



Special Educational Needs (SEN) & Inclusion POLICY

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Turning Point Academy's Special Educational Needs, Disability & Inclusion Coordinator (SENDICO) is Gemma Mulligan. From October 2025 until October 2026, Tracy Douglas (Deputy Principal) will be covering the role while GM is on maternity leave.

Introduction

We are committed to providing an inclusive, supportive and aspirational learning environment where every pupil's individual needs, strengths and potential are recognised and valued.

Our approach to special educational needs and inclusion is guided by our core values:

Belong – We ensure all pupils feel welcomed, understood and accepted as part of our school community, with their identity and needs respected.

Commit – We are committed to high-quality, personalised provision, working in partnership with families, local authorities and professionals to meet pupils' needs effectively.

Thrive – We support pupils to develop confidence, independence and resilience, enabling them to make meaningful progress and achieve positive outcomes.

We recognise that pupils with additional needs may require flexible approaches, reasonable adjustments and specialist support. Inclusion is embedded in all aspects of school life, with a strong focus on wellbeing, achievement and preparation for adulthood.

TPA believes that every pupil has the right to develop their full potential. The school provides experiences which develop pupils' achievements and recognises their individuality. Diversity is valued as a rich resource which supports the learning of all. TPA recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. All staff and the Trustees of the school are committed to Inclusive practises.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and learning support professionals. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

TPA Mission Statement for SEN & Inclusion

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for quality first teaching that is fully inclusive. The Proprietor will ensure that appropriate provision will be made for all pupils with SEN.

1. Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN and additional support needs
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.
- Help pupils to develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.
- Effectively manage the induction and transitions of pupils so that they feel value, supported and important.
- Develop good relationships with all pupils so they feel valued.
- To ensure implementation of government SEN and inclusion recommendations.
- To ensure the school's policy is implemented consistently by all staff
- To ensure that any discrimination or prejudice is eradicated.
- To identify barriers to learning and develop strategies to overcome these.
- Effectively plan and provide to meet a diverse and varied spectrum of needs.
- To ensure that all pupils have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate pupils' achievements, however small.
- To support all pupils as individuals.
- To work in partnership with parents/carers in supporting their child's education.
- To guide and support all school staff, trustees and parents in inclusion issues.

2. Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Our school has been specifically set up to meet the needs of pupil's who have a special educational need and / or disability, under the umbrella of a 'neuro-developmental' condition.

3. Management of SEN and Inclusion in School

The Proprietor has delegated the responsibility for the day to day implementation of the policy to the SENDICO, who has Qualified Teacher Status and holds the necessary SEN qualifications (SENCO Award), or is undertaking the SENCO Award. The management of SEN is supported by all staff.

All school staff have a responsibility for pupils with SEN in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Learning support staff play a major role in the support of pupils with SEN. The rationale for the deployment of learning support staff is pupil centred.

The SENDICO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including any LA support and educational psychology
- services, health and social services, and voluntary bodies
- reviewing EHCPs and monitoring provision outlined therein
- supporting the effective use of the Graduated Response to SEN

In addition to the SENDICO, all teachers are also responsible for meeting the needs of all pupils in their class.

4. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the

needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENDICO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDICO maintains a list of pupils identified through the procedures listed; this is called the SEN Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

All pupils are set individual challenging targets for behaviour and individual subjects and progress is monitored and reviewed often. Their targets are displayed in class and referred to regularly.

5. Curriculum Access and Inclusive Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional teacher learning support staff.
- Small group withdrawal with teacher, learning support professional or school guidance counsellor
- individual class support / individual withdrawal

- further differentiation of resources
- study buddies/peer mentors
- Individual Learning Plan targets
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training
- Bespoke/ personalised learning programme of study incorporating aspects of alternative education

The school offers a continuum of provision to meet a diversity of pupils needs. Although classes are small, the ability range may vary widely and early assessment provides evidence for those pupils who require extra literacy and numeracy support. This is given on a one to one basis by a learning support professional and in addition all classes have the support of a specialist learning support professional. Computers and ipads are available to support pupils learning in every classroom and in the resource areas and smart boards are installed in each classroom to enhance learning. The resources area contains a wide range of books of all ability levels and is a rich resource which is being constantly developed/updated. Books are banded into levels to allow pupils to easily access reading material which is interesting to them and at their reading level. We also have papers and regular magazines to interest and motivate pupils.

We monitor all objectives set out in a child's EHCP on a termly basis alongside taking a measure of overall progress across all aspects of school life and the curriculum.

A range of extra-curricular activities are available at lunch time and after school, eg, cookery club, out of doors club, pool and football. The pupils have formed a 'Pupil Leadership Team' which is made up of one member of each class which meets regularly to suggest improvements put forward by individuals. Fresh fruit and water is available at all times for pupils.

The curriculum is very flexible and adapts to meet the needs of pupils. The interests and strengths of pupils is always taken into consideration and wherever possible the curriculum is adapted to meet their needs.

6. Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access

- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDICO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

8. Targets and Individual Learning Plans

All pupils attending our school are in receipt of an Education, Health and Care Plan. All pupils on our SEN Support list will have Individual Learning Plans setting out targets and any provision made that is additional to and different from usual classroom provision. Provision will meet the recommendations on the child's EHC plan.

In subjects where all children have curriculum targets these are used to inform the ILP. Curriculum targets are recorded in exercise books, target cards, displays etc.

Strategies for pupils' progress will be recorded in individual ILP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- *Strategies to manage the behaviour of the child

The ILP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The ILP will be created through discussion with both the pupil and the parent or carer.

Individual Learning Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

9. Code of Practice, Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDICO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEN Support list will be made by the SENDICO after full consultation with parents at an ILP and EHCP review. External support services may advise

on targets for a new EHCP and provide specialist inputs to the support process. Particularly targeted ILP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

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

Parental consent is sought before any external agencies are involved. The resulting ILP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

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

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. The majority of pupils at Turning Point Academy already have an EHCP and Turning Point Academy has been identified as the special school to effectively support the pupil. An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an ILP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENDICO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team where applicable
- The Educational Psychologist where necessary
- Any other person the SENDICO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

LA support is also requested for leavers to facilitate progression post 16.

Within the time limits set out in the Code, the SENDICO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. Partnerships with Parents and Carers

The school aims to work in partnership with parents and carers.

We do so by:

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

- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. Involvement of Pupils

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

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

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

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

- ILP reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors/ TAs
- Annual review

12. Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEN Support list any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Therapists from CCATS (all these services are commissioned by the school), Speech and Language Therapy Services, Occupational Health Services, Autism Advisory Services.

13. Inset

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Principal's report to Trustees each term.

14. Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Principal/SENDICO. The Proprietor may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

18. Review of this Policy

This policy will be further developed through consultation with staff, parents, carers and pupils. The school considers the SEN & Inclusion Policy document to be important and, in conjunction with the Board of Trustees undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Glossary of Terms

EP

Educational Psychologist – a trained individual whose role is the application of psychological principles to teaching and learning. They provide support in assessing specific children and developing the schools strategies to increase inclusion.

EHCP

An Education, Health and Care plan is a result of a statutory assessment of a child. The Education Healthcare Plans will be introduced across England & Wales during 2014. The Plans themselves originate from the Children & Families Bill which is currently being processed through the House Of Commons. The main aim of the EHC (Education Healthcare) Plans is to replace the current system of Individual Healthcare Plans (IHPs). An EHC plan is a legal document which describes:

- a child or young person's special education, health and social care needs
- the help that will be given to meet those needs, and
- what the young person will be able to achieve as a result of the support..

The plan is drawn up by the local authority after a formal assessment process called an EHC Needs Assessment

EWO

Education Welfare Officer – a person employed by the LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

Inclusion

The principles of inclusion from "Excellence for all children. Meeting Special Educational Needs" DFEE (Oct 1997) – Inclusion is a process by which we mean not only that pupils with SEN should wherever possible receive their education in a mainstream school, but also that they should join fully with their peers in the curriculum and life of the school. I.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum and life of the school. I.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum appropriate to the child's needs. At Turning Point Academy we are reviewing and adapting our approaches in order to achieve greater inclusion.

ILP

Individual Learning Plan.

LA

Local Authority

TA

Learning support professional – an assistant providing in-school support for pupils with special educational needs and/or disabilities. An SA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her.

SEN

Special Educational Needs

SENDICO

Special Educational Needs Coordinator – person responsible for coordinating and overseeing the day-to-day provision of pupils with SEN

Areas of Special Needs**Communication and Interaction**

This includes:

- Speech and language delay/impairment or disorder
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Hearing Impairment
- Autistic Spectrum
- Difficulties as a result of permanent sensory/physical impairment

Cognition and Learning

This includes:

- Moderate/severe/profound learning difficulties
- Specific Learning Difficulties (dyslexia, dyspraxia)

Behaviour, Emotional and Social Development

This includes:

- Withdrawn/isolated
- Disruptive/disturbing/hyperactive/lacking concentration
- Immature social skills
- Those presenting challenging behaviours arising from other complex needs

Sensory and Physical

This includes:

- Hearing and visual impairments
- Medical needs
- Physical impairment