



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



Document Detail	
Category	Statutory
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Responsible Officer	Headteacher of Academy
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1. Aims

Our SEN policy and information report aims to:

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

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

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

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

Lisa Cook – Chief Executive Officer

Jill Graver – Interim Headteacher at Blenheim Park Academy

Jill Graver – Headteacher at Greenpark Academy

Helen Fendley – Headteacher at Reffley Academy

Karl Jermyn – Chair of Directors

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Legislation and guidance

This policy and information report is based on the statutory

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

Greenpark Academy

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

Reffley Academy

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

Blenheim Park Academy:

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

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

The SEN Governor

The SEN Governor will:

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

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

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

3. SEN information report

SEN Information Report 2023-24

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

Blenheim Park Academy:

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

Greenpark Academy:

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

Reffley Academy:

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

4. Monitoring arrangements

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

5. Links with other policies and documents

This policy links to our policies on:

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

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

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

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

