



# SEND Policy

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**September 2025**

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| <b>Signed (Chair of Trust Board):</b> |  |
| <b>Date:</b>                          | <b>September 2025</b>                                                                |
| <b>Review:</b>                        | <b>September 2026</b>                                                                |

*Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **General information about this policy**

The aims of this policy are:

- To provide a framework within which equality of opportunity may be achieved
- To enable children with SEND to attain their full potential as independent learners.
- To ensure that children with SEND develop a positive self-image
- To ensure that parents of children with SEND are fully involved in the review process
- To work alongside current policy and legislation related to entitlement and safeguarding, including online safety, (Keeping Children safe in Education (September 2025); Working Together to Safeguard Children (2023), The Children Act 1989, Equality Act 2010, Reasonable adjustments for disabled pupils (2012), Supporting pupils at school with medical conditions (2014), The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005) etc

The objectives of this policy are:

- To ensure that children with SEND have access to a broad, balanced, differentiated or modified curriculum (including the Foundation stage)
- To promote the full participation of children with SEND in school life
- To ensure that children with SEND have equal opportunity to achieve this status within the school
- To ensure that children with SEND feel secure as learners and that the learning environment does not contribute to their difficulties
- To define clear identification, assessment and referral procedures.

These aims and objectives will be met by following the recommendations of the revised SEND Code of Practice 2014. The arrangements for meeting these recommendations will be detailed in the remainder of this policy.

### **Name of the person responsible for co-ordinating SEND provision in the school**

Callum Bolt (SENCO) is responsible for co-ordinating and managing the SEND provision at Davies Lane Primary School. Elsewhere in this policy he will be referred to as the SENCO.

### **The arrangements Arbor Academy Trust have made for co-ordinating SEND provision**

The SENCO has the responsibility for the day-to-day management of the policy. This includes:

- Co-coordinating the provision for pupils with SEND
- Supporting and advising colleagues including advising on a range of Intervention

- Programmes and Provision maps for children at SEN Support level and Educational Health Care plans.
- Maintaining the school's SEND register.
- Contributing to and managing the records of pupils on the SEND register.
- Managing the school based assessment and completing documentation required by outside agencies and the LA.
- Facilitating Person Centred Reviews for children with EHC plans
- Organising, facilitating and reviewing Pastoral Support Plans for children at risk of exclusion.
- Working in partnership with parents.
- Maintaining resources and teaching materials to enable appropriate provision to be made.
- Acting as a link with external agencies and other support agencies.
- Monitoring and evaluating the SEND provision and reporting to the governing body.
- Managing a range of resources, human and material, linked to children with SEND.
- Facilitating home tuition for pupils with long term illness
- Being a champion for pupils with SEND
- Facilitate support for children working at greater depth
- Support practitioners to identify missing components
- Ensure that all adults understand their roles and responsibilities when it comes to the SEND children
- Liaise with parents, teachers and relevant professionals to ensure that SEND pupils achieve their full potential
- To ensure that reasonable adjustments are made so that all children have equal opportunities to achieve and make progress

### **Admission arrangements to the school for SEND pupils who do not have a statement**

Admission arrangements for such pupils are identical to admission arrangements for other pupils.

Arbor Trust Schools will contact the previous school to gather information that would facilitate a smooth transition. If deemed necessary, the school will implement a phased transition to enable the pupil to settle into the new school environment.

### **Specialist provision the Trust can offer**

The Trust offers a broad and balanced curriculum to all its pupils.

Regarding facilities each school can offer to pupils with SEND and ways in which the school is able to increase or assist access by disabled pupils kindly refer to the appendix 1

### **Identification, assessment and provision for pupils with SEND**

- Use of information arising from the child's previous educational experience
- Use of curricular and baseline assessment
- Use of on-going observation, assessment and feedback
- Information received from parents
- Working with other providers of support for example: clinicians, CAMHS, Speech and language therapists
- Follow up programmes of support
- Bespoke Interventions

### **How resources are allocated to pupils with SEND?**

Resources are allocated on a need led basis and may consist of adapted work, specific programmes to address issues, aids to support curriculum access, small group or individual support. The amount of support offered will be linked to the pupil's type and level of need. Children on the SEND register will not automatically receive individual support. Where a pupil has an Education, Health and Care Plan (EHCP), resources will be allocated in line with the provision stated and the funding level provided, individual support is not necessarily guaranteed. The schools in the trust believe that children make greater progress when they work as part of small groups in order to engage with other children and adults and become more independent learners and individuals.

### **How pupils with SEND are identified, their needs determined and progress reviewed?**

All learners will have access to Quality First Teaching. Pupils in the school are assessed regularly to monitor their progress across the curriculum. Not all pupils will progress at the same rate. Where progress is not adequate some additional or different action will need to be taken to enable the pupil to learn more effectively. This action may involve the class teacher and (where necessary) the SENCO in carrying out individual assessment/observation to gain more information. When a decision is made to place a child on the SEND register the parents/carers will be invited to discuss this with the SENCO/Class teacher.

When a child has been identified as having SEND their progress will be reviewed termly. Children with an EHC Plan will have an individual Provision Map that will have specific outcomes for the child to achieve. The SENCO meets with the Assessment co-ordinator and class teacher (Pupil Progress meetings) to discuss the children in each class. During this meeting, the progress and attainment levels of each pupil are discussed and what further interventions/actions are necessary- Assess, Plan, Do and Review.

Children will be placed on either of the following levels, SEN Support and EHC Plan. Children in the Nursery will be placed at WAVE 1 for any initial concerns. Some children will enter Nursery at WAVE 3 if their SEND needs have already been identified and there is outside agency involvement.

**Triggers for identifying a child for SEND support are when a pupil:**

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent social, emotional or mental health issues which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or social interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Has medical needs that effect learning.
- Has problems with cognition/learning

Children at SEN support may receive additional support from year group interventions. Progress is then shared with parents/carers at parents' evenings (termly).

**SEND support is offered if a child**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at national curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematic skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group

**Individualised behaviour programme**

- Has sensory or physical needs, and requires additional specialist equipment or regular visits by a specialist service.

- Has an on-going communications or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Children who may have experienced trauma/ separation/bereavement
- Persistent disruptive behaviour
- Aggression (e.g. hitting, kicking, biting)
- Self-injurious behaviour (e.g. head banging, biting self, hitting self)
- Shouting/swearing
- Physical aggression
- Verbal aggression
- Hyperactivity and extreme impulsiveness
- Extreme fluctuating mood swings
- Disruption and destruction of property or the environment
- Stealing
- Manipulative, deceitful and non-compliant behaviour
- Chaotic and disorganised hyperactivity
- Bullying

Parental permission will be sought in order for a request to be made for advice and/or support from external services. This may lead to a request for additional funding from the local authority.

Progress is then shared with parents/carers at parents' evenings or earlier where necessary. For children with an Education Health and Care Plan, the individual provision map and their one page profile will be reviewed by the parents/carers, SENCO, classteacher, LSA support (if applicable) and the child each term.

For further information, contact:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

### **The Trust's arrangements for providing access to a broad and balanced curriculum, including the National Curriculum**

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

- Teacher's use a range of strategies to meet children's SEND. Lessons have clear learning objectives; we differentiate and modify work appropriately, and we use assessment to inform the next stage of learning
- Pupils in Key Stage 1 or 2 who are working significantly below expected levels in one or more areas of the curriculum may be assessed using the engagement model
- Using Bloom's Taxonomy, provide opportunities for higher order thinking
- Deepen understanding through a range of high quality, engaging approaches and skills
- Provide opportunities to deepen understanding across the curriculum
- Through implementing the Inquirer's Mindset, provide opportunities for children to become critical thinkers and develop:
  - An intellectual disposition
  - An action disposition
  - A decision making disposition.

#### **How SEND pupils engage in activities together with those who do not have SEND**

- The school aims to ensure that pupils with SEND engage in activities together with those who do not have SEND.
- When planning visits etc. the needs of all pupils are considered and are planned from an equal opportunities viewpoint. A general risk assessment is carried out by the relevant professional/s and any specific requirements are considered, for example, additional adult support being provided to those individual children that need this level of supervision and care.

#### **How the Local Governing Board evaluates the success of the education given to SEND pupils.**

- The Local Governing Board will nominate a governor to take on the role of Inclusion Governor.
- The Inclusion governor will liaise with the SENCO to monitor the implementation of the policy and report to the Local Governing Board.
- The Local Governing board will report annually on its effectiveness in the annual report to parents.
- The policy will be evaluated in a number of ways including the progress made by pupils on the SEND register, movement between stages on the SEND register and the number of pupils with EHCPs.

#### **How the school and Local Governing Board deal with any complaints about SEND provision**

Parents/Carers who have a complaint about the SEND provision made for their child at the school should discuss this with:

- the SENCO
- the Headteacher/ Head of School
- the Chair of Local Governing Board

In the case of a formal written complaint being made to the Chair of Local Governing Board the school will deal with the complaint by a full investigation of the material facts within 20 working days. For more details, please see the School's complaints Policy.

## **Information about staffing and partnerships with parents and other agencies**

### **How the school meets the INSET needs of staff?**

- Staff inset needs are identified as part of the performance management and staff review process.
- Where a need for training becomes apparent at another time e.g. when a child with an EHCP for a specific need is admitted the staff development coordinator and SENCO will together identify a way of meeting this need.
- INSET may be provided in-house, to the whole staff by an external agent or through external courses.

### **Support services available to the school**

The school receives regular support from an Educational Psychologist, school nurse, music therapist and speech therapist and other support services that are used on needs led basis. The SENCO has a list of support services which the LA can offer the school. This list can also be accessed on the school's website.

### **The role of parents**

Parents hold key information and have a critical role to play in their child's education. We therefore seek to work in partnership with parents and value the contribution they can make. As a school we inform parents when we first identify a child as requiring additional support.

When working with parents we will:

- Acknowledge parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas for development – what's working/not working
- Be sensitive to the feelings of parents
- Ensure that parents understand procedures and how to access support. They will be given relevant information ahead of meetings.
- Respect the validity of different viewpoints and seek to reconcile differences.
- Respect the needs of parents such a disability or linguistic barriers
- Try to be flexible in the timing and structure of meetings.

Parents also have a responsibility to communicate effectively with schools to support their child's education.

In working with school, they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home-school agreements.
- Make a commitment to attending meetings which the school or other agencies arrange.
- Share relevant information with the school
- Participate and engage with the school to support their child
- Ensure that they attend all appointments

#### **Links – with other schools and transition arrangements**

- When pupils with identified SEND join the school, information is sought from their previous school.
- Where a child transfers to another school their SEND records are sent to their new school.
- When a pupil with an Educational Health Care plan is due to join the school or transfer to a new one the SENCO will liaise with the SENCO of the other school to plan for the transfer.
- Links with health, social services and other agencies
- The revised code of practice requires schools to work in partnership with school health and social services – co-production in approach
- After discussion with parents, the SENCO may refer children who are experiencing difficulties in school to the school health service.
- School Health and Social Services also have a role to play in statutory assessment.
- SENCO may attend case conferences held by outside agencies.

#### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEND system in the school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The school reviews this policy annually and considers any amendments in light of this. The SENCO reports on the outcome of this review to the Local Governing Board.

**Appendix 1**

The school has two sites and there are disabled toilets and a lift across both sites.

Various reasonable adjustments are made to the learning environment, according to children's needs. The school procures the services of other professionals to assess and support both the child and families within reason and its available resources.