



## Special Educational Need and Disabilities (SEND) Policy

### Policy Details

<b>Policy Level</b>	School
<b>Document Approver</b>	Trust Board
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## 1. Introduction

This policy has been written in line with the revised SEND Code of Practice, 2015 (DFE).

Alderman's Green is a fully inclusive mainstream school with an Enhanced Resource Base (ERB) for children with Autism Spectrum Conditions. We strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

We recognise that every child has the right to a broad and balanced education, which gives them opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality and adaptive teaching to meet individual needs. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans.

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEN) Regulations 2014:

*'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- Are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- For children under two, education provision of any kind.

## 2. Aims

To ensure compliance with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, Equality Act 2010 and Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- All children have access to a broad and balanced curriculum, adapted as appropriate to meet individual needs,
- All children are given equality of opportunity to participate fully in school activities,
- Maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need,
- All children have opportunities to meet personal standards of excellence,
- Early identification of special educational need,
- Removal of barriers to learning and achievement,
- Effective assessment and monitoring of needs,
- A relevant graduated response to children's needs,
- Appropriate provision for children with SEN,
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEN,
- Parents are able to play their part in supporting their child's education,
- Close and effective partnership between parents, schools and outside agencies,
- Children's views are valued and listened to.

## 3. Information about SEN Provision

The class teacher has the greatest contact on a day-to-day basis with children and must identify and make provision for those children with special educational needs and disabilities.

### SENCo

Alderman's Green ensures that there is a designated SENCo for the whole school. The SENCo is Mrs Rebekah Cornell (Years 2- 6), Assistant SENCo is Mrs Catherine Arrowsmith (EYFS and Year 1) and Inclusion lead is Mrs Maria Unitt (ERB).

We recognise that the SENCo has three key strands to their work:

#### Strategic Development

The SENCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

### Day to day operational aspects

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

### Professional guidance

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. The SENCo can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.

The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEN policy,
- Coordinating provision for children with SEN,
- Liaising with the relevant Designated Teacher where a Looked After pupil has SEN,
- Advising on the graduated approach to providing SEN support,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Liaising with parents of pupils with SEN,
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- Being a key point of contact with external agencies, especially the local authority and its support services,
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- Ensuring that the school keeps the records of all pupils with SEN up to date.

### The Governing Body

The Senior Leadership Team and the SENCo are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEN Governor ensures that all governors are aware of the School's SEN provision. The SENCo and the named Governor meet regularly.

## **4. Admissions Arrangements**

Children with SEN are welcome at our school. The school makes provision for children with a range of needs identified broadly by the four areas;

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Sensory and/or physical

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, it is our School's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.

Please see our admissions policy for further details.

## **5. Inclusion and integration arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have been identified or may have SEN.

All teachers are responsible and accountable for the progress and development of children in their class including where pupils access support from Learning Support Assistants or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

For more detailed information please refer to our SEN school information report which can be found on our website.

## **6. Complaints procedures**

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents' evenings.

If, however a parent/carer has a complaint about the SEN provision for their child they should;

- Firstly, arrange a meeting with the class teacher at a mutually convenient time,
- If the situation has not been resolved arrange a meeting with the SENCo and class teacher,
- If the situation remains unresolved, an appointment should be made with the Head of school.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information

## 7. Special Educational Needs Provision

The SENCo coordinates our planning and delivery of special educational needs provision, in conjunction with our school leadership team. This ensures that we carefully plan our leadership, monitoring and improvement of SEN provision across our school and we co-ordinate specialist approaches and resources in relation to the needs of our pupils.

The Governor with specific responsibility for special educational needs is Nicola O'Shea.

Alderman's Green Primary School uses a range of information to monitor the progress and development of all pupils. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes – where an individual child is not making the expected progress and attainment then careful consideration is given as to the reasons. This consideration will involve discussions with the individual pupil and their parent/carer, both informally and at formal points during the school year.

Every teacher at Alderman's Green has responsibility for the development and progress of every pupil. We work to ensure that the quality of teaching takes account of individual learning needs as far as possible and the teachers planning takes into account the skills and learning that supports the next phase of education, as well as providing opportunities to develop age related skills with knowledge and understanding across all curriculum areas

We take early action where a pupil is identified as having special educational needs. This focused action is taken to remove barriers to learning and put effective special educational provision in place so that every pupil can achieve their personalised goals and improve their learning outcomes. We recognise the pivotal role that each parent/carer has in supporting their child's development and success in school and beyond the classroom. We make sure that parents/carers are regularly involved with and kept up to date with information about their child's progress. We value the chance to work with parents/carers and will offer ideas as to how they can support their child's learning

### Arrangements for special educational needs provision at Alderman's Green:

Alderman's Green organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:

- **Accurate identification of the nature of individual need(s)** – we will base this identification of your child's special educational need on a range of up to date information to ensure it is accurate. We draw information from your child's teacher assessment of their learning and their experience and understanding of the barriers to your child's learning; we consider your child's previous progress and attainment and their individual development in comparison to their peers and national data. We will always take into account your views as parent /carer, your child's opinion and,



where relevant, advice from external specialists services.

Where professionals from outside of school are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.

We use Pupil Progress meetings to regularly update and review pupil assessments and you will be updated on the suggested next steps to ensure that they are making good progress and securing good outcomes.

- **Planning** – although we will have discussed your child's progress with you, we always undertake to notify you in writing if it is decided to provide your child with SEN support. We will consult with you and your child to agree the adjustments, interventions and support to be put in place. An important part of this agreement is the positive difference we expect the arrangements will make on your child's progress, development and/or behaviour, as well as making a date for review.

The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the goals will be based on evidence of your child's current knowledge and skills.

We record accurate information outlining the support to overcome special educational needs that is provided over time.

Depending on your child's needs and the planned support for them to overcome barriers to their learning, we may ask you to be actively involved to reinforce or contribute to progress at home.

- **Do** - your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place; they will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.

It may involve them working with learning support assistants or visiting specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- **Review** – your child's class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes which have been agreed. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will set at the planning stage for their support, we will **invite** you to meet formally with the class teacher three times during the school year to



keep you informed about the impact of these arrangements; usually held within parents' evenings. You are welcome to request additional meetings, or have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the goals which have been previously agreed as outcomes. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process. We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four-stage cycle to build our understanding of your child's needs and best match support and intervention so that your child will make good progress and achieve good outcomes.

## **8. Professional guidance for staff**

A central part of the role of the SENCo at Alderman's Green Primary School includes the leadership, coordination and delivery of provision for special educational needs (SENCo). This is to ensure that additional needs, including special educational needs, is a key consideration when examining pupil progress and attainment.

Alderman's Green plans staff training and development on an annual basis, and the SENCo will directly inform that planning by the Senior Leadership Team with priorities arising from across the school and based on the SEN of our wider pupil group as appropriate.

The SENCo works with external professionals and agencies to ensure that teaching across school reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENCo works with all class teachers at each stage of the four part cycle, although they may not be directly involved in terms of planning and review meetings with you as parent/carer. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment, they may advise about appropriate interventions and the effective implementation of that support, they may talk through what to adjust / refine to improve the arrangements, or they may discuss options for further assessment based on your child's progress and experience of the support arrangements.

If the SENCo is not currently directly involved in supporting you with regard to your child's special educational needs and you would like them to be, then please ask your child's class teacher to arrange for them to contact you.

## 9. External professionals

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources. We constantly review and refresh the external specialists with whom we work, based on the impact their commissioned work has on our pupil outcomes.

Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

- Social, Emotional, Mental Health and Learning Team (SEMHL)
- Complex Communication Team (CCT)
- Educational Psychology Service (EPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- RISE
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health
- Mental Health in Schools Team
- Social Care
- NSPCC
- School Nurse
- Reach
- Physiotherapy
- The Safeguarding Children Board

If our close examination of your child's progress reveals that they have made little progress over time, or they continue to work substantially below what is expected for children of their age, then we will consider involving specialist support. This will enable us to plan more detailed approaches. We will always discuss this with you in advance, and we will record the involvement of any additional external/specialist support in the same way as we detail school-based support through the four stages. Alderman's Green Primary School's SENCo will advise you at this stage about the options before finally deciding the next steps. See Coventry Local Offer for the Local Authority specialist support which may be available to support your child, depending on the nature and extent of their special educational need.

In some cases, we may talk with you about the option of considering a request for an Education, Health and Care assessment. This will only be when your child continues not to make progress despite planned support and clear information about your child's special educational needs from review meetings.

### Requesting an Education, Health and Care Plan (EHC)

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time even if we continue to take relevant and purposeful action as outlined above in the four-stage process. You can ask for further information from the SENCo or access it at [www.coventry.gov.uk](http://www.coventry.gov.uk)

Where a request for an Education, Health and Care assessment is made to the Coventry Local Authority, then it needs to be supported by information about your child's attainment and rate of progress and evidence of the action taken by school as part of support for your child's special educational needs.

## 10. Evaluating the effectiveness of this policy

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it,
- Children with SEN will be identified early and correctly,
- Effective provision made for all children with SEN,
- Continuous monitoring of children's progress in relation to targets set,
- All children will be given equality of opportunity to participate fully in school activities,
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement,
- All children will meet personal standards of excellence,
- Children will have access to a broad and balanced curriculum, adapted as appropriate to meet individual needs,
- There will be effective partnership between parents, school and outside agencies,
- The views of children will be valued and considered,
- Governors will understand their role for SEN.

## 11. Links with other policies

This policy links closely with the following policies:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Racial Equality Policy
- Safeguarding Policy

- Relational Behaviour Policy
- Anti-Bullying Policy
- Gifted and Talented Policy
- Assessment and reporting Policy
- Professional Growth Policy
- Supporting Children with Medical Conditions Policy
- Accessibility Plan