



Special Educational Needs and Disability (SEND) Policy

2025 - 2026

Definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority or others of the same age; or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Definition of Disability:

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

1. Introduction

Arnside National School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have additional needs throughout, or at any time during their school career. This policy ensures that curriculum planning, quality first teaching and assessment takes account of the type and extent of the difficulty experienced by the pupil.

In their planning, teachers consider pupils' special educational needs. The provision made enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

This policy outlines: aims and objectives, roles and responsibilities, educational inclusion, early identification, working with parents and outside agencies, assessment and provision.

2. Aims and objectives

- to identify pupils with special educational needs as early as possible;
- to create an environment that meets the special needs of each pupil;
- to ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- to encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage pupils to be fully involved in their learning and make decisions and choices about their education;
- to communicate with and involve parents, carers and outside agencies to provide effective support for children with additional needs.

3. Roles and Responsibilities

The provision for pupils with special educational needs is the responsibility of all members of staff.

- The co-ordinator responsible for overseeing the provision for Special Educational Needs is Miss Karen Morris (SENCO) alongside the Headteacher.
- The main duties are: -
 - overseeing the day-to-day operation of the school's SEND policy
 - co-ordinating provision for children with special educational needs
 - liaising with and advising colleagues and managing learning support assistants
 - overseeing the records of all children with special educational needs
 - liaising with parents of children with special educational needs
 - contributing to the in-service training of staff
 - liaising with external agencies including the LA's support and educational psychology services, health and social services.
- The named governor for SEND is Tracey Taylor.
- The Governing Body does not discriminate against pupils with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice.

4. Educational Inclusion

At Arnside National School we respect the fact that pupils are individuals and:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

In order to facilitate their learning children will have equal access to a broad, balanced and differentiated curriculum. At Arnside National School teaching arrangements are fully inclusive. The majority of pupils will have their needs met through classroom organisation and adaptive teaching strategies which may include support at school support 1, school support 2 or through the Education Health Care Plan as outlined in the Special Educational Needs Code of Practice. SEND Code of Practice 2014

Areas of Special Educational Need:

1. **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

5. Information about identification, assessment and review for all pupils with SEND

A graduated approach:

Quality First Teaching is a priority for all pupils: The baseline of learning for all pupils.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may observe the pupil in class.
5. Through the above actions it can be determined which level of provision and teaching style that needs to be applied.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The pupil is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the schools SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and future reference.
9. Pupil progress meetings and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the school SEND register.

The aim of formally identifying a pupil with SEND is to help the school ensure effective provision is put in place and so to remove a barrier to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. The cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress.

Assess:

In identifying a child as needing SEND support the teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and the experiences of the parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan:

When it is decided to provide a pupil with SENCO support, parents will be informed in writing. Planning will involve consultation between teacher, SENCO and parents to agree the adjustments, interventions and support that is required; the impact on progress, development and or behaviour that is expected and a clear date of review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes being sought.

Do:

The teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review:

Reviewing pupil progress will be made termly. The review process will evaluate the impact and quality of the support interventions and adaptive teaching strategies. The SENCO will revise the support in light of pupil progress and development, making any necessary amendments going forward in consultation with parents and teachers.

Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Educational, Health and Care Plan will be taken at a progress review involving parents, SENCO and Headteacher if applicable.

The application for an Education Health Care Plan will combine information from a variety of sources including: parents, teachers, SENCO, Social Care, and Healthcare Professionals. Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set from the basis of the profile.

A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents have to right to appeal against a decision not to initiate statutory assessment leading to an EHCP.

Allocation of Resources

- The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with statements.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Headteacher, SENCO and Governors decide how to use resources, including those directly related to statements.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

5. Complaints procedures

The school's complaint procedures are set out in the school prospectus. Under the SEND and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this upon request.

6. Staffing and Partnership

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to ECTs and new members of staff by the SENCO as part of their induction. The SENCO, in consultation with the Headteacher / staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEND issues and procedures within school.

7. Partnership with Parents

Class teachers work closely with parents throughout their child's education. Staff are open and responsive to expressions of concerns of parents. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. At all stages of the SEND process the school keeps parents fully informed and involved. Parents will be given information about the purpose of any intervention and regular updates about their child's progress.

8. Links with other schools

Effective arrangements are in place to support pupils at the time of transfer. This usually takes place in the summer term for Y6 pupils or sooner if necessary. When pupils move to another school their records will be transferred.

9. Links with other agencies

Arnside Primary School is committed to working closely with all agencies and individuals involved in the support of children with special educational needs. We acknowledge that schools play a key role in the integration of the services involved with children and as such aim to provide 'seamless' support by communicating closely with other agencies and parents.

Arnside Primary School recognises the importance of seeking expert advice from other educational specialists, educational psychologists, healthcare professionals, social care and any other agencies involved in the support of its children. We aim to work closely with them at all stages of assessment and liaise to provide the best standard of care and support for pupils.

10. Success Criteria

- The success of this policy is judged against the aims set out above. The policy is reviewed regularly and monitored on a regular basis.