

SEND News – July 21



We are nearly at the end of another school year! How did that time go so fast? To that end, I would like to thank each and every person involved in supporting our children and young people with SEND. You all make an incredible difference. Despite the enormous challenges of this academic year, many children and young people have continued to progress both academically, emotionally and socially. They deserve to feel so proud of their efforts and I am sure that you, as parents and carers, are proud of your young people. Have a fantastic summer break.

Sue Fulbrook (Head of SEND)



How will we continue to support learners with SEND?

Policy and procedure for SEND is aligned in Acorn Education Trust. We operate in line with the SEND Code of Practice 2015 and have a system of graduated approach to SEND.

When assessment (formal or informal) indicates that a child is experiencing difficulty, action should be planned by the teacher and support put in place. This is then reviewed by the teacher. Should progress not be evident, the teacher would request support from the SEND team in the school and the “assess, plan, do, review” cycle begins again with the child as the central point. Further diagnostic assessment may be required to establish whether a Special Educational Need (SEN) is present. Sometimes, reasonable adjustments in class meet a child’s needs very effectively. In this case, they do not go onto the SEN register. Should a child have an identified SEND and require provision which is “additional to and different from” that available in the classroom, they need “SEN Support”. In our Trust, we write a SEND Passport (primary) or Learner Profile (secondary) to track progress at this stage. Where the “assess, plan, do, review” cycle highlights an ongoing lack of progress and where the gap between a learner and their peers is widening despite a high level of SEN Support, it may be necessary to gather evidence towards requesting an Education, Health and Care needs assessment. At this stage, a My Support Plan may be written to describe the child’s needs in more detail and show evidence of action to address needs. Parents/carers will be notified of any additional intervention taking place and should contribute to discussions around their child’s needs both in and out of the classroom.

To us at Acorn, ensuring that we put provision in place where it is needed is paramount. We do not await an official diagnosis before acting. Each school has slightly different provisions or interventions available – I could not hope to cover them all in the table below as there are many. Again, it is paramount that we implement the graduated approach cycle to ensure any intervention is having positive impact. **Please do not hesitate to contact your child’s class teacher or tutor (secondary) where you have any concerns about learning and development.**

Wave of intervention	Type of support	How is it tracked?	Examples
Wave 1	High quality teaching – including reasonable adjustments for SEND.	Usual school procedures.	Seating plan, visual timetables, slopes, wobble cushions, check lists, fiddles, pre-teach, printing
Wave 2	Targeted support – block of intervention to boost progress.	School intervention tracker. SEN Passport if ongoing need for repeated intervention.	Time-limited blocks of intervention – reading, spelling, maths, fine motor, SLCN...
Wave 3	Targeted plus – ongoing intervention needed.	SEN Passport where progress is shown. My Support Plan leading to request for EHCP if less progress shown.	As above plus intervention delivered by a specialist TA, e.g. SLCN or Thrive... Referrals to other agencies.
Wave 4	Trust level provision. External alternative provision.	SEN Passport where progress is shown. My Support Plan leading to request for EHCP if less progress .	Acorn Forest School. Link 2. Acorn Behaviour Support. Acorn Educational Psychology. Aspire and The House.