Aldwyn Primary School

SEND Policy

Policy Review	
Review Schedule	Annually
Implementation Date	Autumn 2026
Date of Next Review	Autumn 2027

Victorious Academies Trust

Success in education

Aldwyn Primary School

SEND Policy

Our Ethos

At Aldwyn Primary School we strive to maintain an inclusive ethos, which respects the unique individuality and diverse nature of all our pupils.

We are committed to creating a welcoming, safe, supportive, stimulating, and challenging environment where all members of the school community are valued as they work together to develop a love of learning.

We are committed to ensuring that every one of our pupils has the opportunity to experience success and to achieve the highest possible standards of attainment.

We believe that our provision of a rich, balanced, and flexible curriculum ensures that all pupils irrespective of age, ability, gender, race, religious belief, culture or social circumstances have the opportunity to reach their full potential.

We demonstrate high expectations for all children and work with determination to provide an education which enables our pupils to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

Aims

At Aldwyn we:

- Actively seek to remove barriers to learning and participation which might otherwise hinder or exclude individual pupils or groups of pupils.
- Carefully identify additional or different needs and ensure that early intervention provides individualised learning opportunities to maximise personal success and achievement.

To achieve our aims we:

- Use the National Curriculum to plan for and provide 'Quality First Teaching' for all pupils.
- Recognise that some pupils require additional support or different provision or adaptations to maximise their success and reach their full potential.
- Understand that some pupils need extra support at certain times in their lives or at particular stages of their development.

At Aldwyn, we seek to identify needs relating to any pupil or group of pupils and to focus on the solution to their inclusion. Concerns may be highlighted through adult observation of children in their care or through pupil progress meetings. Concerns are discussed verbally in the first instance with Mrs Oakes (the SENDCO). A concern form will then be submitted to the SENDCO. The form will enable staff to indicate an area of special educational need:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and physical

Mrs Oakes and the class teacher will decide if further monitoring, additional support, or consultation with an outside agency is appropriate.
Where the concern also involves a safeguarding issue, it will also be recorded on our CPOMS platform, and referred to our safeguarding lead and deputies.

The SEND Governor at Aldwyn is Mr Thomas Currie.

<u>Special Educational Needs objectives:</u>

- to ensure the SEN and Disability Act and relevant codes of practice (2015) and guidance are implemented across the school
- to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children labelled as having special educational needs
- to monitor the progress of all pupils to identify needs as they arise and provide support through early intervention
- to provide full access to learning through an adaptive curriculum and where appropriate, break down learning into small steps.
- to provide specific input, matched to individual need, in addition to classroom provision, for those children recorded as having SEN or D
- to ensure that all pupils with SEN or D are perceived positively by all members of the school and that inclusive provision is positively valued by staff and parents/carers
- to involve parents/carers and include them as active partners in plans to support their child's additional needs
- to involve the children themselves in planning and in any decision making that affects them when appropriate.
- Staff, Parent/Carers and children will follow the Assess, Plan, Do, Review process.

Allocation of **SEN Support** provision

Assess

Following the receipt of a concern form or the identification of concern, Mrs Oakes will meet with the class teacher/subject teacher/ teaching assistant in order to agree the next step.

Next steps may include:

- closer analysis of a child's work and assessment data
- short term monitoring and feedback
- allocating time to teachers and teaching assistants who work with the child to meet and put together a **person-centred plan** along with parents, and the child if appropriate
- if necessary, consulting with an outside agency with the consent of the parent/carer

Adaptive Curriculum Provision

Plan and Do

In order to make progress a pupil may require only slight adjustments to whole class planning and teaching. The adaption may involve modification of learning objectives, teaching styles and access/assessment strategies. Support of this kind should be recorded in planning and on a provision map by the class/subject teacher.

Adequate progress following adaptive provision should be reviewed in line with pupil progress for all pupils.

Adequate progress:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour

Where needs are similar, it is appropriate to support children within a group, focusing on common needs. However, there should be scope within the planning for these groups for each child to have individual target/s.

If the group is withdrawn for short interventions, they will usually be taught by a teaching assistant. It is most beneficial for this Teaching Assistant to then work in the same class as the children, wherever possible, to help the children embed their

learned skills. Groups taught within the classroom will, at times, be taught by the class teacher.

The responsibility for writing pupil plans and provision maps remain with the class teacher. It will be necessary for communication to take place between subject and class teachers, teaching assistants and the SENDCO.

Outside Agencies

When a period of curriculum adaptations or pupil support has not resulted in a child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, further support or advice from outside agencies may be requested if:

- additional support is required to develop literacy or numeracy skills
- additional support is required for emotional, behavioural or social skills development
- additional support is required for sensory or physical impairments
- additional support is required for communication, language or a specific need due to a medical condition.

Initial Planning Meeting

Moving on from SEN school support to involving outside agencies will be discussed with Parents/Carers, and the child themselves if appropriate, at an allocated meeting. Other people attending the meeting may be a teaching assistant, another teacher who works with the child, a representative from an outside agency or the SENDCO.

At the meeting, the child's strengths will be discussed, alongside any areas for concern. The meeting will focus upon what has already been tried, what is working, as well as the concerns. A plan will be agreed for the next steps to take place. This will usually involve referral to an outside service, such as Speech and Language therapy.

Review

A date will be set for the next meeting, either within another six weeks, or during the next term, depending on the circumstances.
Subsequent review meetings will take place to review previous set targets, and to plan out the next steps for the child.

School Request for an Educational Health Care Plan

For a child who is significantly behind age related expectations, or whose SEMH needs impact learning, despite a sustained period of SEN Support, school may ask the LA to undertake a Statutory Assessment in order to determine whether an Educational and Health Care Plan is necessary. This will only be done in consultation with parents.

School is required to submit supporting evidence reflecting SEN Support together with the role of external agencies and outcomes of subsequent interventions and professional reports. The provision map will indicate the level of support required for the child.

The assess, plan, do, review process will continue as before whilst the school awaits the outcome of the request.

Educational Health Care Plan

All children with an EHCP will continue with the Plan, Do and Review cycle throughout the year.
In addition, evidence of progress will be presented and discussed at an Annual Review during which the SENDCO, parents/carers, school staff and outside agency representatives will share their views on the provision and progress for the child. The review summary will be submitted to the LA who will decide on whether the needs, objectives and provision of the Educational Health Plan remain appropriate.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends LA and Trust network meetings, training and conferences relating to SEND.
- In-service training is planned in line with the School Development i.e. teachers and teaching assistants trained in new SEND procedures
- Teachers and Teaching Assistants access training through a variety of sources such as the Tameside Educational Psychology service and the Speech and Language Service.
- Teaching Assistants sometimes observe work with children undertaken by specialist services and embed this work in class or in further small group settings i.e. speech therapy or physiotherapy.
- All members of staff have access to professional development opportunities and are able to apply for additional needs/ inclusion training where a need is identified.

Access to the Environment

Aldwyn Primary School is a two form entry school comprising of an Early Years Foundation Stage unit (3-5yrs), Key Stage One (5-7yrs) and Key Stage Two (7-11yrs). The site was constructed in 2008 as a single level building.

- Entrance to the building is through the Main Reception.
- Classrooms are accessed via wide corridors enabling easy wheelchair access to all departments.
- Risk assessments are carried out as the need arises i.e. in the case of a temporary disablement such as a broken leg which necessitates the use of crutches.

Arrangements for Providing Access to Learning and the Curriculum

No child will be excluded from a learning activity due to their impairment or learning difficulty. Withdrawal activities will be minimal and whenever possible will be flexible enough not to exclude a child regularly from the same learning experience.

- Staff will work in a way which avoids isolation of children they are supporting and will encourage peer tutoring and collaborative learning wherever practical.
- Alternative methods of responding or recording are planned for where appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources.

Access to Information

- All children requiring information in formats other than print have this provided (e.g. enlarged print, auditory, Braille, Makaton).
- Where necessary, printed materials are modified to ensure access for children with literacy difficulties.
- We provide alternatives to paper and pencil recording where appropriate or provide access through peer/adult scribing or word processing on a personal laptop.
- We use a range of assessment procedures within lessons to ensure children with additional needs can demonstrate understanding and achievement appropriately.

Incorporating Disability Issues into the Curriculum

- Our PSHE curriculum utilizes the Jigsaw materials and includes issues of disability, difference and valuing diversity.
- We include positive images of disability within display whenever relevant.
- We make optimum use of assemblies and circle time for raising issues of difference, disability, equality, bullying etc
- We strive to make all visits inclusive by planning in advance and considering the accessibility of venues – we modify routes, timetables etc, with the provision of additional adult support for individual children as required
- All children are welcome at our after school activities. We understand the importance of familiarity at these activities and ensure a known person is there to offer support wherever possible

Admission Arrangements

- Prior to starting school Parents/Carers of children with an Educational Health Care Plan will be invited to discuss the provision of support needed. Children will often be visited in their current setting, and early communication between this and ourselves will take place
- Parents/Carers with physical or medical needs will be asked about the provision or care their child is currently receiving
- Parents/Carers who have a concern regarding their child but who have not raised it with another agency before school age are encouraged to share their concerns with the EYFS staff at the Meet the Teachers EYFS meeting in the Summer Term before the children start school in September.
- Where a pupil with additional needs transfers from another authority or school every effort will be made to obtain relevant records and information and to ensure that multi-agency involvement is maintained.
- For pupils moving from Aldwyn, the SENDCO will ensure that records are updated and transferred to the receiving authority/school with minimum delay, and will wherever possible talk with the SENDCO at the new school
- Where appropriate, a transition plan will be agreed to facilitate transfer between schools/local authorities.
- Transition to High School Meetings will be held in the summer term for children receiving SEN Support or who have Educational Health Care Plans along with their parents, teaching assistant, the SENDCO and the SENDCO/member of staff of their new school wherever possible
- Extra transition visits are often arranged for children to visit their new high school

Monitoring and Reporting

- Each term we analyse a range of data from our pupil planning meetings, and a range of classed based assessments and teacher assessment.
- This information forms the basis of each class Intervention Map and indicates children who will receive support in school for that half term.
- The SENDCO provides information on SEND to the Head teacher for the Report to Governors with respect to the number of pupils receiving SEN Support and the types of support they are accessing.
- Individual targets for children with additional needs will be reviewed at Plan, Do and Review meetings.
- Whole school monitoring and evaluation procedures will include observations and work scrutiny of all children. Outcomes relevant to SEN provision and provision for all will be taken forward by the staff as a whole and used to build upon successful practice.

Storing and Managing Information

The Headteacher and the SENDCO meet regularly to discuss issues around SEND.

Records for SEND children are stored both in a locked cabinet and/or electronically on the schools network system as appropriate. All electronically stored SEND documents are encrypted and password protected in line with safeguarding procedures.

Equality

This policy is linked to our Equality Policy.

We aim to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not.

At Aldwyn Primary school we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief – including lack of belief
- Sex
- Sexual orientation

Safeguarding

At Aldwyn Primary School, the welfare and safety of our children is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. All our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. We take seriously our duty to safeguard and promote the welfare of the children in our care.

Safeguarding children is everyone's responsibility.