

Special Educational Needs and Disabilities Policy

Whole School and EYFS 2025-2026

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy Name	TPA SEND Policy	
Review Frequency	Annual	
Statutory Policy	Yes	
Policy Owner	Principal	
Lead Reviewer	SENDCo then QES Committee	
Approver and date of last approval	OLT Board 23/09/2025	
Key review dates	Changes made and by whom	
27/01/15 policy written	P. Hogg-Andrews	
01/02/16 updated	P.Hogg-Andrews	Definition of SEND added Reference to 'Local Offer' (LA Achieving for Children services) made
01/03/17 updated	P.Hogg-Andrews	Graduated approach detail added to 'SEND support' Detail added to 'Links with other services' Detail added to 'Local Offer'
01/03/18 next review	K. Elliott	Responsibilities (policy responsibility) Assessing progress of pupils (parental involvement)
1/03/19	K. Elliott	EHCP assessment updated
02/12/19	K.Elliott	Links to School Nurse service included
6/6/20	K.Elliott	No changes
12.10.22	E. Moscardini	APDR Visuals Wording Link to AfC Local Offer SEND Flow Chart
5.9.23	E. Moscardini	Added: Ordinarily Available Provision
09.2024	E Moscardini	Reviewed.
22 nd Sept 2025	R. Johnson	Reviewed

Policy Statement

Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well and fulfil their potential. We adopt a whole school approach to SEND (Special Educational Needs and Disabilities) and all staff work to ensure inclusion of all pupils. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Staff provide a positive ethos to enable the children to work towards the development of life skills and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable. All pupils will have access to our broad and balanced curriculum through careful planning of lessons to address potential areas of difficulty. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definition

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(Code of Practice DfE 2014)

Children and young people who have SEND may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements will be considered as part of our SEND planning and review.

This policy makes reference to:

- SEND Code of Practice 0 – 25 (May 2015);
- Children and Families act 2014
- Equality Act 2010:
- Advice for schools DfE (Feb 2013);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical condition (April 2014);
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014);
- Teachers Standards (2012.)

This policy works in conjunction with our: Admissions, Equality, Health and Safety, Safeguarding and Child Protection and Supporting Pupils with Medical Conditions policies. Other documentation should also be referred to e.g., Staff Handbook, Home/School Agreement.

Aims

We, at Twickenham Primary Academy, believe that each pupil has individual and unique needs. All pupils need a different level of support throughout their school journey. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that some pupils will have a Special Educational Need or Disability (SEND) at some time in their school journey. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Twickenham Primary Academy aims to provide all pupils with strategies for dealing with their needs in a supportive and inclusive environment: to give all children meaning access to the curriculum. In particular, we aim:

- To enable every pupil to experience success

- To celebrate and value difference and promote individual confidence and a positive attitude
- To ensure that all pupils, whatever their special education needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate in line with our equality policy
- To identify, assess, record and regularly review pupils' progress and needs
- To involve parents/carers and children in planning and supporting at all stages of their pupil's development
- To work collaboratively with parents, other professionals and support services including Educational Psychology Service
- To remove barriers to achievement for children with SEND
- To ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

The school also has a Behaviour Policy, Attendance Policy, Supporting Pupils with Medical Needs and Access Policy. These policies, and others, are available to anyone who would like to read them and can be found in our policies section on the school website. All policies are also kept in a folder within Google Drive for staff access.

Through the school's policy for SEND we aim to:

- Celebrate and maintain the individuality of each child
- Teach in a way which directly relates to the needs of the child
- Acknowledge children's right to basic numeracy and literacy
- Provide an environment that stimulates and motivates children of all abilities so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum
- Give children their full entitlement of skills at a recognised high level of spiritual, moral, creative, practical and physical ability.
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Responsibilities

The Multi-Academy Trust (MAT) has a nominated member who is responsible for monitoring SEND within the School. The Principal has responsibility for the management of SEND within the school and reports termly to MAT. The SENCo, overseen by the Principal, is responsible for the drawing up, monitoring and evaluation of the school policy.

Role	Person
Principal	Erin Moscardini
SENCo / Assistant Principal for Inclusion	Rebecca Johnson
Trust Lead for SEND	Jodie Croft

Provision for pupils with SEND is a matter for the whole school. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and be aware that these needs may be present in

different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Trust board in co-operation with the Principal, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has appointed a representative (The SEND governor – to be confirmed) who takes particular interest in this aspect of the school.

The Trust Board should make their best endeavours to ensure that:

- The necessary provision is made for any pupils with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are consulted if the school decides to make SEND provision for their pupil
- They are fully informed about SEND issues, so that they can play a major part in school self review.
- They designate a member of staff at the school as having responsibility for co-ordinating the provision for pupils with special education needs
- They must co-operate with each responsible local authority, and each responsibly local authority must co-operate with the appropriate authority, in exercise of these functions.

The Trust play a major part in school self-review. In relation to SEND, the Trust board will ensure that:

- They are involved in the development and monitoring of the school's SEND policy, and that they school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- The quality of SEND provision is regularly monitored

The **principal** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues alongside the SENCo.
- Working closely with the Special Educational Needs Co-ordinator (SENCo- Sarah Gladwin)
- The deployment of all special educational needs personnel within the school
- They also have overall responsibility for monitoring and reporting to the Trust about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole. E.g. through learning walks

The **Inclusion Leader/Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Overseeing the day to day operation of the school's SEND policy in liaison with the inclusion team
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting teachers in devising strategies, drawing up Pupils Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials

for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and SEND records ensuring Arbor is up to date.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. assessment/records, teacher assessments, QCA scales, monitoring interventions etc
- Contributing to the in-service training of staff
- Managing Teaching Assistants
- Liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Take part in borough SEND moderation.

Class teachers are responsible for:

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Including pupils with SEND in the classroom – Quality First Teaching – and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Identifying vulnerable learners and children with SEND and seeking the advice and support of the SENCo
- Planning and monitoring interventions, liaising with the intervention provider to monitor effectiveness
- Planning for and managing support staff within lessons
- Tracking the progress of children with SEND
- Communicating with parents so that they are aware of their child's needs and progress and how best to support at home
- Completing referrals for outside agency support for children in their class
- Listening and responding to the child's pupil voice
- Making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND
- Facilitating the development of independence skills and self-reliance

Teaching Assistants (TAs) work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Give feedback to teachers about pupils' responses to tasks and strategies
- Ensure that they are aware of the specific learning goals of the children they are supporting
- Support class teachers to ensure that learning is accessible for all children
- Deliver quality interventions, where appropriate, according to the child's need
- Carry out detailed assessments to identify gaps in learning further

Provision provided by the school

Coordinating and managing provision

At Twickenham Primary Academy:

- Sharing of expertise is welcomed and encouraged
- Special educational needs and disability is part of the school development plan
- SEND is discussed at scheduled staff meetings and SLT meetings throughout the academic year
- The SENCo meets with TAs as appropriate, to review progress
- The SENCo ensures that regular meetings are held, normally three times in one academic year, to review Pupil Profiles and provision and that parents are invited.
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- Pupils are involved as far as practicable in discussions about their targets and provision
- The SENCo ensures that the following information is easily accessible to staff (held on the Google Drive)
 - . The school's SEND policy
 - i. The SEND register
 - ii. An overview of SEND provision from the School Information Report (website)
 - iii. The school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - iv. Monitoring and evaluative documents of tracking progress for pupils with SEND

Here are some examples of the type of provision that TPA will provide for children with SEND:

- a special learning programme;
- extra help from a teacher or assistant;
- to work in a smaller group;
- observation in class or at break;
- help taking part in class activities;
- extra encouragement in their learning, e.g. to ask questions or to try something they find difficult;
- help communicating with other children;
- support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet.
- Access to sensory or movement breaks
- Access to sensory regulation tools such as wobble cushions or weighted items
- Use of a personalized visual timetable

The type of provision will be determined by our SEND budget limit unless additional funding is allocated to the pupil from the Local Authority. This list is not exhaustive and TPA will endeavour to think creatively and seek advice from different sources to ensure that we can meet the needs of each unique child.

Special provision

The school has the following special facilities:

- wheelchair access;
- ramps to outside doors to allow for wheelchair access;
- disabled toilets with hand rails;

- all mainstream classrooms have a carpeted area
- blinds and curtains in classrooms to reduce glare (important for lip-reading);
- rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils;
- quiet areas for 1:1 and small group provision;
- individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

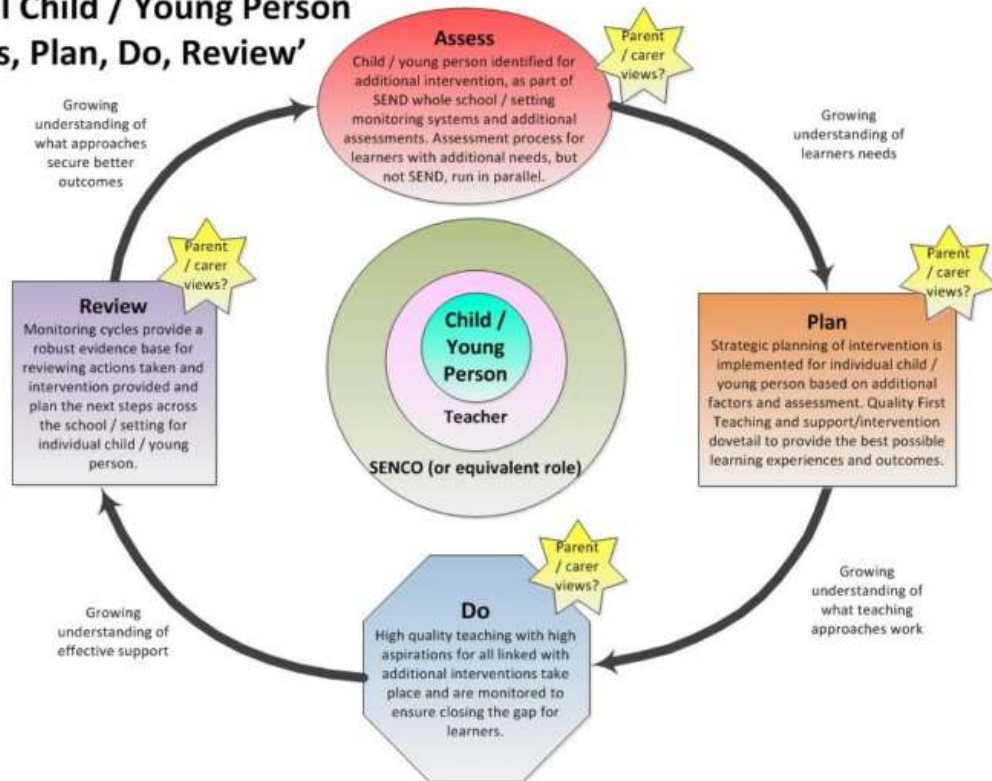
Identification and assessment

- We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- We consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- We make regular assessments of progress for all pupils and identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower 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
- We use whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs:
 - ✓ use of Local Authority SEN criteria;
 - ✓ following up of teacher concerns;
 - ✓ following up parental concerns;
 - ✓ information from other services.
- We will identify and meet pupils' needs as early as possible and our response will be graduated. There are four areas of need as stated in the SEND Code of Practice 2014:
 1. Communication and Interaction (C and I)
 2. Cognition (Cog)
 3. Social Emotional and Mental Health difficulties (SEMH)
 4. Sensory and/or Physical (S/P)

SEN support – the graduated approach.

Our SEN support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to additional needs observed by our teaching team.

Individual Child / Young Person 'Assess, Plan, Do, Review'



Parents will be aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. At TPA we use IEPs (Individual Education Plans) to monitor the impact of the graduated approach. Our SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Curriculum access and provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Teachers may adapt work in the following ways to support all children's learning:

- scaffolds;
- prompts;
- guides;
- multi-sensory resources;
- adult support.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map gives an overview of our response to individuals' needs. Each pupil will have an Individual Educational Plan (IEP) to record the provision in place and reviews of the provision.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA);
- small group withdrawal with TA;
- individual class support / individual withdrawal where necessary and appropriate;
- further differentiation of resources;
- study buddies/cross age tutors;
- home learning support club;
- Individual Educational Plan (IEP) target setting meetings;
- provision of alternative learning materials/ special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to specialist teaching and educational psychology services or other support services for advice on strategies, equipment, or staff training.

How are children with a SEND enabled to engage in activities with children in the school who do not have a SEND?

Staff at Twickenham Primary Academy use their best endeavours to ensure that all pupils engage in activities alongside their peers. All clubs, trips and activities offered to pupils are available to pupils with SEND. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Careful planning of activities with particular thought to the effective use of adult support is very important in ensuring inclusivity.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Termly meetings are arranged between the SENCO, class teacher and parent to assess the amount of progress and to make adjustments to targets and provision. These meetings may be more frequent according to individual pupils needs. Parents will be asked for their input each time a review takes place.

Adequate progress is that which:

- narrows the attainment gap between pupil and peers;
- prevents the attainment gap widening;
- is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- equals or improves upon the pupil's previous rate of progress;
- ensures full curricular access;
- shows an improvement in self-help and social or personal skills;
- shows improvements in the pupil's behaviour – as many children will communicate their needs through dysregulated behaviour.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. Class teachers will receive information about the SEN Register, Provision map and individual IEPs. Parents will receive IEPs and be involved in the content of these. In addition to the usual school records, the pupil's profile will include:

- information from parents;

- information on progress and behaviour for learning;
- pupil's own perceptions of difficulties;
- information from health/social services;
- information from other agencies.

Targets and individual plans

Pupils on our SEND register will have an Individual Educational Plan (IEP) setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in the IEP containing information on:

- short-term targets;
- teaching strategies;
- provision made;
- date for review;
- success and/or exit criteria;
- the outcomes recorded at review.

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEP will be created through discussion with both the pupil and the parent/carer and reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

Further intervention

Further intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age;
- continues to experience difficulty in developing literacy/numeracy skills;
- has emotional problems that substantially impede their learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The IEP will be updated and may incorporate specialist strategies. These may be implemented by specialists or by the class teacher and involve other adults. (See Appendix One for SEND Support Flow Chart)

Request for statutory assessment

The school will request a Statutory Assessment (Needs Assessment Request) from the Local Authority that the child lives in for an Education Health and care Plan (EHCP) when, despite an individualised programme of sustained intervention of SEN support the pupil 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:

- records from past interventions;

- current and past IEPs;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- academic progress data;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of parents;
- where possible, the views of the pupil;
- social care/educational welfare service reports;
- any other involvement by professionals.

Education, Care and Health Plans (EHCP)

A small number of pupils may meet the threshold for an EHCP. An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child – the provision outlined in an EHCP is statutory. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP;
- established through parental/pupil consultation;
- set out in the IEP;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified.

Delivering provision outlined in an EHCP

- TPA will provide the provision outlined in a child's EHCP, with support from the Local Authority and specialist providers identified within a child's plan
- TPA commits to ensuring the training required for staff to deliver any provision outlined is sourced from a reputable provider as required
- Provision may be delivered by a teaching assistant or teacher as appropriate
- TPA will work with external agencies to ensure that access to the school site to deliver provision for pupils with an EHCP is enabled
- External agencies working with pupils to deliver provision are able to access the school site during school opening hours only (currently 8.30-4.00pm). Any provision that requires delivery outside of the school day must be delivered elsewhere.

Review of an EHCP

EHCPs must be reviewed annually.

The LA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- the pupil's parent;
- the pupil if appropriate;
- the relevant teacher;
- a representative of the SEN Inclusion and Assessment Team;
- any other person the SENCO or parent/carer considers appropriate eg the educational psychologist, teacher from receiving school if a transition is planned.

The aim of the review will be to:

- assess the pupil's progress in relation to the objectives on the EHCP;
- review the provision made to meet the pupil's need as identified in the EHCP;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- if appropriate to set new objectives for the coming year.

The SENCO will complete an annual review form for each EHCP and send it to the LA with any supporting documentation. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with parents/carers

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- share in individual target setting across the curriculum;
- self-review their progress and set new targets.

In addition pupils who are identified as having SEN are invited to participate in:

- IEP review and setting of individual targets;
- regular meetings with named adults;
- where appropriate, working with learning mentors;
- annual reviews.

Arrangements for supporting children moving between phases of education

- Children identified as having SEND are visited in their nursery settings by the SENCO and class teacher in order to support a smooth transition. Parents of these children are invited to

meet with the SENCO before they begin in Reception and have the opportunity to visit their new class at the end of the summer term prior to September entry.

- All pupils entering the school at another point will have a meeting with the Principal and SENCO prior to starting in order to prepare for school entry.
- All children moving year group have the opportunity to visit their new classes for a morning and spend time with their new class teacher on 'moving up' day. This enables them to feel prepared and secure for the next phase of their education. Class teachers are given dedicated time to discuss 'handover' and there are opportunities for parents of children with SEND to meet new teachers beforehand.
- All children with an EHCP receive an annual review, which the current class teacher and new class teacher attend.
- Children with an EHCP in Year 5 have an early annual review in the summer term and a transition plan is given to the LA. This transition plan details parental choice for secondary school and outlines the support and provision that is in place for the pupil. This will help to ensure a smooth transition into secondary education and help the child and family to feel involved and prepared for secondary school application.
- Upon confirmation of a secondary school placement in Year 6, the SENCO arranges handover meetings with the secondary school SENCO. Parents are kept updated and informed throughout the process.

Links with other services

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. We have developed strong links with our Achieving for Children (Local Authority) team and we are able to access the following services in their local offer: School Nurse, Education Psychology (EP), Occupational Therapy (OT), Physiotherapy and mental health support (CAMHS) for pupils with requirement for direct therapy or advice. We use these services to support individual children and to provide training for our staff and to use their resources and packages to enrich the curriculum for all pupils. Our approach, as far as possible, is to empower our staff and not to solely export out SEND provision. We also use the LA Family Voices information for our parents.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

The Local Offer and Ordinarily Available Provision

The Local Offer sets out information about the support that is available in the area across education, health and social care for children and young people who have SEN or are disabled, including those who do not have EHC plans. The Ordinarily Available Provision details the kinds of adjustments that schools could make to ensure that children and young people with SEND can access the full curriculum

More information can be found here: https://kr.afcinfo.org.uk/local_offer

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/ordinarily-available>

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Complaints

The same arrangements for the treatment of complaints at Twickenham Primary Academy are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with class teacher, SENCO or Principal to resolve the issue before making a formal complaint. (Please see our Complaints Policy)

Monitoring of the SEND Policy

The school considers the SEND Policy document to be of paramount importance and review of SEND processes, issues, pupil progress etc is a standing agenda item on all SLT and staff meetings. A school review of policy and practice is undertaken, in conjunction with the Multi-Academy Trust nominated member, each year. This is reported to the Multi-Academy Trust annually. This review will contain data about the achievement of disabled pupils and those who have special educational needs. Any specialist resource provision will be clearly noted. The effectiveness of intervention will be analysed. The outcomes of this review are used to inform the School Development Plan. Staff SEND skills development and training will be discussed in staff Performance Review meetings.

Related Policies:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions Policy

Appendix 1 – initial concerns Flow Chart



SEN Support Identification Process

Process to be followed for all new Initial Concerns raised

