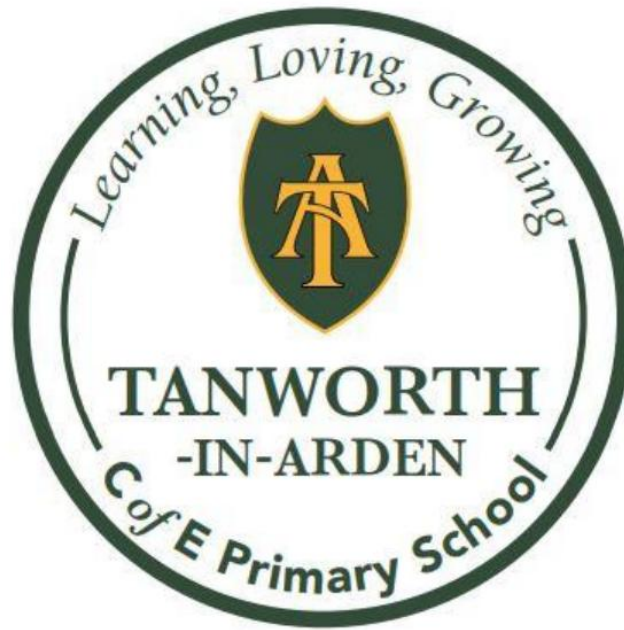




Special Educational Needs and Disabilities (SEND) Policy

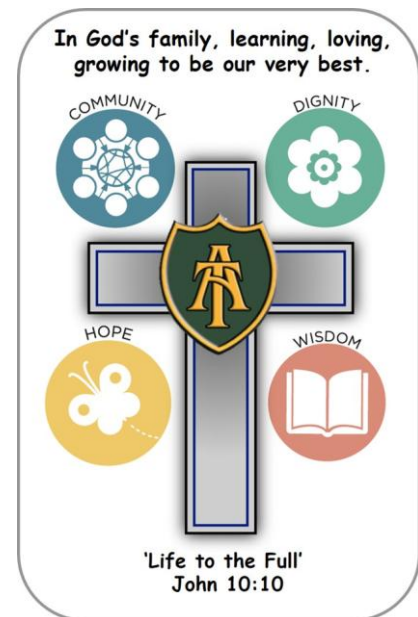


1. Introduction

At Tanworth in Arden C of E Primary, we are committed to ensuring that every child flourishes and achieves their full potential. Guided by our school vision of *'In God's family, learning, loving and growing to be our very best'* and inspired by the words of Jesus in *John 10:10*: "I have come that they may have life, and have it to the full," we strive to create an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), experience life in all its fullness.

Our vision underpins everything we do: nurturing a community where every child feels valued, supported, and empowered to succeed academically, socially, and emotionally.

This SEND Policy sets out how we ensure provision for pupils with Special Educational Needs and Disabilities (SEND). It complements the SEND Information Report and complies with statutory requirements under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.



2. Definition of SEND

A child may be identified as requiring SEND support if he or she has a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school, and requires provision additional to, or different from, that made generally for children of the same age in order to make progress in their learning.

When assessing needs of pupils to decide whether to place them on the SEND Support register the Code of Practice (2014) identifies four broad areas of SEND;

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical



3. Principles & Values

Our approach to SEND is underpinned by the following principles:

- Every child is valued and entitled to a broad, balanced, and ambitious curriculum.
- Inclusion is at the heart of our ethos, ensuring equal opportunities for all.
- Partnership with parents and carers is essential for success.
- Pupil voice is important in planning and reviewing provision.
- We celebrate neurodiversity and value the unique strengths of all learners.



4. Roles and Responsibilities

Provision for pupils with SEND is the responsibility of all members of staff.

Governing Body

- Ensure the school meets all statutory requirements for SEND.
- Monitor and evaluate the effectiveness of SEND provision.
- Appoint a governor with responsibility for SEND and receive regular reports.

Headteacher

- Provide strategic leadership for SEND across the school.
- Ensure resources are allocated effectively to meet SEND needs.
- Support the SENCo and teaching staff in implementing the policy.

SENCo

- Day to day operation of the SEND Policy and Information Report.
- Support the strategic leadership of SEND across the school.
- Coordinate all SEND provision and maintain the SEND Register.
- Liaise with parents, staff, and external agencies.
- Oversee the development and review of One Page Profiles and Learning Plans.
- Ensure staff receive appropriate training and support.
- Monitor progress and report to the Headteacher and Governing Body.



Class Teachers

- Deliver high-quality adaptive teaching for all pupils.
- Identify SEND needs early and implement classroom strategies.
- Work collaboratively with SENCo and parents to review progress.
- Maintain accurate records of interventions and outcomes.

Teaching Assistants

- Provide targeted support under the guidance of the class teacher and SENCo.
- Implement intervention programs and monitor pupil progress.
- Share observations with teachers and SENCo to inform planning.

5. Identification & Assessment

We follow a graduated approach: Assess, Plan, Do, Review.

Early identification is key, using teacher assessments, parental concerns, screening tools, and advice from external professionals. Children requiring additional support are placed on the SEND Register and have a One Page Profile and Learning Plan reviewed termly.



Graduated Approach Steps:

1. Universal Provision: High-quality adaptive teaching for all.
2. Universal +: Time-limited interventions for specific needs.
3. SEND Support: Individual Learning Plans and external advice.
4. Statutory Assessment: EHCP application where needs are complex and persistent.

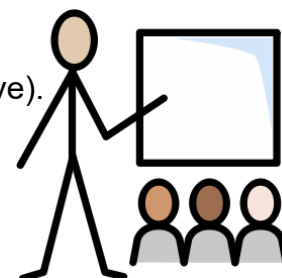
Please see our SEND Information Report for more information.

6. SEND provision

Provision includes high-quality adaptive teaching, targeted interventions, and specialist support where necessary. Examples include:

- Small group and 1:1 interventions (phonics, speech and language, Thrive).
- Assistive technology and alternative recording methods.
- Sensory resources and movement breaks.
- Personalised timetables and visual supports.

More details can be found in the SEND Information Report.



7. Admission arrangements



Please refer to the information contained in our [Admissions Policy](#). The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

8. Working with Parents and Pupils

We value partnership with parents and pupil voice. Termly review meetings, SEND Coffee Mornings, and initiatives such as the PINS Project strengthen collaboration and ensure pupils are involved in decisions about their learning.



9. Monitoring and Evaluation

SEND provision is monitored through data analysis, learning walks, lesson observations, and governor oversight. The school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, discussion and through parents' evenings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

10. Transition Procedures



We plan carefully for transitions between year groups and phases, and to secondary school. Additional visits, transition books, and meetings with new staff are arranged for pupils with SEND. For pupils with EHCPs, transition planning begins early and involves multi-agency collaboration.

11. Specialist SEND Provision

In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. We work closely with a variety of agencies to provide specialist support for our pupils, including; Warwickshire SENDAR, Speech and Language Therapy, Educational Psychology, Occupational Therapy, and SEND Supported.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the pupil's parents.

12. Inclusion

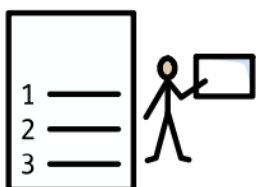
We seek to be an inclusive school by:

- using the SEND review procedures to identify any barriers to learning in the way of the pupil and plan appropriate and reasonable action.
- ensuring that all pupils have appropriate learning targets.
- valuing the diversity of our pupils of which SEND are a part.
- looking for opportunities within the curriculum where children can be encouraged to embrace difference and to learn about equality in relation to SEND issues.
- seeking to make provision for SEND within routine class arrangements wherever possible; seeking opportunities for pupils with SEND to work with other pupils.
- encouraging pupils with SEND to play/socialise with other pupils.
- ensuring children with SEND have access to all aspects of learning, including encouraging them to take part in extracurricular activities.



13. Access to the Curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.



Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the pupil's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

14. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority.

15. Links with other schools

The school is a member of the Arden Forest C of E Multi Academy Trust the aim of this collaboration is to further benefit the children. The MAT enables us to share expertise and resources as well as identify joint training opportunities. Our children benefit greatly from the ability of our staff to network and learn from each other. Whilst we all work closely together as a group of schools, we also celebrate our differences and each school retains their own identity and their uniqueness. Alongside our MAT schools we also work in partnership with the other schools in and outside the area. The SENCo liaises with the SENCos of feeder secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.



16. Links to other policies

This policy should be read in conjunction with the other policies and documents on the school [website](#), specifically the SEND Information Report, which details how our SEND policy is implemented in practice.

17. Complaints Procedure

If you have any concerns should be raised with the class teacher, SENCo, or Headteacher. For formal complaints, please refer to the school's Complaints Policy available on our [website](#).