THE ARCHES
COMMUNITY PRIMARY SCHOOL

Special Educational Needs Policy 2026-2027

The SEN policy works alongside the statutory Arches SEN information report. Please refer to the SEN information report for the support we provide for children with SEND.

Overview

Identification, Assessment and Provision

This SEN Policy will be used alongside and in conjunction with The Local Offer offered by Cheshire West and Chester Local Authority and various other school policies namely: The Attendance Policy, The Pupil Premium Policy, Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENCO this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

Objectives - all teachers are teachers of children with special educational needs.

1. High-quality teaching which is differentiated and personalised will be available for all pupils.
2. At the heart of the work of every class will be a continuous cycle of planning, teaching and assessing which will take account of the wide range of abilities, aptitudes, learning styles and interests of children.
3. The majority of children will learn and progress within these arrangements.
4. Those children whose overall attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Strategies

STEP 1

I. Many pupils experience delay in their learning and are not making expected progress for a variety of reasons.

II. They will have differentiated work prepared for them by their class teacher in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age.

III. Progress at this stage will be tracked three times per year by the school's Tracking System Insight, and parents are kept informed at parents evenings and annual reports.

IV. Ongoing discussions between class teachers and SENCo review the impact of the above.

STEP 2

I. There will be more intensive support in FS2/KS1 with higher number of early interventions, which should then reduce by KS2. However, interventions will continue to be needs led and extended in KS2 for those children who are still unable to make progress.

II. Additional and different support arrangements at this stage may involve the use of support staff to support individuals or smaller groups. This support will be planned by the teacher and carefully monitored for impact.

STEP 3

Children are deemed as having special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority (Code of Practice June 2014).

I. For those children who are still experiencing difficulties despite differentiated teaching, specific interventions and/or additional and different support, evidence will be collated using the CWAC SEN Pupil Profile.

STEP 4

I. Once a potential special educational need is identified, four types of action should be taken to put effective support in place
1. Assess: 2. Plan: 3. Do: 4. Review
and this will be known as the graduated approach.

II. Specialist Services and teachers with additional specialist qualifications may be called upon to provide recommendations to be followed to support the identified needs. All adults will work within this guidance to provide specific additional to and different arrangements. This is then reviewed to monitor impact.

III. For children with SEND identified, termly targets are planned by the class teacher and feedback to the SENCo. These are reviewed at the end of the term.

IV. For those children who receive top up funding or have an ECHP, an annual review will be held with parents, external agencies, the child and school staff.

V. A full report of the progress of children with SEN will be presented to the Governing Body once per term. The identified SEN Governor will ensure the school provide value for money and the best possible outcomes for children with SEN. A Pupil Inclusion Committee meeting takes place once termly with a sub-committee of the Governing Body.