



SEND Policy

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1. Introduction

- 1.1. At the Windmill Federation we believe that every pupil is an individual with unique needs who should all have the same opportunities as their peers. We also believe that every teacher is a teacher of every child or young person including those with special educational needs and disabilities.
- 1.2. A pupil has special educational needs if they have a learning difficulty or disability that requires additional support, that is, different from or additional to pupils of the same age.
- 1.3. Whilst many factors contribute to the range of difficulties experienced by some pupils, the Federation believes that much can be done to overcome them by parents and carers, staff and pupils working together. This acknowledges:
 - The views, wishes and feelings of the pupil, and the pupil's parents,
 - The importance of the pupil, and the pupil's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions, and
 - The need to support the pupil, and the pupil's parents, in order to facilitate the pupil's development and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- 1.4. The purpose of this policy is to:
 - Ensure the early identification, assessment, graduated provision and ongoing support for all pupils requiring SEND provision.
 - Ensure that all pupils have the right to achieve their maximum academic and social potential.
 - Ensure that parents and carers of pupils with SEND are kept fully informed of their child's progress and attainment.
 - Ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.
 - Ensure that all staff are made aware of the school's duties in respect of pupils with SEND, with particular roles and responsibilities identified in meeting the needs of individual pupils.
 - Provide support, advice and development for all staff supporting pupils with special educational needs.
 - Ensure that the SENDCo takes a lead in monitoring the quality of provision, supporting whole school improvement in high quality learning and flexible provision.
 - Ensure that resources are allocated according to need.
 - Liaise with pastoral leaders in monitoring and identifying vulnerabilities for pupils with SEND, especially as victims of bullying and peer abuse.
 - Ensure the same high expectations for the good attendance of all pupils with SEND as for their peers.

2. Policy Scope

- 2.1. This policy applies to all schools in the Federation.
- 2.2. It is the responsibility of all individuals in the Federation to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

This Policy takes its legal framework from the following statutory guidance:

- The Equality Act 2010
- The SEND Code of Practice 2020.
- Supporting pupils with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- Keeping Children Safe in Education 2024
- Early Years Foundation Stage (EYFS) statutory framework 2023
- Working Together to Safeguard Children 2018
- Working together to improve school attendance 2022
- HM Government Special Educational Needs and Disabilities and Alternative Provision
- The Federation Improvement Plan
- HM Government: The national strategy for autistic children, young people and adults 2021 – 2026.

4. Definitions

- 4.1 SEND: A pupil has special educational needs if they have a learning difficulty, or disability that requires additional support, that is, different from or additional to pupils of the same age. A pupil has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability, which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age.
- Is under compulsory school age and falls within the definition in the first two bullet points, or would do so if special educational provision was not made for the pupil.

- 4.2 Many children and young people who have SEND may have a disability under the Equality Act 2010 –

that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person

requires special educational provision, they will also be covered by the SEND definition.

4.3. The SEND Code of Practice 2020 identifies four broad areas of need:

- Communication and interaction: This includes children who have speech and language difficulties and those identified as having an Autistic Spectrum Condition (ASC).
- Cognition and learning: This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect a more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.
- Social, emotional and mental health difficulties: This can manifest themselves in many different ways, for example, a child or young person may become withdrawn, or they may display very challenging and disruptive behaviour.
- Sensory and/or physical needs: This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

4.4. Education and Health Care plan (EHCP) outlines any special education needs a pupil has, and the provision a local authority must put in place to help them. These were introduced in 2014 and gradually replaced Statements of SEND. Most children and young people should have transitioned from a statement to an EHCP.

4.5. Reasonable adjustments: The duty to make reasonable adjustments for pupils with SEND is **anticipatory**. It requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage and include the provision of auxiliary aids and services or interventions.

4.6. The Local Offer: the directory published by the local authority which includes the education, health and social care services provided for children, young people and families who have SEND or disabilities accessible to pupils in the Federation.

4.7. Pupils will not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

5. Identification of Need

5.1. As a Federation we identify the needs of pupils by considering the needs of the whole child or young person, which not only includes the special educational needs of the pupil but also other defining factors. These include all those that could affect progress and attainment, such as attendance and punctuality; physical and mental health and welfare; being a looked after child.

5.2. We recognise that pupils have different educational, physical and behavioural needs, that they acquire, assimilate and communicate in different ways and at different rates and they need a range of teaching approaches and experiences.

- 5.3 Schools should use a graduated approach when supporting pupils who have been identified as having a special educational need. We recognise that additional intervention and support cannot compensate for a lack of good quality first teaching.
- 5.4. The SEND Code of Practice sets out a two-stage approach when a pupil has been identified as requiring SEND support and included on the SEND register.
- SEND Support: Classroom teachers have initial responsibility for this and will ensure that parents are regularly kept informed if their child is having difficulties. Pupils whose needs are not easily met through normal classroom differentiation will undergo in-house assessment to draw up a support plan supported by the SENDCo.
 - Education Health and Care Plan: This stage is identified by the code E, where the local authority takes the lead in assessing pupils and providing/reviewing EHCs.
- 5.5 **Identification of needs descriptors in educational settings (INDES)**
The INDES is used and shared with the local authority to identify clear areas of need and the level of difficulty for the pupil. The INDES will also be used to access funding for those at mid-scale and above. Funding is used to commission outside agency resources, advice and support the pupil at school. The learning plans and INDES summary will be shared with the local authority via the portal and stored on the pupils record. Other documents will be shared with the local authority when appropriate e.g. – costed provision maps, nutshell capture sheet [INDES guide](#)

6. A Graduated Approach to SEND Support

Our response to supporting pupils is graduated and adapted dependant on need

6.1 Tier 1

Every teacher is a teacher of SEND. High quality teaching is required for all pupils within a supportive and inclusive classroom environment. Using direct teaching, oracy, visual aids and prompts like knowledge organisers, working walls, feedback through live marking and gap analysis are embedded. Self-evaluation of provision for all pupils will include analysis for SEND. The format used is the IPSEF [IPSEF guide](#)

6.2 Tier 2

Tier 2 considers the needs of those with SEND as a priority; a learning plan with small steps targeted outcomes will be written which follow the assess, plan, do and review cycle. Training is regularly delivered to teaching staff, which includes teaching assistants, based on evidence-based research with particular reference to these principles.

1. Adaptions and scaffolds

- use of adaptions (visual, verbal, and written) that support pupils to access the learning
- use of adaptions in a way that reduces pupils 'reliance on adult support over time

- providing adaptations in a non-stigmatising way (provide them for a small group/ pair, rather than only for 1 pupil)
2. **Explicit instruction**
 - using clear and succinct language when explaining things to pupils check their understanding frequently
 - using dual coding (i.e. diagrams, images or tables on a mini-whiteboard) to aid pupils understanding of new content
 - modelling how to complete a task before expecting pupils to work independently
 3. **Cognitive and metacognitive strategies**
 - supporting pupils to recall previously learned content, before they move on to new content
 - helping pupils to organise their thinking by 'chunking' the content into smaller steps
 - asking metacognitive questions that support pupils to plan, monitor and evaluate their own learning
 4. **Flexible grouping**
 - working with several different pupils, forming temporary groups when several pupils have the same current difficulty
 - promoting peer tutoring, facilitating pupils learning from one another
 5. **Use of technology**
 - utilising technology as part of the delivery of interventions that support pupils
 - using technology to record their learning, i.e. through speech-to-text software

6.4 Tier 3

If the pupil with SEND needs is still failing to make adequate progress, a more in-depth assessment may take place. The INDES will be reviewed against the highest levels and shared again with the local authority to consider enhanced provision. People involved in this process may include parents, school members, doctors, specialist teachers, educational psychologists & social services.

If the pupil needs an individualised programme of support then the school or parents may apply for an Education, Health and Care Plan (EHCP). Pupils could receive individualised support whether or not they receive an EHCP. A new INDES will need to be completed and shared with the local authority for new pupils placed on role.

6.5 Progress for all pupils

We expect all pupils with SEND to make progress in line with all pupils. Progress can be identified as that which

- Ensures access to the full curriculum
- Books evidence good presentation, quality feedback such as live marking and improvements
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupils behaviour.

Measurable targets from learning plans are achieved and support pupils in reaching milestones.

7. Academies follow the 'Assess, Plan, Do, Review' approach.

- 7.1 **Assess:** A class/subject teacher, working with the SENDCo will carry out a clear analysis of the pupil's needs, using a variety of evidence including, the teacher's assessment and experience of the pupil and their progress and attainment. Where appropriate, the SENDCo may run diagnostic tests and gather information from parents /carers.
- 7.2 Children in the EYFS will have differing levels of knowledge, skills and abilities across the EYFS Profile and our schools will ensure there is a full assessment of all areas of children's development, to inform plans for future activities and to identify any additional support needs. The EYFS Profile will be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND will be made as appropriate, including specialist assistance.
- 7.3 **Plan:** Where it is decided to provide a pupil with SEND Support, the parents will be notified. The SENDCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- 7.4 **Do:** The class/subject teacher should remain responsible for working with the pupil on a usual basis. They will ensure that the curriculum is properly sequenced in reducing barriers experienced by pupils with SEND. If interventions are required for small group work or one-to-one teaching away from the main class teacher, they should retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
- 7.5 Teaching assistants who offer additional support and intervention for pupils with SEND will be trained to do so. Teaching assistants will aim to promote pupils' independence by using appropriate learning scaffolds and adjustments. The SENDCo will ensure that any specialist provision still enables pupils with SEND to access the curriculum and that it contains the same level of ambition as that of their peers.
- 7.6 **Review:** Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.
 - The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of support and interventions should be evaluated, along with both parental and pupil views. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

- Where pupils do not make adequate progress, despite additional provision at SEND support, the school will seek advice and involvement from external support services, including specialist teachers and assessors.
- If deemed appropriate, after relevant evidence has been collected, the school and/or parents may decide to request that the Local Authority undertake a statutory assessment. This may lead to a pupil being provided with an Education, Health and Care Plan.
- The SENDCo is responsible for providing support, monitoring and ensuring that pupils with Education, Health and Care Plans receive a specified amount of support. The SENDCo will take a lead on strategic decisions regarding target setting, monitoring and reviewing outcomes for all pupils, in conjunction with members of the senior leadership team and accounting for other school assessment routines.
- The SENDCo will keep a record of all pupils receiving support that is different from or in addition to the provision available for all pupils for special educational needs. The details of the support and any interventions will be mapped and the impact monitored by the SENDCo in collaboration with school staff providing the support. Where a pupil benefits from the support such that they no longer require additional or different provision, they will not appear on the register. Any changes to the support offered to individual pupils will be communicated to parents.

8. Working with pupils and families

- 8.1 The SENDCo will support parents in understanding the additional support and information available through the Local Offer.
- 8.2 Schools will meet parents at least three times each year and provide regular reports for parents on how their child is progressing.
- 8.3 These discussions strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. They provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.
- 8.4 These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENDCo. The views of the pupil will be included in these discussions. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff via round robins.
- 8.5 The Federation provides detailed information of support available within the document, 'SEND Information Report', published on the Federation website.
- 8.6 SEND support includes the planning and preparation between phases of education and preparation for adult life. To support transition, the school will share the relevant information with other educational settings that the child or young person is moving to. Parents will be informed of the information that is passed between the organisations.

9. Admissions

- 9.1 The admissions criteria should not discriminate against pupils with SEND. The admission of pupils with an Education, Health and Care Plan or a statement of Special Educational Needs, which names the school, falls outside the usual admissions process. Those pupils will be admitted in accordance with the provisions of the school's funding agreement.
- 9.2 The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:
- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
 - must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
 - must not refuse to admit a child on the grounds that they do not have an EHC plan

10. Access Arrangements

- 10.1. The Windmill Federation follows national guidance about supporting children with regard to access arrangements. This is overseen by the Senior Leadership Team within the schools and quality assured by the Executive Headteacher.
- 10.2. The SENDCo will take responsibility for ensuring that suitable access arrangements and reasonable adjustments are in place for pupils who may need adaptations to the usual procedures during examinations/assessments.

11. Supporting pupils at school with Medical Conditions

- 11.1. Some pupils with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. In this case, the Trust will comply with the duties under that Act.
- 11.2. Some of these pupils may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan. The school will support the pupil's health and social care needs, as well as their special educational provision, linking the individual healthcare plan with the EHCP.
- 11.3. Where a pupil with a medical condition has SEND but does not have a statement or Education and Health Care plan, their special educational needs will be included in their individual healthcare plan.
- 11.4. The Federation recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- 11.5. The Federation will also be alert to the range of circumstances for pupils with physical and mental health needs. The Executive Headteacher will ensure each pupil receives a suitable education that meets their needs. For some pupils, this will involve reasonable adjustments for the pupil so they can attend the school with some support or

where arrangements have been made for the pupil to be educated in a hospital by an on-site hospital school.

12. Supporting Pupils with Physical and Mental Health Needs Who Cannot Attend School

- 12.1. Some complex and/or long-term physical and mental health issues may be considered disabilities under equality legislation. The local authority is responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The local authority should be ready to assume this responsibility when a child has been unable to attend school for 15 days or more due to ill health.
- 12.2. The school will maintain links with the LA to support pupils who are unable to attend school long term because of ill health. The school will share information to ensure the provision offered to the pupil is as effective as possible in providing continuity and consistency, and that it accounts for any special educational needs.
- 12.3. When the pupil is able to return to school, the school will work with the local authority to create a bespoke reintegration plan that will allow the pupil to adjust to school again. Some pupils will need gradual reintegration over a longer period. The reintegration plan should allow the pupil to address any gaps in learning that may have arisen during their absence. The school will also make any reasonable adjustments to assure the pupil's access.
- 12.4. Where a pupil's absence is planned, such as in the case of treatment or hospitalisation, the school will work with the local authority, hospital school or other provider and contribute to the child's personal education plan.
- 12.5. Assessment authorities will make special arrangements for children with permanent or long-term disabilities or learning difficulties, and with temporary disabilities, illness and indispositions, when they are taking examinations/assessments. The school will submit applications for special arrangements to these authorities, where appropriate, as early as possible, incorporating any advice and information from those providing education to the pupil out of school.
- 12.6. Schools will only remove a pupil who is unable to attend school because of additional health needs where:
 - the pupil has been certified by an approved medical professional as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age, and;
 - neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

13. Safeguarding

- 13.1 Children with special educational needs or disabilities (SEND) or certain physical or mental health conditions can face additional safeguarding challenges. School staff will be trained to take steps in removing the additional barriers that can exist when recognising abuse and neglect in this group of children. These can include:

- not assuming that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- acknowledging that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; that schools must consider extra pastoral support and attention for children with additional needs
- ensure any appropriate support for communication is in place.
- recognising the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- reducing communication barriers and difficulties in managing or reporting these challenges;
- recognising the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

13.2. Sexual violence and sexual harassment between children

13.2.1. Staff should be aware that children with special educational needs and disabilities (SEND) are at greater risk of sexual violence and sexual harassment. Staff will:

- challenge inappropriate behaviours;
- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

13.3. The Executive Headteacher will ensure that children are taught about safeguarding, including online safety, and recognise that some pupils with SEND may need a more personalised or contextualised approach. DSL/SENDCo should make staff aware to look for online safety issues with SEND pupils, that due to cognitive understanding, children with additional needs may not understand the differences between fact and fiction in online content and then may repeat these content/behaviours in schools (see KCSIE).

13.4. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools will consider the risks carefully and recognise the additional vulnerability of these groups.

- 13.5. Where the parent/carer of a child with SEND has expressed their intention to remove a child from school with a view to educating at home, school staff will work with the local authority and other key professionals to coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

14. Attendance

- 14.1. Schools have the same high expectations for the good attendance of pupils with SEND and those with physical or mental health conditions, but they understand that some of these pupils face greater barriers to attendance than their peers. Schools will put additional support in place where necessary to help these pupils access their full-time education. This will include making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed. Schools will work with external partners including the local authority or health services, making referrals in a timely manner and working together with those services to deliver any subsequent support. Schools will work with parents to ensure the provision outlined in a pupil's education, health and care plan is accessed. In addition, academies will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support, interventions or medical appointments outside of the main school day.
- 14.2. Schools will establish strategies for removing the in-school barriers these including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements. They will ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance.
- 14.3. Schools will ensure data is regularly monitored for vulnerable groups for attendance and in collaboration with the local authority so that additional support from other partners is accessed where necessary. Pupils with long-term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the pupils face, local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education.

15. Record Keeping

- 15.1. The Federation will retain records securely evidencing compliance with this policy. The Federation MIS system and SEN records allows for the careful recording of all provision for individual pupils with SEND at each school. This system will also accommodate any assessments of impact and review documentation as well as communication with the parents of pupils with SEND and external agencies supporting these children.

16. Roles and Responsibilities

16.1 SENDCo

The SENDCo will:

- Work with the Executive Headteacher, Heads of School, Governors and Local Authority to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Self-evaluate and analyse plans alongside the Executive Headteacher
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support
- Complete documents that evidence a strategic approach in partnership with Local Authority – INDES, IPSEF, Nutshell, Costed maps
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with teachers in EYFS and KS1 to ensure pupils and their parents are informed and a smooth transition is planned.
- Work with the Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Liaise regularly with the SEN leads within the West Norfolk Academies Trust to share best practice, advise and guidance.
- Communicate professional report advice and strategies to staff working with pupils
- Ensuring that additional needs and targeted outcomes are communicated appropriately to all adults who work with the pupil.

16.2 Executive Headteachers will:

- Work with West Norfolk Academies Trust, the Local Authority and the Federation SENDCo to determine the strategic development of the SEND policy and provision across the Federation schools
- Ensure effective communication with the SEND Governor
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

- Have overall responsibility for the evidence required to gain additional enhanced provision and funding

16.3 SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

16.4 Teachers will:

Each teacher is responsible for:

- Delivering high quality teaching to all pupils
- Learning of all pupils in their class including those pupils who have SEND
- Informing the SENDCo and parents of any pupil who requires learning support
- Reading professional reports and act on advice given
- Writing a learning plan with smart targets to encourage pupil progress and promote high quality learning
- Gathering pupil and parent views and addressing them
- Implementing daily adaptations in lessons for pupil with SEND that are on written learning plans and within professional reports
- Reviewing plans with pupils and parents termly.
- Working closely with any teaching assistants or specialist staff to plan, adapt and assess the impact of support and interventions
- As with all children, we have high aspirations and celebrate the educational and personal achievements of SEND children.
- Be familiar with the SEND Code of Practice and respond appropriately to requests for information, to support the completion of referrals and other documentation needed, as part of review meetings.
- Provide resources that are additional and different from those provided as part of the school's usual differentiated curriculum.

16.5 Teaching Assistants:

- Support the teacher with all aspects of learning for SEND pupils
- Assist class teachers with flexible groupings
- Work with all pupils, including those who have SEND, to give support and feedback
- Liaise regularly with the class teacher, support teachers and outside specialists
- Implement advised strategies from learning plans to support the pupil in class

17. Alternative Provision

17.1 Regulated Alternative provision

Use of alternative provision such as a Local Authority Specialist Resource Base may be used to meet pupil need. Outside professionals, social workers, parents, the pupil and school leaders will agree that the use of such provision is appropriate at that time.

17.2 Unregulated Alternative provision

Unregulated AP settings may be used even more occasionally to deliver an educational, (academic and/or vocational), social, emotional, physical and/or sensory offer, during the school day, where that provision cannot be met in school. This provision would only ever complement their timetable and core offer in school. A pupil would never be in unregulated alternative provision fulltime.

Use of unregulated alternative provision will be to maintain some specialist education for the pupil when other options are exhausted and must be made in conjunction with the Local Authority. Evidence that other options have been explored will be clear on the annual review, learning plan and personal profile for the child. Outside professionals, social workers, parents, the pupil and school leaders will agree that the use of such provision is appropriate at that time.

17.3 Record Keeping

Well-kept records will evidence that the pupil remains as safe as they would in school, that there are expectations for behaviour in line with school and progress is monitored in line with school. These documents will be used and stored on the pupil's record.

The alternate provider should communicate daily attendance to the home school.

- Parental and pupil views
- Pre-placement visit record
- Service level Agreement with Safeguarding check reassurances
- Risk assessment
- Daily attendance reports
- Learner code of conduct agreement
- Visit records by school staff (announced and un- announced)
- End of placement evaluation

18. Related Policies

This policy is related to the following policies:

- Safeguarding and Child Protection policy
- First Aid policy
- Supporting Pupils at school with medical needs policy
- Behaviour policy
- Teaching and Learning policy
- Attendance Policy