

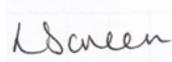
Our Vision

Our work with pupils with SEND is at the heart of our vision as a school, demonstrating that every child is unique and special, respected and valued. We work very hard in school to ensure that every pupil has equal access to the full curriculum and wider opportunities, that no pupil is discriminated in any way and that every pupil has the support required to reach their full potential. This acknowledges that needs can be diverse and individual including a learning difficulty, disability or medical need, and that pupils support needs to be planned carefully. It may also involve adaptation and change to ensure that all reasonable steps have been taken to provide effective educational provision.

Ratified by the Governing Body:

Date for review: June 2026

Signed by:



Chair of governors



Headteacher



1. What do we mean by 'Special Educational Needs or Disabilities'?

High quality, personalised learning will generally enable all pupils at Astley to achieve their best, to become confident individuals, with the necessary skills and abilities to live fulfilling lives and to go on to make a successful transition into adulthood.

A pupil may be given the identification of SEND if the action taken to meet their range of needs goes beyond what can be achieved by adapting usual class-based teaching.

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age.

SEND Code of Practice, January 2015 Page 15 and 16

2. What are our aims with regards to meeting SEND?

We aim to ensure that all pupils with SEND, (whether communication and interaction, cognition and learning, social, mental and emotional health or sensory and/or physical) have their needs correctly identified and receive the right provision (appropriate to their needs and promoting high standards). We want them to go on to achieve aspirational and achievable long-term outcomes enabling them to lead fulfilling lives.

We seek to collaborate with parents and children at every stage of the process, including assessment, setting of goals, review of learning and discussion about provision and appropriate schooling. We will do this to ensure that we understand the pupil's needs as fully as possible and to seek to maximise progress.

3. How do we achieve this?

For pupils with SEND this will involve:

- Making early and effective identification of special needs. This will include informal and formal observations, discussion with pupils and parents, analysis of data detailing progress and sometimes outside agency assessments. (Assess)



- Planning specific interventions or provision which support a child identified as having SEND, to achieve learning, behaviour or development targets. This may involve setting stretching and relevant academic and developmental targets, which are reviewed at least termly. (Plan)
- The class teacher, working closely with teaching assistants and the SENDCO, will provide the appropriate teaching and learning daily. This is likely to be mainly class based but may involve some group or individual work away from the classroom. (Do)
- Reviewing progress made against the targets set to assess the impact on the child's progress. This then leads to further analysis of the pupil's current needs and a revision of the future support and targets. (Review)

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

SEND Code of Practice, January 2015 Page 100

Additionally, Astley School will:

- Designate an appropriate senior member of staff (the SENDCO) as having responsibility for co-ordinating provision for children with SEND.
- Consult with parents and pupils at the earliest opportunity regarding needs and support. This will include formally informing parents when their child is receiving special educational support.
- Do all we can to ensure every child with special educational needs receives the support they need to achieve.
- Manage provision with a view to ensuring children with SEND work with their peers as much as possible.
- Ensure all staff gain an increasing understanding of strategies to identify and support a range of special needs through ongoing staff training and discussion.
- Provide a wide range of effective teaching strategies, resources and interventions to support the needs of our SEND children in and out of class.
- Make good use of outside agencies and support services to inform the assess, plan, do, and review cycle of support for children with SEND. This includes termly consultation through the School Support and Therapies Meeting (SSTM) or individual regular discussions with specialist agencies. We currently have contact with Educational Psychologist (EP), Learning Support Team (LST), Speech and Language Therapist (SLT), Early Intervention Family Support (EIFS), Virtual School (VS) Hearing Impairment (HI), Regency Outreach (RO), School Nurse (SN), Consultant Paediatrician (CP) and Behaviour Support Team (BST).
- Communicate effectively with secondary schools to ensure the correct provision is achieved on transition.



- Keep clear records about a pupil with SEND, including discussions with parents, outside agencies, interventions, support and their impact on progress, and assessment data.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

SEND Code of Practice, January 2015 Pages 99 and 101

4. How does provision mapping help deliver personalised learning?

Many children from time to time have learning needs which require extra or specific teaching. These needs are usually met through inclusion in a short-term intervention, often provided by experienced teaching assistants in a small group setting. This educational provision is part of the school's usual provision or local offer to pupils, to ensure they make the best possible progress in school. As such it does not mean a pupil has been formally identified as having special educational needs.

Teacher assessments and test results are recorded each term in the class mark book stored online. These results are tracked and reviewed termly at a pupil progress meeting with the teachers and head teacher. Through this professional dialogue and analysis of the data, groups of children that need specific interventions to secure better progress or address under achievement can be identified and included on the class provision map, which is updated termly.

The details of group interventions will be recorded on an intervention record held by the teacher or TA undertaking the intervention. The effectiveness of these interventions will be evaluated by the class teacher on a termly basis, by the Head teacher as part of the pupil progress review cycle and the SENDCO as part of the termly review process.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress.

SEND Code of Practice, January 2015 Page 105



5. How do Individual Provision Maps (IPMs) support the achievement of pupils with SEND?

Where children have been formally identified in school as having special educational needs, IPMs will be used to help plan and assess progress. Teachers will identify usually between two and four specific, measurable, achievable but aspirational targets. The SENDCO will support the process of reviewing the targets set with the class teacher, teaching assistants and parents. These targets will be set with due consideration of the advice and targets given by outside agencies, where appropriate. Targets are usually set termly and reviewed accordingly. All IPMs are shared with parents, teachers and TAs, located in the pupils SEND file and stored electronically.

The following details are included: date started, target to be achieved, achievement criteria, possible resources/techniques, classroom strategies, and review information.

It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998.

Schools should particularly record details of additional or different provision made under SEND support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.

SEND Code of Practice, January 2015 Page 105

6. When do pupils receive an Education Health Care Plan (EHCP)?

Following early and effective identification of a SEND and clear, systematic, targeted interventions or provision, most children will demonstrate an improved rate of progress and achievement. However, some may not have made progress or may have needs requiring resources that cannot reasonably be provided from within the school. In these cases, either the school or the pupils' parents may formally ask the Local Authority for an assessment of SEND leading where successful to an EHCP, which describes the needs in full and the provision required to meet those needs.

If a child has an EHCP on entry, the school will ensure that provision is made for the child within the terms of the plan. The SENDCO will ensure that the adults working with the child are aware of the terms of the plan and that the Individual Provision Map termly targets take these into account.

The SENCO must arrange for regular annual reviews of an EHCP to take place and involve outside agencies where appropriate, along with the parents, following the review process set by the local authority.



Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment.

SEND Code of Practice, January 2015 Page 103

7. How do we ensure parents are well informed and involved?

- During parent consultations, class teachers will inform parents of any intervention or extra support their child has received and the outcomes of this.
- The class teacher will arrange termly parent consultations, to review targets and support. Copies of Individual Provision Maps (IPMs) are provided for parents as part of this termly communication.
- Any outside agency reports are copied to parents, with a copy put on file and a copy to key adults working with the child in school.
- The SENDCO will seek authorisation from parents to identify their child as having SEND, for any outside agencies to work with or to assess their child and for their needs to be discussed at SST meetings.
- For children with significant difficulties, a home school communication book may be maintained by staff working with the child, to ensure that parents are notified on a daily basis.
- Children with an Education Health Care Plan will be invited to an annual review meeting.
- We publish information about our SEND policy, how we meet pupils SEND, a yearly SEND information report and other more general information about our Special Education Needs provision on the school website.
- Parents are signposted to SENDIASS (a Worcestershire advisory service for SEND parents).

Any concerns about SEND or the progress of a pupil are best discussed informally at the earliest opportunity with the class teacher. Additionally, the Headteacher and SENDCO welcome the opportunity to discuss issues or concerns in more detail.

Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

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8. How do we ensure pupils are fully involved?

All pupils have a right to exercise appropriate choice and be part of the decision-making process around meeting their needs. Depending on their age and SEND, this may include setting and reviewing targets, identifying their own needs and support needed, providing evidence or views for review meetings. We recognise that pupil perceptions of the support they receive are powerful indicators of success and should be considered throughout the process of



assessment and support. At every stage, we seek to build the self-esteem, confidence, strengths, and aspirations of pupils with SEND.

9. What are the roles and responsibilities in school?

The Governing Body will:

- Publish an annual SEND Information report on the school website, detailing pupil attainment and progress, effectiveness of SEND provision in school and new developments.
- Appoint one governor with specific oversight of the school's arrangements for SEND.
- Regularly review how expertise and resources used to address SEND can be used to build whole school improvement.

The head teacher will:

- Jointly with the SENDCO, determine the strategic development of SEND policy and provision in the school, including the deployment of the school's delegated budget.
- Share an annual SEND Information report with Governors, detailing pupil attainment, effectiveness of SEND provision in school and new developments.
- Track pupil progress of SEND pupils through pupil progress meetings with teachers.
- Include the quality of teaching of children with SEND and the progress they make in the performance management process.
- Delegate day to day responsibility for SEND to the SENDCo.

The SEND Co-ordinator will:

- Jointly with the Headteacher, determine the strategic development of SEND policy and provision in the school, including the deployment of the school's delegated budget.
- Assume day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Use data in school to track SEND pupil progress, analyse patterns, develop high quality provision and review effectiveness of interventions.
- Provide professional support to teachers regarding the individual needs and progress of children in each class to ensure every child with SEND receives appropriate provision and high-quality teaching.
- Jointly with class teachers consider whether there is an indication of SEND and take this identification and assessment process forward.
- Support teachers in writing an Individual Provision Map (IPM) for identified children. Discuss effective targets, strategies, and interventions.
- Meet regularly with teachers or teaching assistants engaged in delivering interventions to review, identify future targets and plan further support.
- Oversee the targeted deployment of teaching assistants to meet identified needs.
- Liaise with parents at each stage including an identification of SEND, termly progress review meetings, providing copies of outside agency reports and annual review for EHCP pupils.
- Maintain and update clear and securely stored records on each identified pupil.
- Convene and conduct SSTM meetings and discuss the needs of pupils with outside agencies / specialists, as necessary.



- Liaise with Early Years providers, other schools, potential future providers, educational psychologists, health, and social care professionals, and independent or voluntary bodies as necessary.
- Write and review the SEND policy and published statements regarding SEND provision at Astley.
- Ensure staff knowledge and expertise of SEND strategies, support and resources develops year on year through support, discussions and training.

The class teacher will:

- Ensure all teaching is of the highest quality and enables all children to make good or better progress.
- Use the range of provision and support ordinarily available in school, as identified in the school's local offer document, to further personalise the curriculum and to accelerate individual pupil progress.
- Use the curricular and baseline assessment processes in school to track progress, as well as to identify any learning difficulties or pupils falling behind.
- Identify extra support for groups of children requiring further help or additional practise on a termly provision map. The outcomes will be stated at the outset and reviewed at the end of the term.
- Plan activities and provide opportunities for a child identified with SEND to have focussed teaching to address their IPM targets. This might mean small group work or one to one teaching with the teacher or TA. Where a child's needs are so specific that they require differentiated plans, the teacher will provide a plan for their teaching assistants.
- Collaborate with the SENDCO to review the effectiveness of IPMs and set new targets.
- Implement recommendations listed on an EHCP or reports from outside agencies.
- Listen carefully to parents concerns and observations about their child's needs.
- Keep the parents well informed about their child's progress through informal and formal discussions throughout the year (at least termly in frequency).
- Support their class TA to ensure interventions take place in an effective and timely manner.

The teaching assistant will:

- Ensure they are familiar with the specific needs of pupils (by reading any relevant reports).
- Ensure they are familiar with the IPM targets and are confident in delivering interventions and targeted support as detailed on class provision maps.
- Seek support from the relevant class teacher or SENDCO where further advice or training is required.
- Keep a record of weekly activities and achievements and keep the teacher up to date with progress, recording feedback on intervention spreadsheets for any intervention groups they run.
- Work with the teacher to maintain an inclusive environment for every child, whilst providing support tailored to the individual children's needs.

Parents are invited to:

- Attend termly progress meeting with the SENDCO and class teacher to assess, plan and review support and identify targets.



- Read and take an active part in delivering learning targets on their child's IPM to enable a good rate of progress to be achieved.
- Attend meetings, where invited, with specialist outside agencies.

10. What are the recognised categories of SEND?

Communication and interaction

This includes difficulties with speech, language or communication. A pupil may need support in their thinking or communication, this can include developing social relationships or in specific learning areas such as Literacy.

Cognition and learning

Learning difficulties involve pupils learning at a slower pace and they may have difficulty acquiring essential literacy and numeracy skills or concepts. Pupils require learning in smaller steps with more practical activities and usually need support in a number of areas.

Social, mental, and emotional health

This includes difficulties with emotional or social development and may result in immature social skills, an inability to maintain healthy relationships, withdrawn or challenging behaviour. Depending on the degree of difficulty, pupils may be offered a support plan or more specialist provision from outside providers.

Sensory and/or physical

This includes a very wide range of physical impairment. Pupils may require minor adaptations to the curriculum and school environment or more specialist support and equipment.

11. How does SEND relate to inclusion and equality in school?

Disabilities are defined by the Equality Act 2010 as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' We take seriously our responsibility to ensure that children with disabilities are given equal access to the curriculum and to school life.

We recognise that not every child with a disability, medical need or language difference has SEND, we will however assess each child's needs carefully and provide the appropriate support and provision.

No child will be discriminated against during the admission process and steps will be taken to liaise with parents and other professionals at the earliest opportunity to ensure that needs are understood, planned for and appropriately met. This includes making detailed assessments and setting high expectations of pupils' future attainment.

We understand that the range of needs can be wide and that as pupils join our school with different needs, we will take steps to understand needs fully and provide the training and expertise to meet these needs across the school, thus building a higher quality of provision for all our pupils.

We always aim to work closely with pupils and parents. However, parents should have regard to the Complaints policy if they require it.

Responsible body

Title of policy



Governing body

Special Educational Needs or Disability

*All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.*

SEN Code of Practice, January 2015 Page 93

Appendix

Relevant legislation

Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Equality Act 2010

Special educational needs and disability code of practice:0 to 25 years January 2015

Glossary

SEND: special educational need including medical need, or disability.

SENDCo: special needs or disability co-ordinator

EHCP: Education and Healthcare Plan

IPM: Individual Provision Map

SSTM: Specialist Support and Therapies Meeting

Author

Updated

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Dee Creig

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