

Send Policy and Information Report

Approved by: Academy Committee **Date:** 13/05/2026

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Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Thornden can provide support to students with a range of needs in the areas of communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs. We consider all types of need on a case-by-case basis. We aim to enable all students to experience all that the school has to offer, including a broad and balanced curriculum, trips and extra-curricular activities. We aim:

- To identify students with Special Educational Needs and Disabilities (SEND)
- To liaise with parents/carers, outside agencies and associated professionals to plan and agree appropriate support
- To make sure that the school is inclusive and that students with SEND are fully integrated into both curricular and extra-curricular activities
- To enable all students with SEND to achieve their academic and personal potential
- To work collaboratively with teaching staff, Middle Leaders and Senior Leaders to make sure that any barriers to learning are removed and appropriate support is given
- To create a safe, supportive learning environment that helps students to improve confidence, self-esteem and independence
- To promote effective partnership with and involve outside agencies when appropriate
- To work closely during transition to share detailed information about children with SEND and to help students with SEND to make a successful transition into young adulthood
- To make sure the views of the students and their parents/carers are taken into consideration
- To evaluate annually the effectiveness of the Special Educational Needs (SEND) provision within the school

Legislation and guidance

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

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

Policy also complies with our funding agreement and articles of association.

Definitions

- The Code of Practice (2015) defines SEND as: “Pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age.”

They have a learning difficulty or disability if they have:

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

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

Roles and responsibilities

4.1 The SENCOs (Becky Roadnight and Sarah Little) will:

- Work with the Headteacher, senior leaders, and the SEND governor to determine the strategic development of the SEND policy and provision in the school, including the responsibilities of teaching staff with regard to this aspect of their role
- Have overall responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively
- Be a point of contact for external agencies, especially the local authority and its support services (along with the Learning Support Coordinators)
- Work with the Transition Team, primary colleagues and parents/carers and outside agencies, as appropriate, to effectively plan and oversee transition into Thornden
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Work with parents/carers, outside agencies, students and school staff to support applications for assessments and diagnoses and referrals for support
- Work with the Headteacher and the academy committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have strategic oversight of department approaches to evidence gathering, testing and implementing exam access arrangements
- Have oversight of design and implementation of systems that ensure the school keeps the records of all students with SEND up to date
- Monitor and evaluate provision for students with SEND outside of the classroom
- Line manage the Learning Support Coordinators, Learning Support Assistants (LSAs) and the SEND Administrative Assistant
- Oversee efficient Performance Management of LS staff

Learning Support (LS) Coordinator (Jacqui Beckingham) will:

- Carry out day-to-day management of LSAs and department processes
- Co-ordinate and create documentation to support EHCP reviews and applications

- Liaise and coordinate with outside agencies such as Occupational Therapy and Specialist Advisory teachers
- Coordinate and manage clubs and interventions
- Manage and coordinate internal testing
- Liaise with teaching staff to organise required support
- Liaise with students and parents/carers to make sure the coordinated provision of support
- Carry out day-to-day supervision of the SEND Administrative Assistant
- (With the SENCOs and Exam Coordinator) Organise LSA timetabling
- (Alongside the SENCOs and SEND Exams Coordinator, carry out Performance Management of staff within the department)

Learning Support (LS) Coordinator (Chris Bevan) will:

- Act as Access Arrangements Assessor
- Coordinate testing and online applications for exam concessions
- Liaise with: students, parents/carers, School's Exam Coordinator, SLT, HOD, teaching staff and LSAs regarding identification and testing
- Coordinate evidence-gathering to support applications for concessions
- Coordinate concession arrangements for GCSEs and Controlled Assessments
- Produce and manage department information systems
- Work with the SENCOs and LS Coordinator to manage the day-to-day operations of the department
- (With the SENCO and LS Coordinator) Organise LSA timetabling
- (Alongside the SENCO and LS Coordinator, carry out Performance Management of staff within the department)

LSAs/CSAs will:

- Provide classroom support for students with SEND across the curriculum and in specialist areas where appropriate
- Provide small group support within the classroom
- Lead small group teaching of interventions, including planning, marking and recording
- Provide 1:1 support for interventions and the delivery of specialist programmes as appropriate
- Closely monitor student progress, barriers to learning, wellbeing and developing needs and maintain associated record-keeping and information sharing
- Train in specialist interest areas such as Speech and Language, Dyslexia and Autistic Spectrum Conditions where appropriate
- Create and/or advise on scaffolded teaching and support materials
- Liaise with teaching staff, HOD and HOY to ensure and maintain essential communication
- Support lunchtime and after school interventions where appropriate and agreed
- As appropriate, liaise directly with parents/carers
- Attend CPD to improve knowledge and understanding of specific SEND needs and approaches to support
- Provide planned pastoral support as agreed with the SENCO

The department is further supported by Kelly Maiden, the SEND Administrative Assistant. The department is line managed at SLT level by Anna Vickerage. The link SEND Academy Committee member is Ben Chivers.

4.2 The SEND Academy Committee member will:

- Help to raise awareness of SEND issues at academy committee meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the academy committee on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher will:

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

4.4 Class teachers will be responsible for:

- The progress and development of every student in their class
- Becoming familiar with SEND information on the students they teach and the implementation of the advice/recommendations provided
- Deployment and management of any additional adults in the classroom
- Understanding how the Graduated Approach (plan/do/review) can be utilised in their teaching practice
- The consideration of the impact of support and interventions
- The consideration of how intervention can be linked to classroom teaching
- Following the SEND policy

Subject teachers may well be able to identify the need and put into place appropriate strategies which could include:

- Curriculum scaffolding
- Enhanced scaffolding of teaching materials
- Adaptive teaching strategies
- Appropriate review and target setting
- Involvement of parents/carers in specific home/school based support projects
- Working with the SENCOs or Learning Support Coordinator to further refine teaching approaches

The subject teacher would be expected to liaise closely with the HOD and, if appropriate, the relevant HOY. If the strategies put into place by the subject teacher do not improve the student's performance, the SENCO should be contacted.

SEND information report

5.1 The areas of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying students with SEND and assessing their needs

We maintain a register of students with SEND. There are 2 categories: those students with an EHC plan and the remaining students who are listed under SEND Support. SEND support students are identified using our graduated approach and will have needs in one or more of the following areas: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.

Students with additional needs are identified through one or more of the following:

- Liaison with Primary Schools
- Liaison with external agencies
- Liaison with parents
- Testing and assessment
- Close monitoring and observation
- Perceptions of the student's performance, progress and behaviour
- Subject teacher feedback

Student needs are addressed in class by teachers using the Student and Information Profiles to tailor teaching to address the identified needs.

The SENCOs liaises with the Headteacher, and senior leaders to ensure comments on supporting underperforming SEND students are appended to information sent out following data drops/reviews.

Reviews of the SEND register are carried out at a strategic point in the year. If students are accessing the curriculum without the need for support that is different from or additional to that of their peers, and/or have standardised scores in excess of those set by the Local Authority, their name will be removed from the list. At this point, they will be placed on the Watch register so that their needs can continue to be monitored. The majority of students on the Watch register have an Information Profile providing details of need and approaches to classroom support.

5.3 Consulting and involving students and parents/carers

Liaison with parents/carers usually begins at transition from Year 6 to 7, but this can come at the point of identification of issues. This will be carried out via email, phone calls and meetings. Parents/carers and students are involved in the writing of Profile documents to promote accurate, timely information to inform school support. Communication is maintained as appropriate across the five years of secondary school to ensure:

- A good understanding of the student's areas of strength and difficulty
- Parents/carers knowledge and concerns are understood
- Clear and agreed approaches are decided
- The next steps are clear

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Students' progress and potential challenges are reviewed through one or more of the following:

- Data drops
- Teacher reports for reviews
- Observations (teacher and/or LSA)
- Department reviews
- Department-level assessment
- Screening tests
- Assessment results and tracking
- Other school reporting

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. Further support:

- Careers interview (supported by parent/career as necessary)
- College visits (group and individual)
- Annual Review meetings to include college representative
- Support for completion of college applications
- Additional meetings regarding options or transition
- Liaison with pastoral staff at the next setting

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. The Study Skills department provides support and training, observation and advice to help teachers to develop their pedagogical skills around delivering to SEND learners. Our focus is on enabling staff to feel confident, to ensure they have the range of approaches required to meet the needs of individuals. The principles of Plan, Do, Review underpin the interactions between teaching staff and the Study Skills department.

Joint discussions and planning and evaluation of impact is carried out ahead of any further intervention in the majority of cases. Where pupils have been identified as having a substantial and sustained need at primary or upon entering secondary, some targeted intervention might be put in place ahead of teacher identification of need. Importantly, though, staff have a responsibility to identify previously unrecognised need and take timely steps to meet this in liaison with the Study Skills Department. This process should continue across the 5 years of secondary school as students can have coping strategies that help them mask need so that it becomes apparent at a later age/stage. All teaching staff have a duty to report observed challenges that are not already on record.

High quality teaching is our first step in responding to students who have SEND. This will be scaffolded for individual students.

Further teaching support includes:

- Detailed Profile documents
- Small group support for literacy/Maths (Pupil Premium SEND)
- Nurture Group
- 1:1 or small group additional support, sometimes directed by external professionals
- Upper school Study Skills lessons
- Rapid Reader Plus reading intervention and Fresh Start Phonics Intervention.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Curriculum planning to ensure all students are able to access, be engaged and progress
- Long, medium and short-term planning includes consideration of promoting engagement
- Funding for resources to support in class e.g. coloured paper, enlarged printouts
- Adapted delivery by teaching staff, supported by LSA/CSAs where appropriate
- Careful grouping to reduce barriers to learning
- Enhanced teacher: student ratio in key subjects
- Careful, planned seating in lessons to support vulnerable learners
- Detailed Profile documents contain personalised teaching approaches
- Additional support strategies such as time out cards, safe spaces, access to the Complex Behaviour Lead

5.8 Additional support for learning

We have full and part-time Learning Support Assistants and Curriculum Support Assistants who deliver SEND interventions and some small group teaching.

Learning Support Assistants will support students on a 1:1 basis outside of the classroom where this is required to deliver dedicated individual work e.g. OT or Speech and Language

We work with the following agencies to provide support for students with SEND:

- Child and Adolescent Mental Health Services
- Education Welfare
- County Educational Psychology Service
- Ethnic Minority and Traveller Service
- Health services
- Locality Team
- Occupational Therapy
- Social Services
- Specialist Teaching Advisers
- Speech and Language Therapists

5.9 Expertise and training of staff

Having core staff be current practitioners is an important principle for the school. Thus, the Learning Support Coordinators each have 50/50 timetables split between delivery or support and administration. The SENCOs are English/RS teachers and have 50% of the school week available for delivery of SEND in school.

The Administrative Assistant works for 25 hours per week in the Study Skills Workroom which means she is fully involved in the day-to-day running of the department.

Some LSAs develop an area of special interest/expertise and complete appropriate training in areas such as dyslexia, Speech and Language, autism etc

The LSAs attend training that is delivered to teaching staff in the school at Inset each year, including work around teaching and learning, behaviour management and assessment.

The SENCOs and department staff provide ongoing training on a range of SEND needs and support, where appropriate, through Teaching and Learning Tuesday, Leadership meetings, Staff meetings, ECT /new staff sessions.

5.10 Securing equipment and facilities

The Learning Support Coordinator, Administrative Assistant and SEND Exams Coordinator acquire appropriate equipment for SEND pupils by coordinating with outside agencies and internal procurement.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Review of departmental assessment data
- Reviewing the impact of interventions at the end of the academic year
- Using student feedback
- Monitoring by the SENCO
- Using a costed provision map to support judgements
- Holding annual reviews for students with EHC plans

- Observations by SLT and SEND staff

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take opportunities for appropriate trips in this country and abroad and are supported to engage (including staff attending such trips)

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in safe activities because of their SEND or disability.

While we are not able to support students who use a wheelchair, we can provide appropriate education for many students who have visual, hearing and physical disabilities, as well as cognitive impairment. This is achieved by procuring appropriate equipment and facilities, ensuring appropriate staff training and liaising with outside agency expertise, including at County Level.

See Accessibility Plan

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development through:

- The Nurture Group
- Daily Hub Group sessions
- Pastoral support group sessions
- ELSA
- Careful grouping to encourage/promote interactions
- Mentoring
- Access to the Wellbeing Den

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Work with outside agencies is driven the needs of the cohort. Multiple agencies may be involved with individual students

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. Should there be further issues, either the SENCo or the Head of Year should be contacted.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Support services for parents of students with SEND

- Hampshire Dyslexia Association
- Hampshire Autism Society
- Parent Partnership
- Barnardo's

5.17 Contact details for raising concerns

Mrs Anna Vickerage– line manager for the Study Skills Department and SENCo
a.vickerage@thornden.hants.sch.uk

Mr Ben Chivers – SEND Governor

B.Chivers@thornden.hants.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is published [here](#).

Our local authority's local offer is published [here](#).

Monitoring arrangements

This policy and information report will be reviewed by Becky Roadnight and Sarah Little (the SENCos) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the academy committee.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour