

Thwaites School

SEN AND DISABILITY POLICY
2026 - 2027

THWAITES SCHOOL

SEN and Disability Policy

2026/2027

At the time of publishing the following roles were held:

Headteacher	Mark Redhead
Designated Safeguarding Lead	Mark Redhead
Designated Mental Health Lead (not statutory)	Mark Redhead
Special Educational Needs and Disabilities Coordinator (SENDCO)	Sarah Morton

Approved by

Name:	Mark Redhead
Position:	Headteacher
Signed:	<i>M. Redhead</i>
Date:	22/09/2026
Review date:	22/09/2027

Approved by

Governing Body	
Signed on behalf of the governing body by:	<i>L. Bowden</i>
Position	Chair of Governors

Review Table				
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1.0	This SEN and Disability Policy will be reviewed annually, or more frequently in response to changes in statutory guidance, legislation, school provision or other significant changes affecting the school's arrangements for pupils with SEND.	22/09/2026	The Governing Body	22/09/2027

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1. Introduction

At Thwaites School, we are committed to providing an inclusive education in which every child is valued, supported and enabled to achieve the best possible outcomes. We recognise that children learn and develop in different ways and that some pupils will require additional support during their time at school.

We believe that pupils with special educational needs and/or disabilities (SEND) should have full access to a broad, balanced and ambitious curriculum alongside their peers. High-quality teaching, appropriately adapted to meet individual needs, is the first response to pupils who have or may have SEND.

Provision for pupils with SEND is a whole-school responsibility. All teachers are responsible and accountable for the progress and development of the pupils they teach, including where pupils access support from teaching assistants or specialist staff.

We aim to identify additional needs at the earliest opportunity and to work in partnership with pupils, parents and carers, and relevant professionals. Where a pupil requires SEND Support, provision will be planned, implemented and reviewed through the graduated **Assess–Plan–Do–Review** approach.

Thwaites School uses **Pupil Profiles** as a practical part of this process. They help pupils, families and staff develop a shared understanding of the pupil's strengths and needs, the outcomes or targets being worked towards, and the provision and strategies that support successful learning and participation.

Our approach is underpinned by high expectations. Having SEND does not mean that a pupil cannot make good progress or achieve well. We seek to identify and remove barriers to learning and participation, make

reasonable adjustments where required, and ensure that pupils with SEND are included fully in the academic and wider life of the school.

2. Aims

Through this policy, Thwaites School aims to:

- identify pupils who have, or may have, SEND as early and accurately as possible and respond through a clear graduated approach;
- ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum through high-quality teaching which takes account of individual needs and starting points;
- ensure that provision is based upon identified need, supports appropriately challenging outcomes and is regularly reviewed for its effectiveness;
- promote pupils' progress, independence, confidence, wellbeing and participation in all aspects of school life;
- listen to pupils and ensure that their views contribute meaningfully to decisions about their education and support;
- work in genuine partnership with parents and carers, recognising their knowledge and understanding of their child;
- use **Pupil Profiles** effectively to communicate pupils' strengths, needs, views, outcomes and the strategies and provision that support them;
- make reasonable adjustments and take appropriate steps to ensure that disabled pupils are not placed at a substantial disadvantage;
- work collaboratively with relevant professionals and services where additional expertise is required, and support successful transition between classes, phases and educational settings; and
- ensure that staff have appropriate SEND knowledge and support, and that SEND provision is appropriately resourced, monitored and evaluated.

3. Statutory Framework and Definitions

3.1 Statutory Framework

This policy has been developed with regard to the statutory duties and guidance relating to children and young people with special educational needs and disabilities (SEND), including:

- the **Children and Families Act 2014**, particularly Part 3;
- the **Special Educational Needs and Disability Regulations 2014**;
- the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**;
- the **Equality Act 2010**; and
- relevant statutory guidance issued by the Department for Education.

The SEND Code of Practice is statutory guidance to which schools and other specified bodies must have regard.

This policy should be read alongside the school's **SEND Information Report**, which provides further information about how SEND provision is implemented at Thwaites School.

3.2 Definition of Special Educational Needs

A child has special educational needs (SEN) where they have a **learning difficulty or disability which calls for special educational provision to be made for them.**

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- A child under compulsory school age also has a learning difficulty or disability if they are likely to meet either of the above criteria when they reach compulsory school age, or would be likely to do so without special educational provision.

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

At Thwaites School, identification of SEN is based upon the individual child's needs and the provision required to support them. A formal diagnosis is not required for a pupil to be identified as having SEN.

3.3 Special Educational Needs and Disability

The terms **SEN** and **disability** are related but are not interchangeable.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A child may therefore:

- have SEN without meeting the Equality Act definition of disability;
- be disabled without having SEN; or
- have both SEN and a disability.

Where a disabled pupil does not have SEN, the school nevertheless has duties under the Equality Act 2010, including the duty to make reasonable adjustments where required.

3.4 Identifying SEND

Lower attainment or slower progress does not, in itself, mean that a pupil has SEN. Equally, attainment in line with age-related expectations does not necessarily mean that SEN is absent.

When considering whether a pupil may have SEN, the school will seek to understand the barriers affecting the pupil and whether they require special educational provision. Identification will draw upon a range of evidence and is considered further in **Section 6 – Identification and Early Response.**

Difficulties relating solely to learning English as an additional language will not be identified as SEN, although a pupil with English as an additional language may also have SEN.

Similarly, attendance difficulties, behaviour or emotional wellbeing concerns do not, in themselves, establish that a pupil has SEN. They may, however, indicate an underlying or unmet need which requires further consideration.

3.5 Medical Conditions

A medical diagnosis does not automatically mean that a pupil has SEN.

Where a medical condition results in a learning difficulty or disability which requires special educational provision, the pupil may also have SEN. Other pupils with medical conditions may require support or reasonable adjustments without requiring special educational provision.

The school will ensure appropriate links between SEND provision, reasonable adjustments and arrangements for supporting pupils with medical conditions so that the pupil's needs are considered coherently.

4. The Four Broad Areas of Special Educational Need

The SEND Code of Practice identifies **four broad areas of need**:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

These areas help the school understand the barriers a pupil may be experiencing and consider the support they require. They are **not labels** and should not be used to define a child.

A pupil's needs may fall within one area or across several areas and may change over time. Thwaites School will therefore consider the needs of the **whole child**. Where a pupil has a diagnosis, this will form part of the available information, but provision will be based upon the pupil's individual strengths, needs and barriers to learning and participation rather than diagnosis alone.

4.1 Communication and Interaction

Pupils with communication and interaction needs may experience difficulties in understanding or using language, expressing themselves, understanding social communication or interacting with others.

Children with **speech, language and communication needs (SLCN)** may experience a wide range of communication difficulties, with individual profiles varying considerably.

Pupils with **autism** may experience differences or difficulties in communication and social interaction and may also have needs relating to flexibility, sensory processing or understanding and managing their environment.

Support will reflect the individual pupil's identified needs and may include adaptations to communication, teaching, routines and the learning environment, alongside specialist advice where appropriate.

4.2 Cognition and Learning

Some pupils may learn at a different pace from their peers or experience difficulty in acquiring, retaining, processing or applying knowledge and skills.

Cognition and learning needs may include:

- **specific learning difficulties (SpLD)**, such as dyslexia or dyscalculia;
- **moderate learning difficulties (MLD)**;
- **severe learning difficulties (SLD)**; and
- **profound and multiple learning difficulties (PMLD)**.

Difficulties with learning do not automatically mean that a pupil has SEN. Where progress is a concern, the school will consider the pupil's needs, other factors affecting learning and the impact of appropriate high-quality teaching and adaptations.

4.3 Social, Emotional and Mental Health

Pupils may experience a wide range of social, emotional and mental health difficulties which affect their learning, relationships, wellbeing or participation in school.

These may present in different ways. For example, a pupil may become withdrawn or isolated or may display behaviours which indicate difficulty regulating emotions or responding to particular situations. Some pupils may also have recognised mental health conditions.

Behaviour is not, in itself, a special educational need. Where behaviour gives cause for concern, staff will seek to understand what may be underlying or contributing to it, including whether there may be unmet SEND or other barriers to learning and wellbeing.

Where social, emotional or mental health difficulties amount to SEN, appropriate provision will be planned and reviewed through the school's graduated approach.

4.4 Sensory and/or Physical Needs

Some pupils require additional provision because a sensory or physical need prevents or hinders them from making full use of educational opportunities ordinarily available.

This may include pupils with:

- visual impairment;
- hearing impairment;
- multi-sensory impairment; or
- physical disability.

The impact of sensory and physical needs varies considerably between pupils. Depending upon individual need, pupils may require specialist equipment, adaptations to the environment or curriculum, reasonable adjustments, specialist teaching approaches or advice from external professionals.

4.5 Individual Needs and the Whole Child

The four broad areas do not provide an exhaustive description of an individual pupil's needs. Needs may overlap, interact and change over time.

Assessment and provision will therefore be based upon an understanding of the individual pupil, including their strengths, views, needs, progress and participation, rather than simply their category of SEND.

This understanding will inform provision and, where appropriate, the pupil's **Pupil Profile**.

5. Roles and Responsibilities

Provision for pupils with special educational needs and/or disabilities (SEND) is a **whole-school responsibility**. All staff have a responsibility to promote inclusion and support pupils with SEND to participate fully in the academic, social and wider life of Thwaites School.

5.1 The Governing Body

The Governing Body has strategic oversight of the school's arrangements for SEND and will ensure that the school fulfils its statutory responsibilities.

The Governing Body will:

- ensure that appropriate arrangements are in place to identify and support pupils with SEND;
- ensure that the school has regard to the SEND Code of Practice and fulfils its duties under relevant legislation;
- ensure that a suitably qualified teacher is appointed as SENDCO and is supported to fulfil the role effectively;
- ensure that pupils with SEND can access a broad, balanced and ambitious curriculum and participate in the wider life of the school;
- maintain strategic oversight of the effectiveness and resourcing of SEND provision;
- ensure that the school's SEND Information Report and other required SEND information are published and reviewed appropriately; and
- ensure that the school's duties towards disabled pupils, including reasonable adjustments and accessibility planning, are addressed.

Where a governor has designated responsibility for SEND, they will support the Governing Body in maintaining appropriate strategic oversight.

5.2 The Headteacher

The Headteacher has overall responsibility for the effective implementation of this policy and for ensuring that SEND is integral to the school's approach to teaching, learning, inclusion and school improvement.

The Headteacher will:

- work with the SENDCO and Governing Body to determine the strategic development of SEND provision;
- promote an inclusive culture and high expectations for pupils with SEND;
- ensure that staff understand and fulfil their SEND responsibilities;
- ensure that appropriate staffing, resources and professional development support effective SEND provision;
- support the SENDCO to fulfil their responsibilities effectively;
- ensure that SEND provision and pupil outcomes are appropriately monitored; and
- ensure that SEND is considered alongside safeguarding, behaviour, attendance, curriculum, medical needs, equality and accessibility so that pupils receive a coherent response where needs overlap.

5.3 The Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO at Thwaites School is **Mrs Sarah Morton**.

The SENDCO has day-to-day responsibility for coordinating the school's SEND arrangements.

The SENDCO will:

- oversee the day-to-day operation of this policy and coordinate provision for pupils with SEND;
- maintain an accurate overview of pupils identified as requiring SEND Support;
- support teachers in identifying and understanding pupils' needs and in implementing the graduated **Assess–Plan–Do–Review** approach;
- oversee the effective use and review of **Pupil Profiles**;
- advise and support staff in planning, implementing and reviewing appropriate provision;
- monitor the effectiveness of SEND provision and contribute to the evaluation of pupil outcomes;
- support effective partnership with pupils, parents and carers;
- liaise with relevant external professionals and agencies;
- coordinate the school's contribution to EHC needs assessments and the implementation and review of EHCPs;
- support effective transition for pupils with SEND;
- advise the Headteacher and Governing Body on SEND provision and relevant developments; and
- contribute to staff professional development and the school's responsibilities for inclusion, reasonable adjustments and accessibility.

The SENDCO coordinates and supports SEND provision but does not replace the responsibility of class teachers for the pupils they teach.

5.4 Class Teachers

Every teacher is responsible and accountable for the progress and development of the pupils they teach, including pupils with SEND and those receiving support from teaching assistants or specialist staff.

Class teachers will:

- maintain high expectations and provide high-quality teaching appropriately adapted to pupils' needs;
- know the strengths, needs and agreed provision of pupils with SEND in their class;

- identify emerging concerns and work with the SENDCO, pupils and parents or carers as appropriate;
- contribute actively to the **Assess–Plan–Do–Review** cycle and the development and review of Pupil Profiles;
- implement agreed provision, strategies and reasonable adjustments;
- monitor pupils' progress and the impact of additional provision;
- ensure that teaching assistants and other adults understand the purpose of the support they provide; and
- work with the SENDCO and relevant professionals to implement specialist advice where appropriate.

Where additional adults provide support, the class teacher retains responsibility for the pupil's learning, progress and inclusion.

5.5 Teaching Assistants and Support Staff

Teaching assistants and other support staff contribute to the effective inclusion and support of pupils with SEND under the direction of the class teacher and, where appropriate, the SENDCO.

They will:

- understand and implement agreed strategies, interventions and provision;
- support pupils to access teaching and participate alongside their peers;
- provide relevant observations and feedback to inform assessment and review;
- contribute to Pupil Profiles and the Assess–Plan–Do–Review process where appropriate; and
- promote pupils' confidence and independence.

Additional adult support should enable pupils to engage successfully with learning and develop independence rather than creating unnecessary dependence or separation from their teacher, peers or curriculum.

5.6 Pupils

Pupils with SEND will be supported to participate meaningfully in decisions about their education and support in a manner appropriate to their age, understanding and communication needs.

Their views, strengths, interests and aspirations will inform the planning and review of provision, including their **Pupil Profile** where applicable.

Appropriate communication approaches and reasonable adjustments will be used where necessary to enable pupils to express their views.

Further information about pupil participation is set out in **Section 11 – Pupil Voice and Participation**.

5.7 Parents and Carers

Parents and carers are important partners in understanding and supporting their child's needs.

The school will seek to maintain open and constructive communication with families and involve them appropriately in the identification, planning and review of SEND provision.

Parents and carers will be encouraged to share their knowledge, observations, concerns and aspirations for their child and will receive appropriate information about their child's needs, provision and progress.

Further information about partnership with families is set out in Section 12 – **Working with Parents and Carers.**

6. Identification and Early Response

Thwaites School is committed to identifying pupils' additional needs at the earliest appropriate opportunity.

Identification of SEND is an ongoing process which draws upon teachers' knowledge of pupils, assessment and observation, the views of the pupil and their parents or carers, and relevant professional information.

The purpose is not simply to place a pupil on the SEND register, but to understand their strengths, needs and barriers to learning so that an appropriate response can be provided.

6.1 Identifying Emerging Needs

The progress and development of all pupils will be monitored through the school's usual assessment and pastoral arrangements.

Further consideration may be required where, for example, a pupil:

- is making less than expected progress from their individual starting point;
- has persistent or significant difficulties in an area of learning;
- experiences barriers to communication, interaction, participation or independence;
- has social, emotional, sensory or physical needs which may be affecting learning or participation;
- requires support or adaptations beyond those ordinarily available; or
- is the subject of concerns raised by the pupil, parents or carers, staff or another professional.

Patterns in attendance, punctuality, behaviour, engagement or participation may also contribute to the identification of an emerging need.

These indicators do not, individually or collectively, establish that a pupil has SEN. They prompt the school to consider the pupil's needs more closely.

6.2 Initial Response to Concerns

Where concerns arise about a pupil's progress, development or access to learning, the first response will be to consider the quality of teaching and the adaptations already being provided.

The class teacher will seek to identify and address barriers through appropriate high-quality teaching and classroom provision and will monitor the pupil's response.

The school will also consider whether factors other than, or in addition to, SEND may be affecting the pupil, including:

- attendance or gaps in prior learning;
- English as an additional language;
- physical or medical needs;
- social, emotional or family circumstances;
- safeguarding or welfare concerns; or
- other factors affecting access to learning.

The presence of these factors does not exclude the possibility that the pupil may also have SEN.

Where concerns persist, the class teacher will discuss them with the SENDCO as appropriate.

6.3 Working with Pupils and Parents or Carers

Pupils and their parents or carers will be involved at an early stage where concerns arise.

The school will seek their views about the pupil's strengths, difficulties, experiences and what helps them to learn and participate.

Pupil participation will be adapted to the pupil's age, understanding and communication needs.

Further information about pupil and parent participation is set out in **Sections 11 and 12**.

6.4 Assessment and Gathering Information

Where concerns persist, the class teacher and SENDCO will draw together relevant information to develop a fuller understanding of the pupil's needs.

This may include:

- teacher assessment, observation and the pupil's work;
- attainment, progress, attendance, engagement and participation;
- the pupil's views;
- the views and experiences of parents or carers;
- information from previous educational settings;
- relevant medical or professional information;
- the pupil's response to teaching adaptations or interventions; and
- specialist advice or assessment where appropriate.

Assessment will be proportionate to the pupil's needs.

A formal diagnosis is **not required** before the school can identify SEN or provide SEND Support.

Where specialist assessment or advice is required, this will be considered in partnership with the pupil and their parents or carers.

6.5 Deciding Whether a Pupil Has SEN

The decision to identify a pupil as having SEN will be made carefully and on the basis of the available evidence.

Where, despite appropriate high-quality teaching and relevant adaptations, a pupil has a learning difficulty or disability which requires **special educational provision that is additional to or different from that made generally for other pupils of the same age**, the pupil will be identified as having SEN.

The decision will normally involve the class teacher and SENDCO, taking account of the views of the pupil and their parents or carers and any relevant professional advice.

Parents or carers will be formally informed when the school decides that their child has SEN and that special educational provision will be made for them.

The pupil will be recorded appropriately within the school's SEND records and provision will be planned through the graduated approach.

6.6 The SEND Register

The SEND register provides an overview of pupils who have been identified as having SEN and who require special educational provision.

Placement on the register will be based upon identified need and the provision required. It will not be based solely upon a diagnosis, low attainment, slower progress, behaviour, attendance, English as an additional language or receipt of a particular intervention.

The SEND register will be reviewed regularly by the SENDCO in consultation with teachers.

Where review shows that a pupil no longer requires special educational provision that is additional to or different from that ordinarily available, the school may decide, in consultation with the pupil and their parents or carers, that SEND Support is no longer required.

Removal from the SEND register does not mean that all support ends. The pupil will continue to receive appropriate high-quality teaching, ordinarily available provision and reasonable adjustments where required, and their progress will continue to be monitored.

6.7 Moving into SEND Support

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place.

SEND Support will be planned, implemented and reviewed through the graduated:

Assess – Plan – Do – Review

approach described in **Section 8**.

Where appropriate, the pupil's **Pupil Profile** will be used to record and communicate key information about their strengths, needs, views, outcomes and provision, as described in **Section 9**.

Where progress remains a concern despite appropriate support, provision may be adapted or increased and specialist advice sought where appropriate.

7. High-Quality Teaching and Ordinarily Available Provision

At Thwaites School, **high-quality teaching is the first response to pupils who have, or may have, SEND**.

Provision for pupils with SEND begins with the classroom teacher. Additional intervention, specialist support or adult assistance does not replace the need for effective teaching that is responsive to individual needs.

7.1 Inclusive and Adaptive Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND.

Teaching will be adapted in response to assessment and knowledge of the pupil while maintaining high expectations and access to an ambitious curriculum.

Depending upon individual need, adaptations may include:

- adjusting explanations, modelling, questioning or instructions;
- breaking learning into appropriate steps;
- providing additional practice, repetition or opportunities for overlearning;
- using visual, practical or concrete resources;
- adapting scaffolding, resources or task presentation;
- supporting communication and understanding;
- adapting the pace, organisation or learning environment;
- taking account of sensory or physical needs;
- using technology where this improves access or independence; and
- providing appropriate ways for pupils to demonstrate their learning.

Adaptation should improve access to learning rather than unnecessarily reduce expectations.

7.2 Ordinarily Available Provision

Thwaites School provides a range of teaching approaches, classroom adaptations, resources and support through its usual arrangements in response to pupils' differing needs.

This **ordinarily available provision** may benefit pupils with or without identified SEND and may include approaches which support communication, emotional regulation, predictable routines, successful transitions and access to an appropriate learning environment.

A pupil does not need to have a diagnosis or be recorded on the SEND register in order to receive appropriate classroom support or adaptation.

Equally, the need for an adaptation or intervention does not, by itself, mean that a pupil has SEN.

7.3 Reasonable Adjustments

Thwaites School will make reasonable adjustments where required to prevent a disabled pupil from being placed at a substantial disadvantage.

Reasonable adjustments will reflect the individual pupil and the barriers they experience and may relate to teaching, communication, equipment, the physical environment, routines, policies or school activities.

A pupil may require reasonable adjustments whether or not they have SEN or are recorded on the SEND register.

Further information about accessibility and reasonable adjustments is set out in **Section 14**.

7.4 Additional Support and Intervention

Where assessment indicates that a pupil requires additional or different provision, this will be provided alongside high-quality classroom teaching.

Provision may include:

- targeted individual or small-group teaching;
- additional practice or consolidation;
- support for communication and interaction;
- support for social, emotional, sensory or physical needs;
- specialist resources or equipment; or
- programmes or approaches recommended by relevant professionals.

Additional provision will have a clear purpose and intended outcome and will be reviewed for its effectiveness.

Where pupils receive targeted provision away from the classroom, staff will consider the benefit of the provision alongside the learning and wider experiences the pupil may miss.

7.5 Effective Use of Additional Adults

Teaching assistants and other additional adults can make an important contribution to the inclusion and progress of pupils with SEND, but their support will complement rather than replace the role of the class teacher.

Adult support will be used in a way that:

- reflects the pupil's identified needs and intended outcomes;
- supports access to the teacher, curriculum and peers;
- enables agreed strategies and interventions to be implemented consistently;
- provides useful information to support assessment and review; and

- promotes confidence and increasing independence.

The school will seek to avoid support which unnecessarily separates pupils from their teacher or peers or creates avoidable dependence upon an adult.

7.6 Provision for Pupils with SEND

Where a pupil is identified as having SEN, high-quality teaching and ordinarily available provision remain the foundation of their education.

SEND Support is **additional to or different from** the provision made generally for other pupils of the same age and will be based upon identified need rather than a particular intervention or level of adult support.

Provision will be planned and reviewed through the graduated **Assess–Plan–Do–Review** approach described in **Section 8** and, where appropriate, reflected within the pupil's **Pupil Profile** as described in **Section 9**.

Where provision is not having the intended impact, it will be reviewed and adapted accordingly.

8. The Graduated Approach: Assess, Plan, Do, Review

Where a pupil is identified as having SEN, Thwaites School will take action to remove barriers to learning and put effective special educational provision in place.

SEND Support will follow the graduated approach of:

Assess – Plan – Do – Review

This is a continuous and cyclical process through which the school develops an increasingly detailed understanding of the pupil's strengths and needs, the barriers affecting their learning or participation, the provision required and its impact.

The approach will be proportionate to the individual pupil. Provision will be adapted, increased or reduced in response to evidence about the pupil's needs and progress.

The pupil and their parents or carers will be involved throughout the process.

8.1 Assess

The starting point for SEND Support is an accurate understanding of the pupil's needs.

The class teacher, working with the SENDCO, will draw upon relevant information which may include:

- teacher assessment, experience and observation;
- attainment, progress and other assessment information;
- relevant patterns in attendance, behaviour, engagement or participation;
- the pupil's strengths, difficulties, views and experiences;
- the views, concerns and aspirations of parents or carers;

- the pupil's response to previous teaching, adaptations and interventions;
- relevant information about communication, independence, participation or wellbeing; and
- advice or assessment from previous settings or external professionals where appropriate.

Assessment will consider the pupil as a whole and seek to understand the barriers affecting learning or participation rather than simply describing areas of low attainment.

Assessment is not a one-off event and will be revisited as the pupil's needs, progress or circumstances change.

8.2 Plan

Following assessment, the class teacher and SENDCO will work with the pupil and their parents or carers to agree the support to be put in place.

Planning will identify, as appropriate:

- the needs and barriers being addressed;
- clear and appropriately challenging outcomes or targets;
- teaching strategies, adaptations and reasonable adjustments;
- any additional or different provision required;
- responsibility for delivering the provision;
- the frequency or duration of additional provision where relevant;
- how progress and impact will be evaluated; and
- when the provision will be reviewed.

Outcomes will focus on what the pupil is expected to achieve as a result of the provision rather than simply describing the support being provided.

Agreed provision and outcomes will be recorded appropriately and, where applicable, reflected within the pupil's **Pupil Profile**.

Relevant staff will have access to the information they need to implement the agreed provision consistently.

8.3 Do

The class teacher retains responsibility for the pupil's day-to-day learning, progress and development, including where interventions or aspects of provision are delivered by another member of staff or an external professional.

During the **Do** stage:

- agreed teaching strategies, adaptations and provision will be implemented;
- appropriate expectations will be maintained;
- additional adults will work in ways that support access, participation and independence;
- relevant information about the pupil's response and progress will be gathered; and
- concerns about the effectiveness or suitability of provision will be addressed promptly.



Where an intervention takes place away from the classroom, the class teacher will remain aware of its purpose and intended outcomes and consider how relevant learning can be applied within everyday classroom teaching.

The SENDCO will support the class teacher as appropriate in implementing and evaluating provision.

8.4 Review

SEND Support will be reviewed regularly to determine both the pupil's progress towards agreed outcomes and the impact of the provision being made.

Review will draw upon relevant evidence, including assessment and progress information, staff observations, the pupil's response to provision, the pupil's views, the views of parents or carers and professional advice where applicable.

The review will consider:

- the progress the pupil has made;
- which strategies and provision have been effective;
- which aspects have had limited or no impact;
- whether the intended outcomes remain appropriate;
- whether the pupil's needs have changed; and
- what should be maintained, adapted, increased, reduced or discontinued.

The effectiveness of provision will be judged primarily by its **impact on the pupil**, rather than by the amount of support delivered. Completion of an intervention or provision of a particular number of support hours does not, by itself, demonstrate success.

The outcome of the review will inform the next **Assess–Plan–Do–Review** cycle and the pupil's Pupil Profile will be updated where appropriate.

8.5 Next Steps

The graduated approach enables provision to change as the pupil's needs and progress change.

Where progress remains a concern, the next cycle may include further assessment, revised outcomes, changes to teaching or provision, specialist advice or consideration of whether an **Education, Health and Care needs assessment** may be appropriate.

Where a pupil is making sustained progress, additional provision may be reduced where the evidence supports this.

Where the pupil no longer requires special educational provision that is additional to or different from that made generally for other pupils of the same age, the school may determine, following review and discussion with the pupil and their parents or carers, that SEND Support is no longer required.

Removal from SEND Support does not mean that all support ends. The pupil will continue to receive high-quality teaching, ordinarily available provision and reasonable adjustments where required, and their progress will continue to be monitored.

Further information about pupil and parent participation is set out in **Sections 11 and 12**, and arrangements for seeking specialist advice and considering EHC needs assessment are addressed in **Sections 16 and 10** respectively.

9. SEND Support and Pupil Profiles

Where a pupil has been identified as having SEN and requires special educational provision that is additional to or different from that made generally for other pupils of the same age, the pupil will receive **SEND Support**.

SEND Support at Thwaites School is individual to the pupil. It is not defined by a particular intervention, number of support hours or level of adult assistance. Provision will be determined by identified need and intended outcomes and will be planned, implemented and reviewed through the graduated **Assess–Plan–Do–Review** approach described in Section 8.

9.1 Planning SEND Support

The class teacher, working with the SENDCO and involving the pupil and their parents or carers, will determine the provision required to meet the pupil's identified needs.

SEND Support may include a combination of:

- adaptations to teaching or the learning environment;
- specific teaching strategies;
- targeted individual or small-group provision;
- support for communication, interaction or social and emotional needs;
- sensory or physical adaptations;
- specialist resources or equipment;
- reasonable adjustments; and
- advice, assessment or approaches recommended by relevant professionals.

Provision will have a clear purpose and be linked to identified needs and intended outcomes.

The class teacher retains responsibility for the pupil's learning and progress, including where aspects of SEND Support are delivered by other staff or professionals.

9.2 Pupil Profiles

Thwaites School uses **Pupil Profiles** as practical working documents to support the planning, communication and review of provision for pupils receiving SEND Support.

A Pupil Profile provides a concise and accessible overview of the pupil as an individual. It helps the pupil, family and staff develop a shared understanding of:



- the pupil's strengths, interests and views;
- their identified needs and barriers to learning or participation;
- the outcomes or targets being pursued;
- the strategies, adaptations and reasonable adjustments that help them;
- any additional or different provision being made; and
- relevant information or advice needed to support the pupil consistently.

The content will reflect the individual pupil and focus upon information that is **useful in practice**.

A Pupil Profile supports the graduated approach; it does not replace professional assessment, teacher planning or the school's responsibility to provide appropriate teaching and provision.

9.3 Outcomes and Targets

Outcomes or targets recorded within a Pupil Profile will be relevant to the pupil's identified needs, appropriately challenging and sufficiently clear for progress to be evaluated.

They will focus upon what the pupil is expected to learn, develop or achieve rather than simply describing an activity, intervention or amount of support.

Where appropriate, longer-term outcomes may be broken into smaller achievable steps.

The number of targets will remain manageable so that the pupil and staff can maintain a clear focus upon agreed priorities.

9.4 Pupil and Parent Participation

Pupils will be supported to contribute meaningfully to their Pupil Profile in a way appropriate to their age, understanding and communication needs.

Their contribution may include their strengths and interests, what they find difficult, what helps them to learn and participate, and what they would like to achieve.

Where necessary, discussion, observation, symbols, photographs, communication aids or other appropriate approaches may be used to represent the pupil's views.

Parents and carers will be encouraged to contribute their knowledge of their child's strengths, needs, experiences and aspirations and to participate in the development and review of the profile.

The school will seek to ensure that the Pupil Profile reflects a shared understanding of the pupil rather than simply being a document written about them.

Further information about pupil and parent participation is set out in **Sections 11 and 12**.

9.5 Using and Reviewing the Pupil Profile

A Pupil Profile is a **working document**, not simply a record produced for review meetings.

Relevant staff will be expected to understand and apply the strategies, adaptations and provision identified within it. The class teacher has primary responsibility for ensuring that the profile informs everyday classroom practice.

Pupil Profiles will be reviewed as part of the **Assess–Plan–Do–Review** cycle and updated where appropriate to reflect current needs, progress, effective strategies, agreed provision and next steps.

Where relevant information changes between formal reviews, the profile may be updated so that it remains accurate and useful.

Where a pupil has other individual plans or personalised arrangements, these will be considered alongside the Pupil Profile so that agreed approaches are coherent and unnecessary duplication is avoided.

9.6 Recording and Monitoring Provision

The school may use provision mapping or other appropriate records alongside Pupil Profiles to maintain an overview of additional provision, support the deployment of staff and resources and evaluate the impact of provision.

These records do not replace individual assessment and review.

The effectiveness of SEND Support will be judged according to its impact on the pupil rather than simply whether an intervention has been delivered or a particular amount of support has been provided.

Where review indicates that provision should change, this will be addressed through the next **Assess–Plan–Do–Review** cycle in accordance with Section 8.

10. Education, Health and Care Plans (EHCPs)

Most pupils with SEND will have their needs met through high-quality teaching, appropriate adaptations and SEND Support using the graduated **Assess–Plan–Do–Review** approach.

For some pupils, the nature or complexity of their needs and the special educational provision required may mean that an **Education, Health and Care (EHC) needs assessment** should be considered.

An **Education, Health and Care Plan (EHCP)** is a statutory plan issued by the local authority following an EHC needs assessment where it is necessary for special educational provision to be made in accordance with an EHCP.

10.1 Considering an EHC Needs Assessment

Where a pupil continues to experience significant barriers to learning or participation despite relevant, purposeful and appropriately reviewed SEND Support, the school will consider whether an EHC needs assessment may be appropriate.

This decision will be based upon the individual pupil and evidence gathered through the graduated approach. Relevant evidence may include:

- the nature and extent of the pupil's SEN;
- attainment and progress over time;
- the special educational provision already made and its impact;
- the pupil's response to support;
- the views, wishes and aspirations of the pupil and their parents or carers;
- relevant assessment and advice from external professionals;
- relevant health or social care needs; and
- whether the provision required can reasonably be delivered through the school's existing SEND arrangements.

A pupil does **not** need to have a particular diagnosis before an EHC needs assessment can be considered. Equally, a diagnosis does not automatically mean that an assessment or EHCP is required.

10.2 Requesting an EHC Needs Assessment

Where the school considers that an EHC needs assessment may be necessary, the SENDCO will discuss this with the pupil and their parents or carers and will work with them and relevant professionals to provide appropriate evidence to the local authority.

Evidence may include the pupil's **Pupil Profile**, records from the graduated approach, attainment and progress information, details of provision already made and its impact, relevant professional advice and the views of the pupil and their parents or carers.

Parents and carers, young people and others specified in legislation may also request an EHC needs assessment directly from the local authority. The school will work constructively with the assessment process regardless of who initiated the request.

10.3 During the EHC Needs Assessment

Where the local authority undertakes an EHC needs assessment, Thwaites School will cooperate with the process and provide the educational information and advice required within applicable timescales.

The SENDCO will coordinate the school's contribution, including relevant information about:

- the pupil's strengths and needs;
- progress and attainment;
- provision already made and its impact;
- appropriate outcomes;
- the pupil's views, wishes and aspirations; and
- relevant professional involvement.

The school will support parents and carers to contribute and will work collaboratively with relevant education, health and social care professionals.

The school will continue to provide and review appropriate SEND Support while the assessment is taking place. A request for, or undertaking of, an EHC needs assessment does not replace the school's existing responsibility to meet the pupil's needs.

10.4 Where an EHCP Is Issued

Where an EHCP is issued and Thwaites School is the named educational setting, the school will work with the local authority and relevant professionals to ensure that the special educational provision specified in the plan is implemented appropriately. The school will continue to use its best endeavours to secure the special educational provision required by the pupil in accordance with its statutory duties.

The SENDCO will ensure that relevant staff have the information they need to understand and implement the pupil's provision. The class teacher remains responsible and accountable for the pupil's day-to-day learning, progress and inclusion.

Provision specified within the EHCP will be integrated into the pupil's education and school experience as appropriate and supported by high-quality teaching, relevant adaptations and reasonable adjustments.

Where useful, the pupil may continue to have a **Pupil Profile** as an accessible day-to-day working document. The Pupil Profile will complement, and remain consistent with, the statutory EHCP; it does not replace it.

Resources and any additional funding associated with the EHCP will be used to support the provision and outcomes identified for the pupil in accordance with the plan and relevant funding arrangements. The organisation of support will reflect the provision specified and the pupil's individual needs rather than automatically equating an EHCP with a particular number of adult-support hours.

10.5 Annual Review of an EHCP

EHCPs will be reviewed in accordance with statutory requirements.

Thwaites School will contribute to and, where delegated by the local authority, convene and conduct the annual review process.

The review will consider:

- the pupil's views, wishes and aspirations;
- the views of parents or carers;
- progress towards the outcomes in the EHCP;
- whether the pupil's needs have changed;
- the effectiveness and appropriateness of current provision;
- whether outcomes or provision should change;
- relevant health or social care information;
- preparation for future transitions; and
- whether the EHCP remains necessary.

Relevant patterns in attendance, behaviour, engagement or participation may also be considered where they provide useful evidence about the pupil's needs, progress or the effectiveness of provision.

The pupil will be supported to participate meaningfully in the review in a manner appropriate to their age, understanding and communication needs. Participation will not depend upon the pupil being able to attend or contribute verbally to a formal meeting.

Parents and carers will be supported to contribute their knowledge, views, concerns and aspirations.

The school will seek relevant advice and invite participants in accordance with statutory requirements and local authority arrangements. Following the review, the required information and recommendations will be provided to the local authority within applicable timescales.

The **local authority** is responsible for deciding whether the EHCP should be maintained, amended or ceased.

10.6 Transition for Pupils with EHCPs

Transition will be planned carefully for pupils with EHCPs, including movement into Thwaites School, between classes or phases and to another educational setting.

Planning will reflect the individual pupil's needs and the requirements of their EHCP. The SENDCO will liaise with the pupil, parents or carers, relevant staff, other settings, the local authority and professionals as appropriate.

Relevant information will be transferred securely and in a timely manner, and additional transition arrangements will be made where required.

Further information about the school's approach to transition is set out in **Section 15**.

10.7 Where an EHC Needs Assessment Is Not Agreed or an EHCP Is Not Issued

Where the local authority decides not to undertake an EHC needs assessment, or following assessment decides not to issue an EHCP, Thwaites School will continue to meet the pupil's identified needs through appropriate SEND Support.

The class teacher and SENDCO will review the available evidence and consider whether existing provision should be adapted, further assessment or specialist advice is required, or other appropriate action should be taken.

The school will continue to work with the pupil and their parents or carers through the graduated approach.

Parents and carers will be signposted to relevant information about local authority arrangements, disagreement resolution, mediation and rights of appeal where applicable.

11. Pupil Voice and Participation

Thwaites School is committed to ensuring that pupils with SEND are listened to, respected and meaningfully involved in decisions about their education and support.

Pupils have valuable knowledge about their own strengths, needs, experiences and aspirations. Their views can help the school understand what is working well, what creates barriers and what may need to change.

Participation will reflect the individual pupil's age, understanding, development and communication needs. The school will not assume that a pupil is unable to contribute because they experience difficulties with communication, cognition, interaction or emotional regulation.

11.1 Listening to Pupils

Pupils with SEND will be given appropriate opportunities to express their views about their learning, support and experience of school.

Staff will seek to understand, as appropriate:

- the pupil's strengths, interests and what is important to them;
- what they find difficult or experience as a barrier;
- what helps them to learn and participate;
- how they experience the support they receive; and
- what they would like to achieve or change.

Pupil views will be considered alongside other relevant information, including assessment, professional judgement and the views of parents or carers.

11.2 Making Participation Accessible

Pupil voice does not depend upon a child's ability to communicate through spoken or written language.

Where necessary, staff will use appropriate communication methods and reasonable adjustments. These may include supported conversation, visual approaches, symbols or pictures, communication aids or assistive technology, observation, or information from people who know the pupil well.

Pupils will be given appropriate time and support to communicate. Staff will seek to distinguish, as far as possible, the pupil's own views and preferences from the interpretations of adults.

Where a pupil cannot communicate a view directly, staff will use careful observation, their knowledge of the pupil and information from those who know them well to develop the best possible understanding of their preferences, experiences and interests.

11.3 Involvement in Decisions and School Life

Pupils will be involved, as appropriate, in decisions about their SEND provision, including the **Assess–Plan–Do–Review** process, their **Pupil Profile**, and EHC assessment and review where applicable.

Participation may include identifying strengths and difficulties, explaining what helps, contributing to outcomes or targets, reflecting upon progress and commenting on support or proposed next steps.

Meaningful participation does not require every pupil to participate in the same way or to attend or contribute verbally to a formal meeting.

Pupil participation also extends to the wider life of the school. Thwaites School will seek to ensure that pupils with SEND can access and participate in curriculum activities, educational visits, social and wider opportunities, responsibilities and opportunities to contribute to school life.

Where SEND or disability creates a barrier to participation, appropriate support, adaptations and reasonable adjustments will be considered. Pupils will not be excluded from opportunities solely because they have SEND or a disability.

11.4 Independence, Self-Advocacy and Responding to Pupils' Views

As pupils develop, the school will support them, where appropriate, to understand their strengths and needs, recognise strategies that help them, communicate when they need support and become increasingly confident in contributing to decisions that affect them.

Support will seek to promote increasing independence without removing assistance that the pupil continues to need.

Listening to pupils means giving genuine consideration to what they communicate. It does not mean that every preference can or should be implemented. Decisions must also take account of the pupil's needs, safety and educational entitlement, the rights and needs of others, and the school's responsibilities.

Where a pupil's preferred approach cannot reasonably be followed, staff will seek, where appropriate, to help them understand the decision and consider alternative ways of addressing their concerns or priorities.

Pupils should be able to see that their contribution is valued and can influence the support and decisions that affect them.

12. Working with Parents and Carers

Thwaites School recognises that parents and carers have valuable knowledge and understanding of their child and are essential partners in identifying needs, planning provision and reviewing progress.

The school is committed to positive, respectful and constructive relationships with parents and carers of pupils with SEND. Effective partnership is based upon open communication, shared understanding and a focus on the pupil's needs and outcomes.

Parents and carers will be involved from an early stage where concerns arise and throughout the graduated approach.

12.1 Early Communication and Identification

Where concerns arise about a pupil's learning, development or participation, the school will seek to discuss these with parents or carers at an appropriate early stage.

Discussion will provide an opportunity to:

- share the school's observations and concerns;

- understand the views and observations of parents or carers;
- consider the pupil's strengths as well as areas of difficulty;
- discuss relevant teaching approaches, adaptations and other factors which may be affecting the pupil; and
- agree appropriate next steps and how progress will be monitored.

The school will seek to avoid situations in which parents or carers first become aware of significant concerns only when formal identification of SEN is being considered.

12.2 Partnership in SEND Support

Where a pupil is identified as having SEN, parents and carers will be involved in planning and reviewing SEND Support.

The school will meet with parents or carers of pupils receiving SEND Support at least three times each year to agree outcomes, review progress and discuss support and responsibilities. A record of agreed outcomes, action and support will be shared with parents or carers and relevant staff.

The school will seek to ensure that parents and carers understand the pupil's identified needs, the outcomes or targets being pursued, the provision and strategies being used, and how progress and impact will be reviewed.

Parents and carers will be encouraged to contribute their knowledge, observations, priorities and aspirations, including through the development and review of their child's **Pupil Profile**.

Communication will not be limited to formal review points. Parents and carers are encouraged to raise relevant information, questions or emerging concerns with the class teacher, who will normally be the first point of contact regarding day-to-day learning and progress. The SENDCO may become involved where more detailed consideration of SEND provision or processes is required.

Communication will be proportionate to the pupil's needs and circumstances and should be useful and meaningful rather than creating unnecessary administrative demands for families or staff.

Further information about the graduated approach and Pupil Profiles is set out in **Sections 8 and 9**.

12.3 External Professionals and Statutory Processes

Where external advice, assessment or support is being considered, parents and carers will be involved appropriately and informed about the purpose of the proposed involvement and how it may inform the pupil's provision.

Where consent is required for a referral, assessment or information sharing, it will be sought in accordance with applicable requirements.

Parents and carers will be encouraged to share relevant reports or professional advice obtained outside school where this may assist the school in understanding and supporting their child.

Where an EHC needs assessment is being considered or undertaken, or where a pupil has an EHCP, the school will work with parents or carers in accordance with **Section 10**.

Further information about working with external professionals is set out in **Section 16**.

12.4 Accessible, Respectful and Constructive Communication

The school will seek to communicate SEND information clearly, respectfully and accessibly.

Staff will avoid unnecessary professional terminology and explain processes, provision and decisions so that parents and carers can participate meaningfully. Where a parent or carer has communication or accessibility needs, the school will consider appropriate steps to support their participation.

The school recognises that discussions about a child's needs may involve uncertainty, concern or differing perspectives. Staff will listen carefully, explain the evidence informing decisions, seek to understand different views and maintain a focus on the pupil's needs and appropriate next steps.

Information about the school's wider SEND arrangements will be available through the **SEND Information Report**, and families may be signposted to the Local Offer or appropriate independent information, advice and support where relevant.

12.5 Where Views Differ

There may be occasions when parents or carers, the pupil, school staff or external professionals hold different views about a pupil's needs or the provision that should be made.

A difference of opinion will not prevent the school from continuing to support the pupil.

Where views differ, the school will seek to understand the areas of agreement and disagreement, consider the available evidence and the views of those involved, explain its professional judgement and responsibilities, and identify reasonable next steps. Further advice may be sought where this would assist decision-making.

The overriding consideration will remain the pupil's needs, educational entitlement and best interests.

Parents and carers may raise unresolved concerns with the Headteacher or make a formal complaint through the school's Complaints Procedure. They are not required to complete informal discussions before making a formal complaint.

Information about disagreement resolution, mediation and rights of appeal in relation to statutory EHC processes will be provided or signposted where applicable.

Information relating to pupils and families will be handled in accordance with the school's confidentiality, safeguarding and information-sharing arrangements. Further detail is set out in **Section 22 – Record Keeping, Confidentiality and Information Sharing**.

13. Supporting Pupils with SEND: Safeguarding, Wellbeing, Behaviour and Attendance

Thwaites School recognises that a pupil's SEND may interact with their wellbeing, behaviour, attendance, relationships and ability to communicate their experiences.

SEND, safeguarding, behaviour and attendance are distinct areas of responsibility, but they may overlap. Where they do, the school will consider the **whole child** and seek to provide a coordinated and proportionate response.

The school will not assume that a pupil's behaviour, attendance pattern, emotional presentation or other difficulty is explained by SEND, nor will SEND be used to minimise concerns or lower expectations.

13.1 SEND and Safeguarding

Thwaites School recognises that pupils with SEND may face additional safeguarding challenges. These may include communication barriers, greater reliance upon adults, increased vulnerability to bullying or exploitation, difficulties recognising unsafe situations, and the risk that indicators of abuse or neglect may be incorrectly attributed to SEND.

Staff will remain professionally curious and will not assume that changes in a pupil's behaviour, communication, mood, presentation or attendance are an inevitable consequence of their SEND.

Particular care will be taken to enable pupils with communication or other additional needs to express worries, experiences or concerns. Appropriate communication methods and reasonable adjustments will be used where required.

Where there is a safeguarding concern, staff will follow the school's **Child Protection Policy and Procedures** without delay. SEND must never be used to explain away or minimise a possible safeguarding concern.

Where appropriate, safeguarding and SEND responsibilities will be coordinated so that decisions take account of the pupil's needs, communication profile and any reasonable adjustments required.

13.2 Wellbeing, Mental Health and SEND

The school recognises that pupils with SEND may experience social, emotional or mental health needs, whether or not these form part of their identified SEN.

Staff will seek to promote pupils' wellbeing, positive relationships, inclusion, participation and increasing confidence and independence.

Where concerns arise, the school will seek to understand the nature of the difficulty and identify an appropriate response.

A mental health difficulty will not automatically be identified as SEN. Where it amounts to a learning difficulty or disability requiring special educational provision, it may form part of the pupil's SEND provision.

Where concerns indicate that a pupil may be at risk of significant harm or otherwise raise a safeguarding concern, safeguarding procedures will be followed without delay.

13.3 Behaviour and SEND

Thwaites School recognises that behaviour can sometimes communicate an underlying need, including emotional distress, anxiety, frustration, communication difficulty, sensory need or other barriers.

Where a pupil with SEND experiences behavioural difficulties, staff will seek to understand the behaviour within the wider context of the pupil's needs, circumstances and wellbeing. This may include considering whether needs have changed or remain unmet and whether there are relevant safeguarding, medical, environmental or social factors.

Understanding behaviour as communication does **not** remove behavioural expectations or consequences.

The school will maintain high expectations for all pupils while recognising that some pupils may require additional support, reasonable adjustments or personalised approaches to meet those expectations successfully.

Where appropriate, a pupil may have personalised strategies recorded through their **Pupil Profile, Behaviour Recovery Plan** or other relevant plan. Staff will seek to ensure that these arrangements are coherent and implemented consistently.

Where a pupil is disabled, reasonable adjustments to behaviour arrangements will be considered where required. Reasonable adjustments do not mean that unsafe or inappropriate behaviour must be ignored; their purpose is to ensure that expectations, support and responses are fair, proportionate and accessible.

Repeated or significant behavioural concerns may prompt further consideration of the pupil's needs and the effectiveness of existing provision.

Behavioural incidents, bullying and discrimination will be addressed and recorded in accordance with the school's **Behaviour and Anti-Bullying Policy and Procedures**. Where a concern is also a safeguarding matter, the **Child Protection Policy and Procedures** will be followed.

13.4 Attendance and SEND

Thwaites School maintains high expectations for the attendance and punctuality of all pupils while recognising that pupils with SEND, medical conditions or other additional needs may experience particular barriers to attendance.

Where a pupil with SEND has emerging, persistent or significant attendance difficulties, the school will work with the pupil and their parents or carers to understand the individual barriers involved. These may relate, for example, to emotional, sensory, communication, medical, learning, transition, peer or safeguarding needs.

SEND does not, in itself, mean that lower attendance is inevitable or should be accepted without further consideration.



Where SEND-related barriers are identified, the school will consider appropriate support and reasonable adjustments alongside its usual attendance arrangements. This may include personalised support or reintegration arrangements and liaison with relevant professionals or services where appropriate.

Where a pupil has an EHCP, the school will also consider whether attendance difficulties indicate that the pupil's needs or provision require further review and whether liaison with the local authority or an earlier review of the EHCP is appropriate.

Following significant or prolonged absence, return to school will be supported according to the pupil's individual needs. Any temporary part-time timetable will be used only in exceptional circumstances as part of a planned, time-limited arrangement, with appropriate review and the intention of returning the pupil to full-time education as soon as appropriate.

Attendance concerns and interventions will be managed in accordance with the school's **Attendance Policy** and safeguarding procedures.

13.5 Coordinating Support

Effective support requires appropriate coordination between the pupil, their parents or carers, school staff and, where necessary, external professionals.

In a small school, responsibilities for SEND, safeguarding, behaviour, attendance and other aspects of pupil support may be held by the same member of staff. Where roles overlap, the school will ensure that the requirements and responsibilities associated with each area are considered and that the relevant procedures are followed.

The class teacher remains central to the pupil's day-to-day education and will work with the SENDCO and other relevant staff, as appropriate, to ensure that agreed provision and strategies are understood and implemented.

Where a pupil has needs across more than one area, the school will seek to coordinate its response rather than considering SEND, safeguarding, behaviour, attendance and wellbeing in isolation.

The presence of SEND will never reduce the school's expectations regarding a pupil's right to be safe, included, listened to and provided with an ambitious education.

14. Accessibility, Inclusion and Equal Opportunities

Thwaites School is committed to ensuring that pupils with SEND and disabled pupils are included fully in the academic, social and wider life of the school.

All pupils are entitled to a broad, balanced and ambitious curriculum and to appropriate opportunities to participate in school life.

The school will seek to identify and remove barriers to participation and will make reasonable adjustments for disabled pupils where required. Decisions will reflect the needs of the individual pupil rather than assumptions based upon a particular diagnosis, disability or area of SEND.

14.1 Inclusive Education and Curriculum Access

Thwaites School promotes an inclusive approach in which pupils with SEND learn alongside their peers wherever appropriate.

Inclusion means more than physical presence. Pupils should be enabled to access teaching, participate meaningfully, develop relationships, experience appropriately challenging learning and contribute to the life of the school.

Teachers will identify barriers to curriculum access and use appropriate adaptations, strategies and resources to address them. These may relate to:

- teaching, communication and task presentation;
- scaffolding, resources and equipment;
- classroom organisation or the learning environment;
- sensory or physical access;
- ways of recording or demonstrating learning; and
- the nature and level of support required.

Adaptations should improve access without unnecessarily reducing expectations or limiting curriculum breadth.

Where additional or different provision is required, the school will consider how this can be delivered while maintaining the pupil's access to their teacher, peers and wider curriculum as far as appropriate.

14.2 Reasonable Adjustments and Accessibility

Thwaites School will fulfil its duties under the **Equality Act 2010**, including making reasonable adjustments where required to avoid disabled pupils being placed at a substantial disadvantage.

Reasonable adjustments will be considered proactively where possible and may relate to teaching and learning, communication, equipment and resources, routines and procedures, assessment arrangements, behaviour arrangements, the physical or sensory environment, educational visits or other aspects of school life.

What is reasonable will depend upon the individual circumstances and the barrier being addressed. Where appropriate, the school will take account of the views of the pupil and their parents or carers and relevant professional advice.

A pupil does not need to be identified as having SEN, be on the SEND register or have an EHCP in order to receive a reasonable adjustment.

The school will also consider the accessibility of its buildings, grounds, facilities, information and communication. Where a barrier cannot reasonably be removed immediately, appropriate alternative arrangements will be considered to reduce disadvantage and enable participation.

The school's longer-term approach to improving accessibility is set out in its **Accessibility Plan**.

14.3 Participation in the Wider Life of the School

Pupils with SEND and disabled pupils will be supported to participate in the wider opportunities offered by the school, including educational visits, clubs, sporting and cultural activities, social opportunities, responsibilities and school events wherever reasonably possible.

SEND or disability will not, by itself, be a reason to exclude a pupil from an activity or opportunity.

Where barriers exist, staff will consider individual need and any appropriate reasonable adjustments, support, equipment, communication arrangements or risk-management measures.

Risk assessment will be individual and proportionate and will not be based solely upon a diagnosis or generalised assumptions about SEND or disability.

Where a particular aspect of an activity cannot reasonably be made accessible, the school will consider appropriate alternatives in discussion with the pupil and their parents or carers.

The school will also remain mindful of less visible barriers to inclusion, including difficulties with friendships, belonging, social participation or communicating views and needs.

14.4 Individual Accessibility Arrangements

Where a pupil requires particular accessibility arrangements, these will be recorded appropriately so that relevant staff understand and implement them consistently.

Depending upon the pupil's needs, relevant information may be contained within a **Pupil Profile, EHCP, individual healthcare plan, risk assessment, personal emergency evacuation plan** or other appropriate record.

Where more than one plan is in place, the school will seek to ensure that arrangements are coherent and unnecessary duplication is avoided.

Information and communication will be made accessible to pupils where required through appropriate approaches or formats.

The school will also consider reasonable steps to enable parents and carers with disabilities or communication needs to access relevant information and participate in discussions concerning their child.

14.5 Equality, High Expectations and Monitoring

Thwaites School will not discriminate against a pupil because of SEND or disability.

The school recognises that equality does not necessarily mean treating every pupil in exactly the same way. Different approaches, additional provision or reasonable adjustments may be required to enable individual pupils to access their educational entitlement and participate fully.

High expectations will be maintained. Staff will seek to avoid assumptions which unnecessarily restrict a pupil's opportunities because of a diagnosis, disability, SEND status or previous difficulty.

The school will monitor the effectiveness of its arrangements for inclusion and accessibility through its wider evaluation of SEND provision and other relevant school processes. This may include consideration of curriculum access, progress, attendance, participation, pupil and parent views, reasonable adjustments and barriers identified by pupils, families or staff.

Where barriers are identified, the school will consider appropriate action to remove or reduce them.

The **SEND Policy, SEND Information Report, Accessibility Plan** and relevant equality arrangements will work together to support the school's commitment to inclusion and equal opportunity.

15. Supporting Transition

Thwaites School recognises that transitions can be significant for all pupils and may require additional planning and support for pupils with SEND.

Effective transition is more than the transfer of records. It involves helping the pupil, their family and the staff who will support them to develop a shared understanding of the pupil's strengths, needs, successful strategies and any provision or reasonable adjustments required.

Transition arrangements will be proportionate to individual need. Some pupils will require only the school's usual transition arrangements, while others may benefit from additional or enhanced support.

15.1 Joining Thwaites School

When a pupil with known or emerging SEND joins Thwaites School, the school will seek relevant information from their previous setting and from their parents or carers.

This may include information about:

- the pupil's strengths, interests and identified needs;
- successful teaching, communication and support strategies;
- current provision and reasonable adjustments;
- Pupil Profiles or equivalent records;
- relevant assessment or professional information;
- an EHCP or other individual plans, where applicable; and
- any particular arrangements likely to support a successful transition.

The SENDCO and class teacher will use relevant information to help ensure that appropriate provision and adjustments are in place as soon as reasonably possible.

Where necessary, the school will liaise with the previous setting and relevant professionals.

The pupil and their parents or carers will be encouraged to contribute their views about what will help the pupil settle successfully.

15.2 Transition Within School

When a pupil with SEND moves between classes or year groups, relevant information will be shared so that effective provision and successful strategies are maintained.

This will normally include the pupil's **Pupil Profile** and, where relevant, information about identified needs, outcomes, provision, reasonable adjustments, professional advice and other individual arrangements.

Current and receiving staff will communicate as appropriate to ensure that important information is understood rather than simply transferred.

Where the pupil would benefit from additional preparation, enhanced transition arrangements will be considered.

15.3 Enhanced Transition

Some pupils may require additional support to prepare for a significant change.

Depending upon individual need, this may include:

- additional visits or opportunities to become familiar with a new classroom or setting;
- meeting key adults;
- visual or other accessible transition information;
- opportunities to practise new routines;
- preparation for changes to the physical, sensory or social environment;
- additional communication between staff and settings;
- involvement of parents, carers or relevant professionals; or
- an individually planned or gradual transition where appropriate.

Enhanced transition will be based upon assessed need rather than diagnosis alone and should support the pupil's confidence and increasing independence.

The pupil will be supported to contribute their views, questions and priorities using appropriate communication approaches where required.

15.4 Transition to Another Educational Setting

When a pupil with SEND leaves Thwaites School, the school will work with the pupil, their parents or carers and the receiving setting to support continuity of provision.

Relevant SEND records and information will be transferred securely and in a timely manner. Where appropriate, the SENDCO or class teacher will liaise directly with the receiving setting to explain the pupil's needs, successful approaches, current provision and any additional transition requirements.

Where a pupil has an **EHCP**, transition planning will take account of the outcomes and provision within the plan and relevant statutory arrangements. The school will work with the local authority, receiving setting

and other professionals as appropriate, and forthcoming transitions will be considered through the annual review process where required.

Established strategies and reasonable adjustments will be communicated where appropriate so that pupils and families are not unnecessarily required to begin again in explaining needs which are already understood.

SEND information will be transferred in accordance with the school's information-sharing and data-protection arrangements. Safeguarding information will be transferred in accordance with the school's **Child Protection Policy and Procedures**.

15.5 Reviewing Transition

Transition will be regarded as a **process rather than a single event**.

Following a significant transition within Thwaites School, staff will monitor how successfully the pupil has settled and whether existing provision and adjustments remain appropriate.

Where difficulties emerge, the class teacher and SENDCO will consider whether provision, adaptations, the Pupil Profile or other arrangements need to change and whether further discussion with the pupil, parents or carers or relevant professionals is required.

Transition planning will therefore remain responsive to the pupil as they become established in their new class or setting.

16. Working with External Professionals and Agencies

Thwaites School recognises that some pupils with SEND will require advice, assessment or support from professionals beyond the school.

The school will work collaboratively with relevant education, health, social care and specialist services where their expertise may help to understand a pupil's needs, improve provision or support better outcomes.

External involvement forms part of the school's graduated approach. It does not transfer responsibility for the pupil's education away from the school. The class teacher remains responsible for the pupil's day-to-day teaching, learning and progress, supported by the SENDCO and specialist advice where appropriate.

16.1 When External Advice May Be Sought

External advice, assessment or involvement may be considered where:

- specialist expertise is required to understand the pupil's needs more fully;
- progress remains a concern despite appropriate high-quality teaching and SEND Support;
- successive **Assess–Plan–Do–Review** cycles indicate that provision needs to change;
- the pupil's needs are complex, changing or require specialist approaches, equipment or assessment;
- advice is required to support transition or EHC assessment or review; or
- coordination with professionals already involved would benefit the pupil.



External involvement will be based upon individual need rather than automatically following from a diagnosis or placement on the SEND register.

Depending upon need and local arrangements, the school may work with educational psychologists, specialist teachers, speech and language therapists, occupational therapists, physiotherapists, health and mental health professionals, sensory services, social care, local authority SEND services and other relevant professionals.

16.2 Working with Pupils and Parents or Carers

Where external involvement is being considered, the school will discuss this with the pupil and their parents or carers as appropriate.

The school will seek to explain the purpose of the referral or involvement, the information that may be shared and how any advice may inform the pupil's provision.

The pupil's views will be sought in a way appropriate to their age, understanding and communication needs.

Where consent is required for a referral, assessment or information sharing, it will be obtained in accordance with applicable requirements.

16.3 Referrals and Information Sharing

Where the school makes a referral, it will provide relevant and proportionate information to help the professional or service understand the pupil's needs, the provision already made and the questions or concerns for which advice is being sought.

This may include:

- relevant assessment and progress information;
- the pupil's and parents' or carers' views;
- the pupil's **Pupil Profile**;
- information about provision, adaptations and interventions already used and their impact;
- relevant attendance, behaviour, medical or participation information; and
- existing professional advice where appropriate.

Information will be shared in accordance with data protection, confidentiality and safeguarding requirements.

Where safeguarding concerns are involved, information sharing will be managed in accordance with the school's **Child Protection Policy and Procedures**.

16.4 Using and Reviewing Specialist Advice

Specialist advice will be considered by the SENDCO and class teacher and used to inform decisions about teaching, provision, reasonable adjustments and any further assessment or support required.



Relevant recommendations will be communicated to staff who need to implement them and, where appropriate, reflected within the pupil's **Pupil Profile** or other planning.

The school will seek to ensure that specialist advice is translated into practical classroom approaches rather than remaining solely within professional reports.

The impact of resulting provision will be reviewed through the **Assess–Plan–Do–Review** process. Where recommendations are not having the intended effect, provision will be reconsidered and further discussion with the professional or service sought where appropriate.

External professional advice informs, but does not replace, the school's professional decision-making. Recommendations will be considered alongside the pupil's individual needs, the views of the pupil and family, other evidence and advice, and the school's statutory responsibilities.

Where a recommendation cannot reasonably be implemented exactly as described, the school will consider whether the intended outcome can be achieved through an appropriate alternative approach and will discuss significant differences with the family and relevant professional where appropriate.

Nothing in this section permits the school to depart from provision which it has a statutory duty to secure or provide.

16.5 Coordinating Support and Continuing School Responsibility

Where more than one professional or service is involved, Thwaites School will seek to contribute to a coordinated approach so that the pupil, family, school and professionals have a shared understanding of relevant needs, provision and intended outcomes.

The school will seek to use existing plans, assessments and meetings where appropriate rather than creating unnecessary duplication.

In a small-school context, several school responsibilities may be held by the same member of staff. The focus will therefore be upon effective coordination rather than creating unnecessary internal processes.

While a pupil is waiting for specialist assessment, advice or support, the school will continue to provide and review appropriate teaching, adaptations, reasonable adjustments and SEND Support.

17. Staff Training and Professional Development

Thwaites School recognises that effective provision for pupils with SEND depends upon staff having the knowledge, confidence and skills to identify barriers to learning and respond appropriately to pupils' needs.

SEND is a whole-school responsibility. Professional development will therefore support all staff to provide inclusive, high-quality teaching while developing more specialist knowledge where individual pupils or particular needs require it.

17.1 Whole-School and Needs-Led Development

Teaching and support staff will be expected to develop an appropriate understanding of SEND and of their responsibilities towards pupils with SEND.

Professional development may include:

- high-quality and adaptive teaching;
- identification of need and the graduated **Assess–Plan–Do–Review** approach;
- effective use of **Pupil Profiles**;
- reasonable adjustments and accessibility;
- communication, cognition and learning, social and emotional, sensory or physical needs;
- pupil voice, independence and participation;
- effective use of additional adults; and
- the relationship between SEND, safeguarding, behaviour, attendance and wellbeing.

Training will reflect the needs of the school and its pupils rather than follow a fixed programme.

Where an individual pupil has needs which require particular knowledge, skills, equipment or approaches, relevant staff will be provided with appropriate information, guidance or training.

This may be provided internally, through the SENDCO, by external professionals or through other appropriate professional development.

17.2 The Role of the SENDCO

The SENDCO will support the development of SEND practice across the school by:

- advising staff about pupils' needs and appropriate provision;
- supporting teachers with the graduated approach and Pupil Profiles;
- sharing and helping staff implement relevant specialist advice;
- identifying areas where further professional development would be beneficial; and
- signposting or arranging appropriate guidance, resources or training.

In a small-school context, professional development may take place through discussion, modelling, joint problem-solving and sharing of specialist advice as part of everyday practice, as well as through formal training.

17.3 Responsibilities of Staff

Class teachers are expected to engage with relevant SEND information and professional development and apply this knowledge within their teaching.

Staff working with pupils with SEND will:

- familiarise themselves with relevant needs, provision, strategies and reasonable adjustments;
- seek advice where they require further support or expertise;

- implement agreed approaches consistently; and
- reflect upon the impact of provision and professional advice.

Teaching assistants and other support staff will receive information and guidance appropriate to their role and the pupils they support.

Where specialist advice relates to an individual pupil, the school will seek to ensure that relevant staff understand what is required in practice.

New staff, or staff beginning to work with a pupil with SEND, will be provided with appropriate SEND information to support continuity and safe, effective provision.

17.4 Evaluating and Reviewing Staff Development

The Headteacher and SENDCO will keep SEND professional-development needs under review.

The effectiveness of training and guidance will be considered in terms of its impact upon staff practice and pupil provision, including whether staff are implementing agreed approaches effectively and improving pupils' access, participation, independence and outcomes.

Professional development will be proportionate to the needs and context of Thwaites School and will make appropriate use of internal expertise, professional collaboration and external specialist support.

18. Resources and Funding

Thwaites School is committed to using available resources effectively and equitably to support pupils with SEND.

Resources will be deployed according to identified need, the provision required and the outcomes being pursued. Allocation will not be determined solely by diagnosis, placement on the SEND register or the existence of an EHCP.

SEND resources should support access to high-quality teaching, appropriate special educational provision, participation and increasing independence.

18.1 Use of Resources

The Headteacher and SENDCO will consider how staffing, interventions, specialist resources, equipment, technology, training and professional support can be used most effectively to meet pupils' needs.

Decisions will be informed by assessment and review rather than assumptions about what pupils with a particular diagnosis or type of SEND require.

Provision may be delivered through classroom adaptation, individual or small-group support, specialist approaches, changes to the learning environment or other appropriate arrangements.

Support will not automatically be provided individually where a different approach can meet the pupil's needs effectively.

18.2 Additional Funding and EHCPs

The school will use its delegated resources to provide high-quality teaching, ordinarily available provision and appropriate SEND Support.

Where a pupil requires provision beyond that which can reasonably be met through the school's usual arrangements, the school will work with the local authority in accordance with relevant arrangements for additional funding and Education, Health and Care planning.

Where additional funding is provided for an individual pupil, it will be used to support the provision and outcomes identified for that pupil.

Additional funding or an EHCP does not automatically determine a particular staffing model or number of hours of individual adult support unless this is specifically required by the pupil's statutory provision.

Nothing in this section permits resource considerations to override provision or reasonable adjustments which the school has a statutory duty to secure or make.

18.3 Deployment of Staff and Specialist Resources

Teaching assistants and other additional adults are an important resource, but SEND provision will not be defined solely by access to an adult.

Their deployment will:

- complement rather than replace high-quality teaching;
- reflect the pupil's identified needs and intended outcomes;
- support access to the curriculum and participation with peers;
- enable agreed strategies or interventions to be implemented effectively; and
- promote increasing independence rather than unnecessary adult dependence.

Where specialist resources, equipment or assistive technology are required, the school will consider how these can be provided within relevant arrangements and will ensure that staff understand their appropriate use.

The suitability of staffing, resources and equipment will be reviewed as pupils' needs change.

18.4 Reviewing and Overseeing Resource Use

The effectiveness of SEND resource deployment will be judged primarily by its **impact on pupils**.

The school will consider whether resources are improving progress, access, participation, independence and the removal or reduction of identified barriers.

The amount of money spent, number of intervention sessions delivered or number of adult-support hours provided will not, by themselves, demonstrate that provision is effective.

Where provision is not having the intended impact, the school will consider whether resources should be deployed differently.

The Headteacher and SENDCO will keep SEND resource use under review, with appropriate strategic oversight from the Governing Body.

In a small-school context, staffing and resource decisions may need to consider the needs of individual pupils alongside those of the wider school community. Decisions will remain focused upon securing appropriate provision and positive outcomes for pupils with SEND.

19. Monitoring and Evaluating the Effectiveness of SEND Provision

Thwaites School is committed to ensuring that SEND provision makes a positive difference to pupils' learning, participation, independence and wider outcomes.

The effectiveness of SEND provision will be evaluated primarily by its **impact on pupils**, rather than simply by the amount of support provided, the number of interventions delivered or the resources used.

Monitoring and evaluation will take place at individual pupil and whole-school level and will inform the continuing development of SEND provision.

19.1 Monitoring Individual Pupils and Provision

The progress and development of pupils with SEND will be monitored through the school's usual assessment arrangements and the graduated **Assess–Plan–Do–Review** process.

Evaluation will reflect the pupil's individual starting points, identified needs and intended outcomes and may consider:

- attainment and progress towards individual outcomes;
- communication, engagement and participation;
- independence and confidence;
- social, emotional, sensory or physical development where relevant;
- attendance or behaviour where these relate to the pupil's needs;
- participation in the wider life of the school; and
- the views of the pupil and their parents or carers.

Progress will not be judged solely against age-related academic expectations. For some pupils, significant progress may also be demonstrated through increased communication, independence, participation, confidence or the reduction of barriers to learning.

Additional provision and interventions will have a clear purpose and intended outcome. Review will consider whether provision has been implemented appropriately, what impact it has had and whether it should be maintained, adapted, reduced or discontinued.

The completion of an intervention will not, by itself, demonstrate success.

Pupil Profiles will be reviewed through the graduated approach so that they remain accurate, relevant and useful working documents.

19.2 Whole-School Monitoring and Evaluation

The Headteacher and SENDCO will maintain an appropriate overview of the effectiveness and quality of SEND provision across the school.

This may include consideration of:

- the progress and outcomes of pupils with SEND;
- attendance, behaviour and participation where relevant;
- the impact of interventions, reasonable adjustments and additional provision;
- pupil and parent or carer views;
- successful inclusion and transition;
- the effectiveness of staff deployment and resources;
- the implementation of agreed strategies and specialist advice; and
- barriers or patterns which may indicate that provision needs to improve.

The school will remain alert to patterns affecting pupils with SEND, including disproportionate absence, behavioural difficulties, suspensions or exclusions, reduced participation, bullying or social isolation, or unnecessary dependence upon adult support.

Information will be interpreted carefully and in context. Individual pupils have different starting points, needs and circumstances, and no single measure will provide a complete picture of the effectiveness of SEND provision.

Where concerns or patterns are identified, the Headteacher and SENDCO will consider their possible causes and what action is required.

19.3 Proportionate Monitoring and School Improvement

In a small-school context, SEND will normally be monitored through the school's existing assessment, monitoring and school-improvement arrangements rather than through separate or unnecessarily burdensome processes.

Evidence may be drawn from assessment information, Pupil Profiles and provision records, observation, discussion with pupils, families and staff, attendance and behaviour information, and relevant professional advice.

Monitoring will focus upon improving practice and outcomes rather than generating unnecessary documentation.

The Headteacher and SENDCO will use findings to identify strengths and priorities for development. These may inform decisions about teaching, staff development, provision, staffing, resources, accessibility, specialist support and wider school improvement.

SEND will be considered as an integral part of school improvement rather than as a separate area of school activity.

19.4 Governing Body Oversight

The Governing Body will maintain strategic oversight of SEND provision and seek assurance that the school is meeting its responsibilities towards pupils with SEND.

Governors will receive information appropriate to their strategic role about the effectiveness of SEND provision, pupil outcomes and participation, use of resources, significant developments and priorities for improvement.

Information will be presented in a way that protects individual pupils' confidentiality.

Governors will use this information to provide appropriate support and challenge and to inform strategic decision-making.

Where monitoring identifies that provision is not achieving its intended impact, the school will consider what needs to change and take appropriate action.

20. Admissions

Thwaites School is committed to inclusive practice and to ensuring that pupils with SEND and disabled pupils are treated fairly within admission arrangements.

Admissions will be managed in accordance with applicable legislation, the **School Admissions Code**, the **SEND Code of Practice**, the **Equality Act 2010** and the school's published admission arrangements.

A child will not be refused admission or otherwise disadvantaged in admission arrangements simply because they have SEN, a disability, receive SEND Support or do not have an Education, Health and Care Plan (EHCP).

20.1 Pupils with SEND Without an EHCP

Children with SEND who do not have an EHCP will be considered for admission on the same basis as other applicants and in accordance with the school's published admission arrangements.

SEND, the level of support a pupil may require or concerns about the resources needed to meet those needs will not be used as an additional admission criterion.

20.2 Pupils with an EHCP

Admission arrangements for pupils with an EHCP are subject to the statutory EHC plan process.

Where Thwaites School is consulted about being named as the educational setting for a pupil with an EHCP, the school will cooperate with the local authority and provide relevant information as required.

The school will consider the pupil's identified needs, the provision specified within the EHCP and any arrangements or reasonable adjustments required to support access to education and school life.

The local authority is responsible for decisions about naming a school in an EHCP in accordance with the statutory framework.

Where Thwaites School is named in a pupil's final EHCP, the pupil will be admitted in accordance with the applicable statutory requirements.

20.3 Preparing for Admission

Once a pupil's place has been confirmed, the school will seek relevant information as early as reasonably possible and make proportionate arrangements to support a successful start.

This may include liaison with parents or carers, the previous setting and relevant professionals; appropriate transition arrangements; reasonable adjustments; staff information or training; specialist resources or equipment; and preparation or review of the pupil's **Pupil Profile** or other relevant individual arrangements.

Information about SEND will be used to support effective planning and transition, not to introduce an additional barrier to admission.

Further information about accessibility and transition is set out in **Sections 14 and 15** and the school's **Accessibility Plan**.

Once admitted, pupils with SEND will have the same entitlement to an ambitious and inclusive education as other pupils and will be supported in accordance with the arrangements set out throughout this policy.

21. Concerns, Complaints and Disagreement Resolution

Thwaites School is committed to working constructively with pupils, parents and carers to resolve concerns about SEND provision at the earliest appropriate stage.

Concerns will be listened to respectfully and considered with a focus on the pupil's needs, educational entitlement and outcomes. Raising a concern or complaint will not adversely affect the support provided to a pupil.

21.1 Raising a Concern

Parents and carers are encouraged to raise SEND concerns as early as possible.

Depending upon the nature of the concern, the first discussion will normally be with the **class teacher or SENDCO**.



The school will seek to understand the concern, consider relevant evidence and the pupil's views where appropriate, explain the school's assessment or decision-making, and identify reasonable actions or next steps.

Where a concern relates to the identification of SEN, a **Pupil Profile**, SEND Support or the effectiveness of provision, it will be considered through the school's graduated **Assess–Plan–Do–Review** approach where appropriate.

A difference of opinion will not prevent the school from continuing to provide and review appropriate support for the pupil.

21.2 Formal Complaints

Where a concern cannot be resolved through discussion, or where a parent or carer wishes to make a formal complaint, the matter will be considered through the school's **Complaints Procedure**.

This SEND Policy does not create a separate complaints procedure.

The school will continue to consider and provide any appropriate ongoing support for the pupil while a complaint is being considered.

Where a concern relates primarily to the actions or decisions of another organisation, such as the local authority, a health service or another provider, the school will help to clarify which matters fall within its own responsibilities and, where appropriate, signpost the family to the relevant organisation or procedure.

21.3 Education, Health and Care Plan Disagreements

Some disagreements concerning EHC needs assessments and EHCPs are subject to statutory disagreement resolution, mediation and appeal arrangements rather than the school's complaints procedure.

These may include decisions concerning:

- whether to undertake an EHC needs assessment;
- whether to issue or maintain an EHCP;
- the special educational needs or provision specified within a plan; or
- the educational setting named in the plan.

Where relevant, the school will signpost parents, carers and young people to appropriate information about local authority procedures, mediation, disagreement resolution and rights of appeal.

The school will continue to work constructively with the pupil, family, local authority and relevant professionals while any disagreement, mediation or appeal is being considered.

21.4 Independent Information, Advice and Support

Parents, carers and young people may seek independent information, advice and support about SEND.

Where appropriate, the school will signpost families to the local **SEND Information, Advice and Support Service (SENDIASS)**, the local authority's **Local Offer** and other relevant sources of independent support.

Seeking independent advice or pursuing a complaint, disagreement resolution, mediation or appeal will not affect the school's commitment to working constructively with the pupil and family.

21.5 Safeguarding and Learning from Concerns

Where information raised through a SEND concern or complaint indicates that a pupil may be at risk of harm, the school will act in accordance with its **Child Protection Policy and Procedures**.

Safeguarding action will not be delayed while a complaint or disagreement is being considered.

The Headteacher and SENDCO will also consider whether concerns or complaints identify lessons for SEND provision or wider school practice. Where appropriate, this may result in changes to provision, communication, staff guidance, procedures or school improvement priorities.

Information relating to concerns and complaints will be handled appropriately and confidentially in accordance with the school's procedures and legal responsibilities.

22. Record Keeping, Confidentiality and Information Sharing

Thwaites School will maintain appropriate records relating to pupils with SEND so that their needs, provision, significant decisions and progress are clearly documented and can inform effective support.

SEND information will be handled sensitively and in accordance with applicable data protection, confidentiality, safeguarding and records-management requirements.

Records will be proportionate and purposeful. The school will seek to maintain the information necessary to understand and support the pupil without unnecessary duplication or administrative burden.

22.1 SEND Records

Depending upon the pupil, SEND records may include **Pupil Profiles**, Assess–Plan–Do–Review records, assessment and progress information, provision records, relevant communications and reviews, professional advice, EHC documentation and other individual plans or information relevant to the pupil's SEND.

Records will provide sufficient information, as appropriate, to understand:

- the pupil's identified strengths and needs;
- relevant views of the pupil and parents or carers;
- agreed outcomes or targets;
- provision, strategies and reasonable adjustments;
- significant decisions and relevant professional advice;
- progress and the impact of provision; and
- agreed next steps.

Records will be updated as appropriate so that information used to support the pupil remains accurate and useful.

22.2 Access, Confidentiality and Information Sharing

Relevant staff will have access to the information they reasonably need to understand and support pupils with SEND and will be expected to familiarise themselves with relevant Pupil Profiles, strategies and reasonable adjustments.

Information will not be shared more widely than necessary simply because a pupil has SEND, and particularly sensitive information will be handled appropriately.

Relevant information may be shared with parents or carers, external professionals, agencies or others where appropriate to understand needs, provide support or fulfil the school's responsibilities.

Information sharing will be relevant and proportionate to its purpose and undertaken in accordance with applicable data protection, confidentiality and safeguarding requirements. Consent will be sought where required.

Nothing in these arrangements will prevent necessary information being shared where there is another lawful basis for doing so, including where this is necessary to safeguard a child.

22.3 SEND and Safeguarding Information

SEND and safeguarding records serve different purposes and will be managed in accordance with the school's respective arrangements.

Information held in relation to SEND may nevertheless be relevant to safeguarding, and safeguarding information may be relevant to understanding and meeting a pupil's needs.

Where information needs to be considered across both areas, it will be shared appropriately with relevant staff.

Where there is a safeguarding concern, the school's **Child Protection Policy and Procedures** will be followed.

22.4 Transfer and Proportionate Record Keeping

When a pupil with SEND moves to another educational setting, relevant SEND information will be transferred securely and in a timely manner so that the receiving setting has the information reasonably necessary to understand the pupil's needs and support continuity of provision.

Where safeguarding information also requires transfer, this will be managed in accordance with the school's **Child Protection Policy and Procedures**.

In a small-school context, SEND record keeping will be proportionate to the needs of pupils and the school.



Where information is already recorded appropriately within a **Pupil Profile**, EHCP, professional report or other relevant document, staff will not routinely reproduce it in multiple places unless there is a clear reason to do so.

The priority is that records are accurate, appropriately accessible and useful in supporting the pupil. Record keeping should enable effective practice rather than unnecessarily reducing the time available for teaching, supporting pupils and working with families.

23. SEND Information Report and Local Offer

Thwaites School will publish a **SEND Information Report** providing information about the implementation of its arrangements for pupils with SEND.

The SEND Policy and SEND Information Report have complementary purposes. This policy establishes the school's principles, responsibilities and overall approach to SEND, while the SEND Information Report explains how these arrangements operate in practice and provides information particularly relevant to pupils, parents and carers.

The school will seek to ensure that the two documents are consistent while avoiding unnecessary duplication.

23.1 SEND Information Report

The SEND Information Report will provide accessible information about the school's arrangements for identifying, assessing and supporting pupils with SEND and will include the information required by the applicable statutory framework.

This will include, as appropriate, information about:

- identifying and assessing SEND;
- involving pupils and parents or carers;
- teaching, adaptations and additional provision;
- reviewing progress and the effectiveness of support;
- staff expertise and access to specialist support;
- inclusion, participation and support for pupils' wider development;
- working with education, health, social care and other services;
- transition;
- concerns and complaints; and
- sources of further information, advice and support.

The report will describe current practice at Thwaites School and will be reviewed and updated annually. Changes to the information during the year will be reflected as soon as possible.

23.2 Local Offer and Independent Support

The school will provide appropriate information about, and signpost families to, **Cumberland Council's Local Offer**, which provides information about education, health, social care and other services available for children and young people with SEND and their families.

Parents, carers and young people will also be signposted, where appropriate, to sources of independent information, advice and support, including the relevant **SEND Information, Advice and Support Service (SENDIASS)**.

Where appropriate, staff may help families identify relevant information or routes to support.

23.3 Accessibility and Oversight

The school will seek to ensure that published SEND information is clear, accessible, easy to locate and reflective of current practice.

Where a pupil, parent or carer requires information in a different or more accessible format, the school will consider appropriate reasonable steps to support access.

The SENDCO and Headteacher will ensure that the SEND Information Report is kept under review, with appropriate oversight from the Governing Body.

24. Governance and Strategic Oversight

The Governing Body has strategic oversight of the school's arrangements for pupils with SEND and will seek assurance that Thwaites School is meeting its statutory responsibilities and providing an ambitious and inclusive education for pupils with SEND.

Governance will be strategic and proportionate to the size and context of the school. Governors are not responsible for the day-to-day identification, assessment or provision of individual pupils with SEND.

24.1 Responsibilities of the Governing Body

The Governing Body will:

- ensure that appropriate arrangements are in place for pupils with SEND and that relevant statutory duties are met;
- seek assurance that the school uses its best endeavours to secure appropriate special educational provision for pupils with SEN;
- promote the inclusion of pupils with SEND and oversee the school's approach to accessibility and reasonable adjustments;
- ensure that required SEND information is published and appropriately maintained;
- consider SEND within wider school improvement, staffing and strategic planning;
- maintain appropriate oversight of SEND resources; and
- hold school leaders to account for the quality and effectiveness of SEND provision.

The Governing Body will focus upon the effectiveness of the school's arrangements rather than directing provision for individual pupils.

24.2 SEND Leadership and Governance

The Governing Body will ensure that the school has an appropriately qualified teacher designated as the **SENDCO** in accordance with applicable requirements and will seek assurance that the SENDCO has appropriate opportunity and support to fulfil the role effectively.

In the context of a small school, the SENDCO may hold other leadership or statutory responsibilities. Where roles are combined, the Governing Body will remain mindful of the range of responsibilities involved and the need for SEND duties to be carried out effectively.

The Governing Body will identify a lead governor or sub-committee with specific oversight of SEND arrangements. They will liaise with the Headteacher and SENDCO and help the Governing Body consider the effectiveness and development of SEND provision.

This oversight role is strategic and does not include routine involvement in individual pupils' provision, case management or complaints.

24.3 Monitoring, Challenge and Improvement

The Headteacher and SENDCO will provide governors with appropriate information to enable the Governing Body to fulfil its strategic responsibilities.

This may include information about:

- the broad profile and outcomes of pupils with SEND;
- inclusion, attendance, behaviour and participation where relevant;
- the effectiveness of provision and use of resources;
- staff expertise and development;
- accessibility and reasonable adjustments;
- pupil and parent or carer views; and
- significant developments or priorities for improvement.

Information will be proportionate to the Governing Body's role and will protect the confidentiality of individual pupils and families.

Governors will use this information to provide appropriate support and challenge and to ensure that SEND remains an integral part of school improvement.

24.4 Policy, Information and Confidentiality

The Governing Body will maintain appropriate oversight of the school's **SEND Policy, SEND Information Report, Accessibility Plan** and other relevant arrangements relating to pupils with SEND.



The school will seek to ensure that these documents are consistent with one another, meet applicable requirements and reflect current practice.

Governors will handle information about pupils and families appropriately and in accordance with confidentiality and data-protection requirements.

Where a governor becomes involved in a formal complaint, panel or other procedure concerning an individual pupil, they will act in accordance with the relevant procedure and maintain appropriate impartiality.

25. Policy Links and Related Documents

This SEND Policy should be read alongside other relevant Thwaites School policies, procedures and published information.

The school's responsibilities towards pupils with SEND extend across all aspects of school life. This policy does not therefore seek to reproduce detailed procedures which are appropriately addressed elsewhere.

Where a pupil's needs or circumstances fall across more than one area, relevant policies and procedures will be considered together so that the school provides a coherent response.

25.1 Related Policies and Documents

This policy should be read, where relevant, alongside the school's:

- Child Protection Policy and Procedures;
- Behaviour and Anti-Bullying Policy and Procedures;
- Attendance Policy;
- Accessibility Plan;
- Equality information and objectives;
- Supporting Pupils with Medical Conditions Policy;
- Complaints Procedure;
- Admissions arrangements;
- Data Protection and information-handling arrangements;
- Health and Safety Policy;
- Educational Visits Policy and procedures; and
- SEND Information Report.

This list is not exhaustive. Other school policies or procedures may be relevant according to the individual pupil's needs and circumstances.

Where another school policy contains the detailed procedure for a particular matter, that procedure will be followed. This SEND Policy will inform the school's response where SEND, disability, accessibility, reasonable adjustments or special educational provision are relevant.

25.2 Maintaining a Coherent Policy Framework

The statutory framework underpinning this policy is set out in **Section 3**.

When relevant policies, statutory guidance or school arrangements change, the school will consider whether consequential amendments are required to this SEND Policy, the SEND Information Report or other related documents.

The school will seek to ensure that its policies and published information remain consistent and do not create conflicting expectations for pupils, parents, carers or staff.

26. Monitoring, Review and Approval

The Headteacher and SENDCO will monitor the implementation of this policy through the school's existing arrangements for evaluating SEND provision. Monitoring will be proportionate to the size and context of Thwaites School and will make use of existing school information and processes wherever possible.

26.1 Policy Review

This policy will be reviewed annually and sooner where necessary, including following significant changes to:

- relevant legislation or statutory guidance;
- local authority SEND arrangements;
- the school's SEND provision or practice; or
- related school policies or procedures which affect this policy.

The review will take account of relevant evidence from the school's monitoring of SEND provision. Parents and carers of pupils with SEND will be closely involved in reviewing the school's SEND policy and practice. Pupils will be supported to contribute their views, and staff and other professionals will be consulted where appropriate.

26.2 Approval and Publication

This policy will be approved in accordance with the school's governance arrangements.

The date of approval and the date of the next scheduled review will be recorded on the policy.

The current approved version will be made available in accordance with applicable publication requirements and school arrangements. The school's **SEND Information Report** provides further practical information about how SEND provision operates at Thwaites School.