-curricular opportunities to enrich our curriculum. If a student does not meet our behaviour expectations regularly, we conduct individual behaviour risk assessments to determine whether it would be safe for that student to attend that activity. The school reserves the right to withdraw a child's participation in an enrichment trip on behaviour grounds.
- Students at Acle Academy should maintain a good attendance record to help them prepare for life after school. We encourage all students to achieve 95%+ attendance for the duration of their educational journey (no more than 10 school days missed in one academic year). We understand that children may experience occasional incidents of being unwell, however patterns of absence or unauthorised absence which result in a students' attendance falling below 90%, the equivalent of 20 days missed across the academic year, is considered

persistently absent. Therefore, we will consider whether a student would be suitable to attend certain activities due to their high level of absence.

The school reserves the right to withdraw a student's access to an enrichment opportunity if:

- The student has displayed recent behaviour which may pose a health and safety risk to themselves or others on the visit
- The student has displayed recent behaviour which may cause disruption to the proposed activities or operational management of the visit
- A student has maintained a poor pattern of attendance or behaviour
- A student's learning or medical need cannot be met through the organisation of the enrichment activity or may jeopardise the health and safety of other participants.

For full details, please refer to our trips policy.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in a variety of ways.

We have a zero tolerance approach to bullying.

NB. Please see Provision Map at end of document.

5.14 Working with other agencies

We regularly work with outside agencies. A full list of these can be found in our local offer document.

NB. See also – Provision Map at end of document.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school could come via the office, SENDCo or SEND governor. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEND

A wide range of support within the county can be found here:

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

5.17 Contact details for raising concerns

If parents have a concern, then they can raise this with the SENDCo. Alternatively, if they contact the office, our reception staff will put them in contact with the correct person.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. 6. Monitoring arrangements

This policy and the information report will be reviewed by Lisa Frary, SENDCo, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy
- Supporting students with medical conditions
- The school's SEND information report

| Area of need: | | Provision: |
|--------------------------------------|----------------------|--|
| Cognition and Learning | General learning: | <ul style="list-style-type: none"> ● Home learning club – Tuesdays and Thursdays after school (R9) and lunchtimes (Inspire) ● Specific subject intervention based on tracking data ● Period 6 for Y11s ● Academic mentoring for KS4 ● In class support from Teaching Assistants ● Access arrangements for tests and assessments ● Scaffolded lesson outcomes in all lessons ● Study Support |
| | Literacy specific: | <ul style="list-style-type: none"> ● English progress tutor ● ‘Catch up group’ bespoke small English set (<i>y7 and y8</i>) ● Dyslexia Support and reading groups ● 15 by 15 reading sessions ● Reading sessions in form ● Literacy co-ordinator ● Whole school literacy and oracy strategies introduced by progress tutor/ Principal designed to support dyslexic students ● Targeted support in class from English progress tutor ● Targeted intervention sessions led by progress tutor ● Peer readers ● Lexonik / Lexonik Leap ● Laptop provision in class ● Key vocabulary taught in all lessons ● Coloured exercise books / Overlays ● Dyslexia screener test |
| | Numeracy Specific: | <ul style="list-style-type: none"> ● Lead maths practitioner ● Numeracy Ninjas sessions in form ● Maths leaders ● MathsWhizz software ● MyMaths software ● Targeted intervention sessions led by maths practitioner |
| Communication and interaction | Speech and language: | <ul style="list-style-type: none"> ● Access to Norfolk local offer resources |

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| | Social / Communication difficulties: | <ul style="list-style-type: none"> ● 'Sanctuary' rooms (Inspire / The Nest / Reflection) ● Social skills group ● Social skills / autism specialist TA ● Autism friendly whole school approach ● Support with friendships / other social focused clubs at lunch and break in Inspire and The Nest |
| | EAL: | <ul style="list-style-type: none"> ● EAL specialist TA ● EAL bespoke sessions / intervention group ● iPads to support EAL students translation ● MFL study exemption for EAL students (where appropriate) |
| Social, emotional and mental health difficulties | General: | <ul style="list-style-type: none"> ● 'Sanctuary' rooms (Inspire / The Nest / Reflection) ● School counsellors ● Head of Year mentoring / wellbeing check ins ● Wellbeing support group ● All staff trained in emotion coaching ● Keyworker allocation within SEND team ● ELSA sessions ● Draw and Talk sessions ● Therapy dogs ● Timeouts available to any student who request this (part of emotion coaching approach) ● Wellbeing and Medical needs Assistant ● Referrals to Mental Health Support Team (external) ● Whole school emotion coaching approach ● Launch Group (morning meetings / meet and greet sessions for students who display anxiety) |
| Physical and sensory | Physical: | <ul style="list-style-type: none"> ● School nurse (off site) ● Sensory support (Norfolk) ● Various appropriate medical equipment available ● Toilet pass (electronic / shows up on registers) ● Wellbeing and Medical needs Assistant ● Medical Needs Team referrals (where appropriate) ● Sensory circuits equipment in Reflection room ● Fiddle toys available |

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|---------------|---------------------------------|--|
| | Hearing and Visual impairment : | <ul style="list-style-type: none"> ● Specialist TAs in VI and HI ● School site has yellow markings for VI students ● Sensory support input for both VI and HI students (Norfolk) ● VI bespoke area ● Staff training for VI and HI students ● Overlays available |
| Other: | General: | <ul style="list-style-type: none"> ● SEND passports for all SEND students ● SEND Monitoring register with strategies attached to all student entries ● Referrals to Inclusion team ● Attendance support via Attendance Manager ● Flexi timetables in Inspire (<i>EHCP students only – at discretion of Principal</i>) |