

# SEND POLICY 2025-26

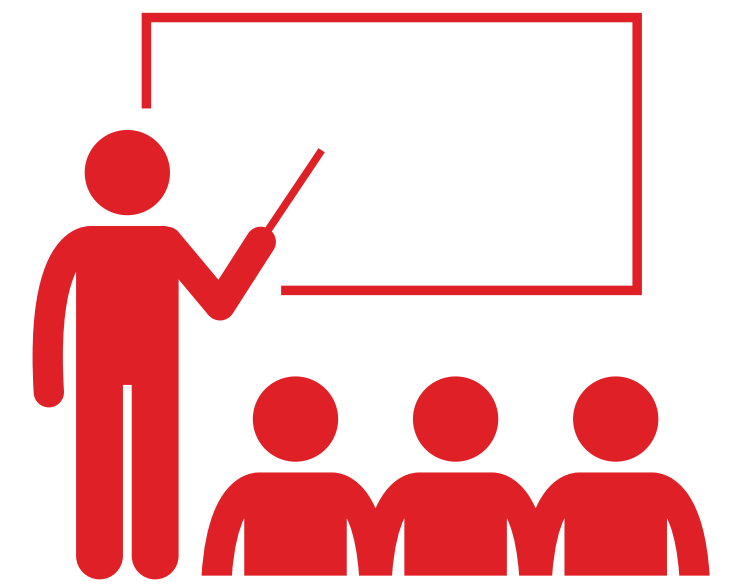
## UNIVERSAL OFFER

### HIGH QUALITY TEACHING

At King Offa we are committed to delivering a broad and balanced curriculum. High quality teaching means that teachers plan, personalise and adapt learning experiences to meet the needs of all pupils. This ensures that teaching at King Offa is inclusive for all.

Staff receive training from school leaders as well as those of the wider trust to move towards our Inclusion goals. Please see our SEND Information Report for more details.

All staff are responsible for ensuring that this provision is delivered in every classroom. The class teacher, supported by the teaching assistant team and SENCO, is responsible for ensuring adjustments are made to suit the needs of the children.



If a parent/carer has a concern about their child they should, in the first instance, contact the child's class teacher.

## TARGETED SUPPORT

If a child is not making progress or achieving age related expectations, despite high quality teaching, they may require a short term, specific and time bound intervention to overcome their barrier to learning. These interventions (provisions) are organised by the class teacher and delivered by staff from within the school. This refers to both academic and more holistic progress.

We monitor the interventions and the progress made on our ProvisionMap software. The SENCo is able to see an overview of all provisions happening within the school. This is part of our graduated approach and Assess, Plan, Do, Review cycle.

If the expected progress has not been made at the point of review, the class teacher raises their ongoing concerns with the SENCo and parents/family. Further assessments may be arranged. A meeting is held to decide upon outcomes and provision and the APDR cycle begins again. If the provision continues to be additional to or different from their peers, the child is added to the SEND register.

## INDIVIDUALISED SUPPORT



### KEY INFORMATION

Assistant Headteacher for Inclusion (SENCo):

Mrs Tess Gale

tgale@kingoffapa.org

LAB member for SEN: Gina Potter

Please contact the school office to make an appointment:

office@kingoffapa.org

or 01424 211548

This policy should be read alongside our SEND Information report. This policy serves to set out our rationale for our SEND provision. It complies with the SEN Code of Practice (2014), The Equality Act (2010) and The Children and Families Act (2014).

### INDIVIDUAL SUPPORT PLAN

For children on the SEND register, the class teacher creates an individual support plan (ISP) written and reviewed three times per year. These include long term outcomes, short term targets and agreed provisions, strategies and resources. ISPs are reviewed at the end of Term 2, 4 and 6. Specialist referrals may be made to gain support and advice from outside agencies

### EDUCATION HEALTH CARE PLAN

In a small number of cases, the SENCo, in consultation with outside agencies; parents/carers and the class teacher applies for an EHC needs assessment from the local authority. This application is made when the pupil has special educational needs and may need specialist educational provision. The Local Authority will decide whether to assess and whether to issue a plan.

Pupils on the SEN register are involved with their provision by encouragement to co-create their ISP and pupil voice is part of SEND monitoring undertaken by the SENCo.