



## **Special Educational Needs and/or Disabilities Policy**

At Alvanley and Manley Village School we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. We cater for all our pupils' needs within the framework of the Early Years Foundation Stage and the National Curriculum regardless of ability or aptitude and with equal opportunity, regardless of race or gender. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision will be made for our pupils who have SEND.

### **Aims and objectives**

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To reach high levels of achievement for all
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To overcome potential barriers to learning
- To be an inclusive school

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **Admission Arrangements**

The staff and governors will do all in their power to meet the needs of all children whose parents request a place in our school. In line with the SEND Code of Practice and the school admission policy, we will not discriminate against disabled children or those with learning difficulties and we will take all reasonable steps and adjustments to provide effective educational provision. Parents of children who have identified special educational needs should contact the school at an early stage so that any concerns you have can be shared.

## **Management of SEND within School**

The head teacher and governing body have delegated the responsibility for the day to day implementation of the policy to the SENDco (Special Educational Needs and Disabilities Coordinator). The SENDco for Alvanley and Manley Village School is **Mrs. Jade Cupples**. SENDco responsibilities are set out in Appendix 1. The governor with responsibility for SEND Mrs. Nicola Milburn and meetings take place with the governor and SENDco on an annual basis at minimum.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. All staff are aware of their responsibilities towards pupils with SEND and have a positive and sensitive attitude towards these pupils. Staff responsibilities are set out in Appendix 2.

Teaching assistants (TAs) play a major role in the support of pupils with SEND. TAs are deployed to work with small groups, individuals or class groups based on each child's individual need and to enable the class teacher to spend time with groups and individual children. Regular meetings take place between the SENDco, teachers and TA's to review and plan future provision on a termly basis.

Training is very important in ensuring that teachers and teaching assistants are confident and capable in meeting the needs of the pupils in the school. Training needs are identified throughout the school year.

## **Identification and Assessment**

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDco uses whole school information, termly tracking data and information provided by class teachers, as early identification indicators.

We also use a number of additional indicators of SEND:

- Pupil voice
- Termly pupil assessments
- Professional reports
- Parental concerns
- Tracking pupil progress over time
- Observations

For some pupils, a more in-depth individual assessment may be undertaken. The results of these assessments then help to shape the provision for those children. These additional assessments may include:

Pupil voice activities

Focussed assessment tasks

Reading assessments

Maths assessments

Phonics assessments

Dyslexia screening check

Informal observations and assessments

### **Curriculum Access and Provision**

The school adopts the levels of intervention as described in the SEND Code of Practice.

This advocates a graduated response to meeting pupils' needs.

In order to meet the learning needs of all pupils, staff adapt activities, resources and their teaching styles. They work to meet individual learning needs and offer feedback regarding a pupil's work and plan homework effectively. Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The range of provision includes:

- In class support for small groups with a Teacher/TA
- Individual support with a Teacher/TA
- Small group or individual withdrawal with a TA
- Additional personalised interventions delivered by a TA
- Further adapted resources
- Additional reading support
- Staff development/training to undertake more effective strategies
- Access to external agency services for advice on strategies, equipment or staff training
- Providing the support of a Family Support Worker.

## **Record Keeping**

The SENDco collates individual records on those pupils identified as having SEND and stores these centrally. The Class Teacher maintains individual records for pupils in their class. These records are updated and reviewed with the head teacher termly. These child profiles include:

- Information on progress and/or behaviour
- Information and views from the child
- Information from parents
- Information from other agencies
- Additional personalised provision
- Termly targets
- Samples of work
- Evidence of progress over time
- Assessment results
- If appropriate, EHCP's.

All pupils with SEND will have termly targets within their child profiles, and those with additional needs may have an Education and Health Care Plan (EHCP). These plans set out targets and any other provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on their plan.

Child profiles are reviewed each term and parent and pupil views will be gathered. All parties will sign their agreement to the goals and parents will be provided with a copy of the child profile.

## **Partnership with parents**

We recognise that parents have a critical role to play in their child's education. Therefore, we are committed to an 'open door' approach and encourage liaison with parents at all times.

We listen to and act on what parents say and work collaboratively to create the provision for each child. We do this by:

- Keeping parents informed and giving support related to any decision-making process about SEND provision.
- Working effectively with other agencies, supporting children and their parents.

- Giving parents opportunities to play an active and valued role in their child's education.
- Encouraging parents to inform school of any difficulties they perceive their child may be having.
- Be a vital and active part of the discussion to agree targets for their child.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate, we endeavour to involve pupils fully in the monitoring and review process. This is achieved through:

- Pupils being able to identify their own needs (self-assessment)
- Being able to state their own views about their education and learning.
- Being part of the Child Profile and EHCP (if relevant) review process so they can undertake their own self-review and identify, if appropriate, their new targets.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with in the first instance by the head teacher. School staff will always seek to address any concerns informally and reach agreement with parents for the good of the pupil. School staff may seek advice from the Local Authority SEND support staff. Parents may discuss the matter informally with the SEND Governor. If a satisfactory resolution cannot be reached, parents will be referred to the schools' complaints procedure.

### **Review of the SEND policy**

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Updated August 2025

## **Appendix 1 – The Role of the SENDco**

### **Element 2 – Children with a Child profile**

- Co-ordinate in-house assessments, specifically devised to investigate the needs of pupils with learning difficulties.
- Gather additional information from the class teacher through discussion, test results and any other appropriate sources.
- If needed, advise class teacher on setting up a child profile.
- If required, attend the initial meeting between class teacher and parents to discuss child profiles and help with ways the parents may help their child at home.
- Monitor the pupil's progress using the whole school tracking data.
- Ensure termly goals are conducted and that signed copies are provided by the class teacher to the SENDco for the pupils' files annually. These need to be provided with the class tracking.
- The decision to remove the pupil from the SEND register or put them forward for top-up funding/EHCP will be made from reviewing assessment data and in discussion with appropriate staff/parents.

### **Element 3 – Children with Top-up Funding**

- If needed, meet with the class teacher to discuss the recommendations and implementation of programmes recommended by professionals.
- Attend subsequent review meetings if required by the class teacher.
- Decide, in agreement with head teacher, class teacher, parent and outside agency, if a pupil with top-up funding requires a statutory needs assessment.

### **Element 3 – Children with an Education and Health Care Plan**

- In liaison with the class teacher, ensure the pupil's provision reflects the recommendations of the plan.
- With the head teacher, ensure that all relevant people are invited to the pupil's annual review meeting.
- Following the review meeting, send to LA the completed report, recommendations and paperwork in the specified time, proposing new targets for the pupil for the year
- Organise and hold annual review meetings, inviting the child, parents and appropriate professionals.

## **General**

- Provide support and training in all aspects of SEND for teachers and teaching assistants.
- Monitor the effectiveness of provision and identify further training needs.
- Draw up a SEND register and amend when needed.
- Liaise with headteacher and bursar over budget and contract changes relating to support staff.
- Arrange a timetable of support in liaison with the headteacher and class teachers.

## **Appendix 2 – The Role of the Class Teacher**

### **High Quality Teaching**

- Use Dyslexia friendly strategies with specific children, if necessary
- Use Autism friendly strategies with specific children, if necessary
- Provide effective targeted scaffolding/support personalised to specific children
- Check understanding of all children throughout daily lessons
- Make relevant and ongoing adaptations to teaching and learning, to ensure the curriculum is inclusive of all children

### **Element 2 – Children with a Child profile**

- Be pro-active in early identification and discuss concerns with SENDco.
- Plan and adapt the curriculum in all subject areas, to suit the needs of those children with SEND.
- Plan, with support from SENDco if required, in conjunction with any TAs for the provision of children in the class.
- Inform SENDco of their concerns if a pupil's needs are not being met by high quality teaching and additional adapted resources and teaching.
- Complete the pupil's child profile through liaison with parents and pupil, and with the support of the SENDco if needed.
- Update relevant sections of the child profile termly and submit to Head teacher/SENDco (October, February, May)
- Arrange a review meeting each term with parents/pupils. Agree new targets and record on child profiles

### **Element 3 – Children with Top-up Funding**

- Continue to support pupil as above.
- If pupil is supported with an additional teaching assistant, then TA and teacher to plan/liase closely to ensure maximum benefit for the pupil.
- Take account and act on advice from outside agencies and adjust curriculum for the benefits of the pupil.
- Teachers to liaise with professionals from outside agencies, if required.
- Ensure all pupils including children with top-up funding have designated teacher time.

### **Element 3 – Children with an Education and Health Care Plan**

- Continue to support the pupil as in Child profile and top-up funding stages
- Ensure provision and targets from the EHCP are being transferred into day to day teaching.
- Attend the annual review meeting and complete all relevant paperwork with the support of the SENDco
- If needed, prepare a written report to present at the pupil's annual review meeting.
- Ensure all pupils including children with an EHCP have designated teacher time.