SEND Policy

2026 - 2027

Version	**3**
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Policy approved by	**FGB**
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Other related policies	**Complaints Policy** **Equality Policy** **Behaviour Policy** **Data Protection Policy** **Child Protection Policy** **SEND Information Report**
Other paperwork attached	**Glossary of terms (Page 14)**

Version History Log for this document

Version	Date Published	Details of key changes from previous version
1	January 2024	New policy created
2	January 2025	Page 8 – Changed annual report to termly Page 10 – removed performance management paragraph Page 12 – changed updated policy to yearly
3	January 2026	Updated SEND Governor Updated differentiation to adaption.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and our funding agreement and articles of association. This policy has also been written with reference to the following documents:

- Equality Act 2010
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice (2015)
- Statutory guidance on Supporting Pupils at school with Medical Conditions (updated August 2017)
- The National Curriculum in England, primary curriculum
- The Engagement Model – 7 Aspects of Engagement (March 2020) (Last updated in April 2024
- School's SEND and Disability Information Report Regulations (2014)
- Teacher's Standards (Last updated December 2021)
- Education Act 2011
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2015) 'Working Together to Safeguard Children' (Last updated June 2024)
- Public Sector Equality Duty
- Governance Handbook
- School Admissions Code

Key Roles within the school

SENCO:	Mrs Jessica Pitcher, Mrs Rhianna Kearns
Head Teacher:	Mr Sam Proctor
SEN Governor:	Mrs Anna Hutcherson

Aims

At West Thurrock Academy we believe every teacher is a teacher of children with SEND.

The aims of our policy are to ensure that -

- All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum. The right extends to every pupil of the school whether they have a Special Educational Need (SEN) in line with the Special Educational Needs code of Practice 0-25 2015 or not.
- Staff provide a stimulating and caring environment within which all pupils can learn to their full potential.
- Staff are aware of the importance of the National Curriculum and Early Years Foundation Stage (EYFS).
- The school encourages all pupils to become independent, confident and acquire the skills which allow them to take part in full society.
- Promote a fully inclusive environment, offering all children equal opportunities to participate in all activities within the school.
- Staff to support all pupils to achieve to the best of their ability by offering multiple pathways for progression and monitor this regularly.
- Value the contribution and achievements of all, highlighting the importance of all pupils experiencing success and thereby raising self-esteem.

Objectives

- To identify and provide support for pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provided in the SEND Code of Practice (2015) and ensure pupils with SEND have access to the Curriculum.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and make appropriate provision to overcome barriers to learning.
- To provide support and advice for all staff working with pupils with special educational needs and where appropriate work with outside agencies.
- Maintain high expectations of staff for all pupils and emphasising the involvement of all Staff in responding to the needs of all pupils. Ensure the use of adaptation to meet objectives e.g. the use of technology to support the recording of work.

Definition of SEND

A child or young person has a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of others the same age, or
- Has 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.

Children are not regarded as having a learning difficulty solely because their first language is not English.

Identification

West Thurrock Academy has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision to improve long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils which identify pupils making less than expected progress given 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

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs

Examples of ways that we identify children that may have SEN are:

- Ongoing assessment including learning, marking and feedback
- Tracking of attainment outcomes
- Baseline screening of children as they join reception
- Screening of all children's speech and language as they join in Reception
- Changes in behaviour or concerns that an emotional difficulty is affecting progress
- Liaison with external agencies
- Health diagnosis from an external professional e.g. a paediatrician

Broad areas of need

SEN provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication. The profile for every child with speech, language or communication needs is different and their needs may change over time. They may have difficulty with one, some or all aspects at different times of their lives.

Children and young people with autism spectrum disorder (ASD), are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptation.

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia or 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 difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory and/or physical needs

Pupils with these needs have a disability that hinders them from accessing the educational facilities provided. These difficulties can be age related and may fluctuate over time.

Pupils may have:

- A sensory impairment such as a vision impairment, hearing impairment or multi-sensory impairment.
- A physical impairment.

Diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

A pupil with a disability is covered by the definition of SEND if they require special educational provision. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The following areas are not SEN, but may impact on progress and attainment

- Disability (The Code of Practice outlines the "reasonable adjustment" duty for all setting and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a child of a Serviceman/woman
- Joining the school during a pupil's school career
- Children who have or have had a social worker.

Roles and responsibilities

SENCO

The SENCOs at West Thurrock Academy are:

Jessica Pitcher	Rhianna Kearns
j.pitcher@westthurrockacademy.co.uk	r.kearns@westthurrockacademy.co.uk
01708 866743	01708 866743
Qualified Teacher (SLT)	Qualified Teacher

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with Educational Healthcare Plans (EHCPs).
- 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 adapted teaching methods appropriate for individual pupils.
- Advise on the deployment of the school'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 the 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 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 or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCos to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The head teacher will:

- Work with the SENCOs and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step to responding to pupils who may or may not have SEN. Staff are aware of their responsibilities and a positive and sensitive attitude is always shown towards all pupils.

Examples of the role of the teacher includes:

- Teachers should liaise with parents of children with SEND
- Seek advice from the SENCOs when they have concerns after they have planned appropriate adjustments, interventions, support and learning strategies
- Planning work that progresses children from the starting point
- Review the impact of interventions
- Review children's learning plans termly to identify children's attainment, strengths and needs within the classroom.

Partnership with parents

Parents or carers should inform the school if they have concerns about their child's progress or development. All teachers are more than happy to meet with parents to discuss children's needs. We believe that working in partnership with parents allows us to support children more effectively and we appreciate the information that parents can share with us. Class teachers are responsible for the progress and development of the children in their class and parents should liaise with them first.

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
- Given a termly report on their pupil's progress
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

The Parent advisory Team Thurrock (PATT) is available to support parents; this service works in partnership with schools and can provide information to schools and parents. The PATT service can support parents in preparing for EHC plans or planning meetings, support families regarding school transition, and can further support families in finding SEND solutions in relation to SEND.

The PATT service can be contacted at:

01375 389894
info@patt.org.uk
www.patt.org.uk

A Graduated Approach

The first step in responding to pupils who have or may have SEND is high quality teaching, adapted for the individual pupil. 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 or a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put in place, the expected outcomes, and a clear date for review.

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 Arbor and will be accessible to staff in a learning plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The class teacher retains overall responsibility for their progress.

With support from the SENCO, the class teacher should oversee the implementation of the interventions or programmes agreed as part of SEN support. An agreed amount of time is suggested for additional provision to demonstrate its' impact before it is reviewed. Throughout the process, parents will be consulted and kept informed.

Review

The effectiveness of the support and interventions and the impact on the pupil's progress will be regularly reviewed with staff, pupils and parents. The impact and quality of support will be evaluated by the class teacher and SENCO. They will evaluate the views of the parents, teaching staff and pupils alongside the level of progress made by the pupil.

The teacher and SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupils and parents.

Levels of support

SEN support

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. A learning plan will be written to make all relevant teachers and support staff aware of their strengths and needs. It will also suggest effective support strategies to be used in school.

Where the pupil's needs cannot be adequately met through interventions the staff will consider involving an external specialist as soon as possible.

Education, Health Care Plans

Provision for pupils with an EHC plan is a continual ongoing process by the class teacher, support staff and SENCO. Regular meeting with parents takes place. An annual review will take place for pupils with an EHC plan and all professionals that are involved with the pupil are invited to attend. These are person centred meetings with jointly agreed outcomes.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted and enables the children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we adapt work appropriately, use ongoing assessment to inform future learning, and use appropriate models and resources to support understanding.

Individual learning plans demonstrate attainment, strengths, needs and targets and support, these also reflect any input from any outside agencies. This shows a record of interventions and outcomes. These are reviewed three times a year.

Support is delivered by class teachers or learning support assistants in a range of contexts. This enables children to access the curriculum content and achieve targets., this can be delivered in an individual or small group setting.

Storing and managing Information

Our school aims to ensure that all personal data collected about staff, pupils, governors, visitors and other individuals is collected, stored ad processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 as set out in the Data Protection Bill.

Expertise and training of staff

Training will regularly be provided to teaching and support staff.

The SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Supporting Pupils and Families, the Local Authority SEND offer.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Thurrock that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well those provided by the private, voluntary and community sectors.

SEND Local Offer | Ask Thurrock

West Thurrock Academy's SEND information report can be found on the school website.

Transition arrangements for children with SEND

The school holds transition meetings each year when a child moves from class to class and extra transition support is put in place for children who need it.

The school will support children with SEND who change settings. The SENCO holds a transition meeting with the new school to support the child. All relevant paperwork is transferred to their new settings.

During the Summer Term, each child with SEND in Year 6 can visit their chosen Secondary school, to become familiar with the building and staff, to ease their transition.

Parents of children with EHCPs transitioning to secondary education will receive a separate application process from the Local Authority SEN team, information regarding secondary schools' provision can be found on the Thurrock Local Offer. The SENCO is available to support families in their decision making. PATT team can also support with this process and provision available in local schools.

Supporting Children at School with Medical Needs

West Thurrock Academy has a policy for managing the medical conditions of pupils, and this is to be found on our website. Pupils at school with medical conditions will be properly supported so that they have access to a full curriculum including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please see the school website for the policy for supporting children with medical needs.

Monitoring and Evaluation of SEND

The SENCO, class teacher and Leadership Team monitor the progress of the children in intervention groups. The intervention groups are regularly monitored by the leadership team, class teachers and SENCO to ensure their delivery is faithful to the programme. Pupil progress is monitored on a termly basis in line with the SEND Code of practice.

This policy will be reviewed by the SENCO every year. The SEND information report will be reviewed and updated every year. It will also be updated if any changes to the information are made during the year. The policy will also be approved by the governing body.

Complaints

Where a parent has a concern regarding the SEN provision, they should first raise it with the class teacher or SENCO. This will provide an opportunity for the matter to be resolved.

Should the concern continue, parents are welcome to submit their complaint formally. These will be handled in line with the school's complaints policy. This information can be found on the school's website.

Glossary of Terms

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
EHCP/EHC plan	Education, Health and Care Plan
SALT	Speech and Language Therapist/Therapy
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENCO	Special Educational Needs Co-ordinator
TAF	Team around the family
LSA	Learning Support Assistant
TA	Teaching Assistant