THE FLITCH GREEN
ACADEMY
Learning for life

Special Educational Needs and/or Disability (SEND) Policy and Information report

The Policy was formally adopted by the Governing Body on: 5th November 2026

(to be reviewed annually)

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1. Aims & Principles

Our SEND policy and information report aims to:

- Set out how The Flitch Green Academy supports and makes provision for pupils with special educational needs and disabilities (SEND).
- Outline clear roles, responsibilities, and expectations for staff, parents, and partner agencies.

At The Flitch Green Academy, we aim to:

- Make reasonable adjustments under the Equality Act 2010 to prevent disadvantage and increase access to the curriculum, physical environment, and communications.
- Ensure pupils with SEND engage in school activities alongside their peers.
- Work in partnership with pupils and families, ensuring their views and priorities inform support at all stages.
- Deliver high-quality, differentiated teaching to address barriers to learning and secure progress across the four broad areas of need set out in the SEND Code of Practice (2015).
- Deploy our delegated SEND budget effectively to provide targeted, evidence-based support.
- Maintain staff expertise through continuous professional development.
- Work cooperatively with Local Authority services, health, and social care providers.

Individual Support & One Planning

Parents/carers are consulted whenever SEN support is identified. Pupils receiving SEN support have individual plans (One Plans) setting out targeted outcomes and interventions, which are reviewed termly with parents/carers and the class teacher.

Equality & Accessibility

In accordance with the Equality Act 2010, the school maintains an anticipatory duty to make reasonable adjustments. Physical spaces, equipment, and auxiliary aids are made available to ensure full inclusion.

2. Legislation & Guidance

This policy is based on statutory requirements and guidance, including:

- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015).
- Equality Act 2010.
- The Flitch Green Academy Funding Agreement and Articles of Association.

3. Definitions

- **Special Educational Needs and/or Disability (SEND):** A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for

them—provision that is additional to or different from that made generally for peers of the same age in mainstream settings.
- **Learning Difficulty or Disability:** A child 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 a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO will:
- Work with the Principal and SEND Governor to determine the strategic development of SEND policy and provision.
- Manage the daily operation of this policy and coordinate provision for children with SEND or EHCPs.
- Provide guidance to staff on adaptive teaching, the graduated approach, and inclusive strategies.
- Advise on the deployment of the school's delegated SEND budget and resources.
- Act as the primary point of contact for external agencies, health services, and the Local Authority.
- Coordinate statutory EHCP reviews and transitions.

4.2 The SEND Governor

The SEND Governor will:
- Monitor the quality and effectiveness of SEND provision within the school.
- Work with the Principal and SENCO to evaluate progress against annual inclusion goals.
- Ensure compliance with statutory accessibility and SEND regulations.

4.3 The Principal

The Principal will:
- Hold operational responsibility for the achievement, progress, and inclusion of all pupils with SEND.
- Ensure school culture promotes high expectations and clear, supportive environments.
- Oversee staff deployment and SEND professional development.

4.4 Class Teachers

Each class teacher is responsible for:
- The progress, attainment, and wellbeing of every pupil in their class, delivering Quality First Teaching as the universal foundation.
- Implementing, monitoring, and reviewing SEN support plans in collaboration with parents, pupils, and the SENCO.
- Directing support staff to deliver targeted group or individual interventions connected directly to core learning.

5. SEN Information Report

5.1 Kinds of SEND Provided For

We provide support across the four statutory broad areas of need:

Area of Need	Examples of Needs Supported
Communication & Interaction	Autism Spectrum Condition (ASC), Speech, Language & Communication Needs (SLCN).
Cognition & Learning	Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia), Moderate Learning Difficulties (MLD).
Social, Emotional & Mental Health	ADHD, Anxiety, Attachment Needs, Self-Regulation Difficulties.
Sensory and/or Physical	Hearing Impairment (HI), Visual Impairment (VI), Physical Disabilities, Medical Needs.

5.2 Identifying Pupils with SEND & Assessing Needs

- **Quality First Teaching:** High-quality, differentiated classroom teaching is the first step in responding to pupils who have or may have SEND. This includes providing ordinarily available provision.
- **Assessment & Review:** Teachers make regular assessments of progress. Slow progress or low attainment does not automatically mean a pupil has SEND. Where progress is significantly slower than peers, the teacher and SENCO conduct an analysis of need using the graduated approach.

5.3 The Graduated Approach & SEN Support

When a pupil is identified as needing SEN support, provision follows the four-stage cycle: **Assess, Plan, Do, Review**.

1. **Assess:** Clear assessment of the pupil's needs, drawing on teacher assessments, progress data, parent views, and external advice where appropriate.
2. **Plan:** Outcome-focused planning setting out the adjustments, interventions, and support to be put in place.
3. **Do:** Implementation of agreed support by class teachers and support staff.
4. **Review:** Termly evaluation of the impact of interventions against agreed targets.

5.4 Consulting and Involving Pupils and Parents

- We consult parents/carers early when identifying potential SEN provision.
- Formal notification is provided when a pupil is placed on SEN Support.
- Review meetings occur termly to evaluate progress, review targets, and plan next steps.

5.5 Working with External Agencies

When additional specialised support is required, referrals are made in consultation with parents. We work with external services including:

- Educational Psychology Service
- Specialist Teacher Teams
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT) and Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority Inclusion and Social Care Teams

5.6 Transitions Between Phases & Preparing for Adulthood

- **Early Years / Entry:** Visits to feeder pre-schools, structured entry events, and early sharing of information ensure smooth transition into Reception.
- **Key Stage 2 to 3:** Close liaison with secondary SENCOs, structured transition sessions, and early transfer of SEN records.
- **Preparing for Adulthood:** Focus on independence, self-advocacy, and life skills embedded across all key stages.

5.7 Inclusive Teaching & Adaptations

Adaptations are made to ensure curriculum access:

- Differentiating instruction, seating arrangements, visual aids, and resources.
- Ordinarily available provision following the Ordinarily Available: Inclusive Teaching Framework (PDF, 6.18MB).
- Deploying evidence-based interventions (e.g., Precision Teaching, Attention Autism).
- Using auxiliary aids and assistive technology where appropriate.

5.8 EHCP Integration & Annual Reviews

- For pupils with complex needs exceeding standard SEN support, the school or parents may request a statutory EHCP assessment from the Local Authority.
- Where an EHCP is issued, provision specified in Section F is delivered and formally reviewed via an Annual Review meeting.

5.9 Accessibility & Facilities

Accessible layouts, accessible toilet facilities, sensory regulation areas, and specialised equipment are provided in line with our Accessibility Plan.

5.10 Staff Expertise & Training

- All teaching and support staff receive regular SEND training as part of ongoing CPD.
- Staff complete targeted training in specialised areas (e.g., Speech & Language, Precision Teaching, Trauma-Informed Practice).
- The SENCO holds Qualified Teacher Status (QTS) and is completing the National Award for SEN Co-ordination.

5.11 Evaluating Provision

- **Termly Reviews:** Leadership and teachers evaluate progress data and intervention outcomes.
- **Governance:** The SEND Governor reviews effectiveness termly with the SENCO.
- **Statutory Report:** This SEN Information Report is reviewed and published annually on the school website.

5.12 Promoting Attendance, Behaviour & Belonging

- **Belonging:** Inclusive practices ensure every pupil is encouraged to participate fully in extra-curricular activities, trips, and school life.
- **Attendance:** Support-first strategies address absence and underlying barriers in partnership with families.
- **Behaviour:** Reasonable adjustments are embedded into behaviour strategies to support pupils with underlying SEMH or communication needs.

5.13 Complaints Handling

- Parents with concerns are encouraged to speak first with the class teacher, then the SENCO or Principal.
- Unresolved concerns follow the formal School Complaints Policy.
- Parents retain the right to make disability discrimination claims or statutory appeals to the First-tier Tribunal (SEND).

5.14 Contact Details & Local Offer Links

- **School Office Email:** admin@flitchgreen.net | **Tel:** 01371 822330
- **SENCO:** Laura Christmas (admin@flitchgreen.net)
- **Principal:** S-J Pyne (admin@flitchgreen.net)
- **Essex Local Offer:** www.essexlocaloffer.org.uk
- **School Website:** www.theflitchgreenacademy.co.uk

6. Monitoring Arrangements

This policy and information report is reviewed annually by the SENCO and approved by the Governing Board.

7. Links with Other Policies

- Admissions Policy
- Accessibility Policy and Plan
- Anti-Bullying Policy
- Behaviour and Relationships Policy
- Suspension and Exclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy

8. Glossary

- **CAMHS:** Child and Adolescent Mental Health Services
- **CPD:** Continuous Professional Development
- **EHC Plan / EHCP:** Education, Health and Care Plan
- **QFT:** Quality First Teaching
- **SEN Support:** Provision additional to or different from standard curriculum offer
- **SENCO:** Special Educational Needs Co-ordinator