



SEN Policy and Information Report

Arden Forest Infant School

Approved by:

Headteacher *R Gunn*
Chair of Governors *T Hookin*

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1. Aims

Our SEN policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our aim is:-

To raise the aspirations and expectations for all pupils with SEN through a focus on improving outcomes for achievement in school, and for life-long learning.

At Arden Forest we will: Equip our school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

Empowering them to:

- be independent, responsible, confident learners,
- enjoy the challenge of learning
- achieve high standards
- respect themselves, others and the environment,
- embrace healthy lifestyles,
- make a positive contribution to the community.

We work in partnership with families and the community to provide:

- a safe, secure learning environment where children are nurtured and cared for,
- an exciting and creative curriculum, fit for the 21st century, within and beyond the school day.
- high quality teaching, indoors and outside.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definition of Special Educational Needs

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England."

SEND Code of Practice 2015

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Joanne Shreeve. Shreeve.j@welearn365.com

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

Our SEN governor is Fiona Linton, who can be contacted via admin2630@welearn365.com.

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, memory difficulties.
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Please see appendix A.

We identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational need. The purpose of identification is to be clear about what action we need to take. We accept the principle that pupils' needs should be identified and met as early as possible.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly behind their peers considering age related expectations.
- › Fails to close the attainment gap between the child and their peers
- › Lack of progress over time resulting in a wider gap between attainment and that of peers.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Partnership plays a key role in enabling children and young people with SEN to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs are treated as partners, given support to play an active and valued role in their child's education.

We are able to support pupils and families through:

- Guiding parents pupils towards the Warwickshire Local Offer at www.warwickshire.gov.uk/send
- Linking parents to Warwickshire SENDIAS. (SEND Information, Advice and Support Service) <https://www.kids.org.uk/sendias>
- Having our SEN Report and policy available on our website.
- Linking parents with outside agency support.
- Involving parents in the formulation and review of SEN Support Plans.
- Tailored and effective 'One Page Profiles' at transition points.
- Assisting in the completion of forms and assessments.
- Providing an Early Help around a child or family. Mrs M Wagstaff our learning mentor, leads Early Help meetings and can signpost support from other agencies.
- Being a 'listening ear' to share concerns or celebrations.
- Providing termly informal coffee mornings for parents of children with SEND with signposting to local support.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess

We clearly analyse children's needs using:

- the class teacher's assessment and experience of working with the child,
- details of previous progress and attainment and comparisons with peers and national data,
- knowledge and views of the parents and child,
- advice from external support services where necessary.

This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work helps inform the assessment of need or we will refer to an outside agency to support our assessments as required. Where a new referral to an outside agency is required it is completed in consultation with parents.

Plan

At the planning stage, the parents, teacher, SENCO and intervention staff will meet to identify areas of need, plan outcomes and the adjustments, interventions and support that are required to meet them. We value parental involvement in order to keep parents fully informed of our interventions in school and how they can support at home. All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes. A SEN Support Plan is formulated from these discussions.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Teachers work closely with teaching assistants and support staff in planning provision.

Review

Reviews will be undertaken termly. The review process evaluates the impact and quality of the support and interventions. It also takes account of the views of the child and their parents. The class teacher, with the child, family and SENCO revise the support and share outcomes based on the pupil's progress and development. The **assess, plan, do, review** cycle then starts again with the development and implementation of a new support plan and provision. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice is then incorporated into the child's individual planning and targets.

The majority of children and young people with SEN will have their needs met within the school. This cycle of assess/plan/do/review will continue if it is agreed that the child is making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Arden Forest we prepare children for transition to their key stage Two setting. We foster positive relationships with other schools and facilitate enhanced transition arrangements for individual children as required. We share information regarding SEN with the next school to support arrangements for a smooth transition. Similarly, if a child leaves our school we provide information to support provision in their new school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We have a "high quality daily teaching" approach. The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk with adults and peers in partners or in groups
- An expectation that pupils will accept responsibility for their own learning and work independently through the use of our Learning Behaviours.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

- An understanding that teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, supported by the SENCO and Senior Leadership Team, make regular assessments of progress for **all** pupils. These are used to identify pupils making less than expected progress. Typically, this is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

Our first response to such progress is high quality teaching targeted at a child's areas of weakness.

5.7 Adaptations to the curriculum and learning environment

Please refer also to our accessibility plan

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured paper and overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our teaching assistants are trained to deliver interventions and have undergone AET level 2 training to support children with ASD. At Arden Forest we are a trauma informed and attachment aware school where we have been trained to use emotion coaching and PACE to meet the needs of all of our pupils.

Teaching assistants support pupils on a 1:1 basis when required (eg when a child has an EHC Plan or complex needs). Teaching assistants support pupils in small groups to support learning.

Where a child continues to make limited progress or is a cause for concern, we can access outside agency support. Referrals for outside agency support are made in collaboration with parents. At Arden Forest, we buy in specialist support from an Educational Psychologist and a Specialist Teaching Service Teacher. Specialist support is also accessed through the Warwickshire Integrated Disability Service, Speech and Language Therapy Services, Physiotherapy Services, Occupational Therapy Services and CAHMS. We use The Warwickshire Local Offer at www.warwickshire.gov.uk/send to identify appropriate agencies, including voluntary sector organisations that can also support individual needs in school.

We have three staff that are Early Help trained and are able to work as a lead professional in coordinating services around the needs of a child.

5.9 Expertise and training of staff

Our SENCO has 10 years experience in this role and has the National Award for SENCO awarded by the University of Northampton.

1 day a week is allocated to manage SEN provision.

We have a team of 8 teaching assistants (of which 4 work full time), including 1 part time, higher level teaching assistants (HLTAs).

In the last academic year, staff have been trained in supporting children's ability to regulate their emotions, and have also implemented Zones of regulation to give us a clear Social and Emotional Learning Curriculum which enables children to recognise their emotions and how to manage these feelings in a safe manner.

We have also had significant training on how to meet the needs of girls with ASD, Autism Awareness and teaching today's children and Makaton.

We use specialist staff for Speech and Language interventions.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. Training needs are identified through the Performance Management process and the School Learning Improvement Plan. Opportunities for staff development include:

- Staff meetings led by the SENCO
- Opportunities to work alongside outside agency staff
- Visits to other settings to observe good practice
- Specific training to meet the needs of individual children
- Support from the SENCO and relevant subject leaders in meeting the needs of a child.

5.10 Securing equipment and facilities

The school takes advice from outside agencies when particular resources, strategies or equipment are recommended in order to meet individual needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after 8 weeks
- › Gaining views of pupils and parents.
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special assemblies and events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of disabled pupils, i.e.

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- › Our accessibility plan is on our website.

Our site is single storey and classes have direct access to outdoor areas. We have one disabled toilet. Doors usually allow double width access. Where we have steps, other routes into school are available.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- › We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Our school is committed to working with other bodies, including Family Information Service and school nursing service as well as voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

If a parent or care giver is concerned about any aspect of their child's education regarding SEND, they should contact the Class Teacher, SENCO or Head teacher, as soon as possible. Written information about a formal complaint's procedure is available on the school website or by request from the school office.

Warwickshire Local Authority (LA) provides a Special Educational Needs, Information, Advice and Support Service (SENDIAS), which can offer advice and support about special educational needs issues. The contact details are:

Telephone: 024 7636 6054

Email: wias@family-action.org.uk

Website: www.family-action.org.uk/wias

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Our learning mentor Mrs Mel Wagstaff is happy to help with concerns or signpost parents to services that may be helpful.

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENco **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following document:-

- Behaviour and relationships policy
- Supporting pupils with medical conditions policy
- Equality information and objectives statement
- Equality and diversity policy
- Child protection and safeguarding policy
- Accessibility plan
- Children missing in education policy
- Designated teacher policy



Appendix A

Arden Forest Infant School

SEND Routeway of Provision

Tier One	Universal Support in school Widgit symbols Visual Timetable Calm spaces Emotion Check-Ins Reactive teach
Transition between Tier One & Two	Complete SEN concern form SENCO observation Tchr & SENCo conversation Tchr & Parent conversation
Tier Two	In school support, assessment and tracking Support Plan with targets – reviewed with parents termly One page profiles to make staff aware of needs Groups offered by our staff Nurture Group – lunchtime Wellcomm (screens all children in Reception) Moves (helps us to identify OT concerns) Emotions Groups Little Heroes group (children from military families) Bereavement group Pre teach (language and concepts) Personalised meet and greet Assessments Boxhall Profile Wellcomm Speech and Language screening EBSA Profile of Risk
Transition between Tier Two & Three	Tchr & SENCo conversation Tchr & Parent meeting Referral forms completed and sent
Tier Three	Targeted Support External agency support, assessment and tracking Speech and Language STS – Specialist Teaching Service CASS – Coventry Autism Support Services EMTSS (Ethnic Minority Traveller Support Service) Referral to Connect for Health (School Nursing) Referral to RISE / CAHMs Referral to Occupational Therapy Referral to Neurodevelopmental Team
Transition between Tier Three & Four	Parent & Tchr & SENCo meeting (as part of Plan, Do, Review)
Tier Four	Specialist provision Educational Psychologist Referral to Flexible Learning Team
	If appropriate EHCP Needs Assessment Request EHCP