SEN/D policy and information report

Varna Community Primary School

Approved by:		Governing Body	**Date:** November 2026
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Reviewed by	**Karen Livesey**	**Headteacher**	

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UNCRC Rights of a child

This SEN Policy and Information Report is underpinned by the UNCRC, ensuring that all children's rights are recognised and respected, particularly:

- Article 2 – All children have rights, and they must be respected without discrimination of any kind, including disability or learning need.
- Article 3 – The best interests of the child are a primary consideration in decisions made about their support and provision.
- Article 12 – Children have the right to express their views in all matters affecting them. We listen to pupils with SEND and involve them in planning their support.
- Article 23 – Children with disabilities have the right to special care, support and education to enable them to live full and independent lives.
- Article 28 – All children have the right to education. We are committed to removing barriers so that pupils with SEND can access learning alongside their peers.
- Article 29 – Education should develop every child's personality, talents and abilities to the fullest. Our SEN provision aims to unlock each child's potential and celebrate their achievements.

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1. Aims

Our SEN/D policy and information report aims to:

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

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEN/DD) 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/D and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN/D co-ordinators (SEN/DCOs) and the SEN/D information report
- Promoting British Values In accordance with The Department for Education guidance, at Varna Community Primary school we actively promote British values in order to ensure that our pupils leave school prepared for life in modern Britain. We expect our school community to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views from us we are all subject to the laws of this country. Our school works hard to reflect British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths, in all we do.

3. Definitions

A pupil has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

When children are identified as having SEN/D they will be added to the SEN/D register.

4. Roles and responsibilities

4.1 The SEN/DCO

.The Special Educational Needs and Disabilities Coordinator(SEN/DCo) is Mrs D.Cheetham (Assistant Headteacher)

The SEN/DCo will:

- Work with the headteacher, SLT and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN/D policy and the co-ordination of specific provision made to support individual pupils with SEN/D, including those who have EHC plans (Educational, health and care plans)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN/D receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEN/D 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher, SLT and governing board 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/D up to date

4.2 The SEN/D governor

The SEN/D governor is Liva Ogbuji. The SEN/D governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SEN/DCO , SLT and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN/D and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The planning, assessment, progress and development of every pupil in their class
- Working closely with any Learning Support Assistants (LSAs) 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 SEN/DCO to review each pupil's progress and development and decide on any changes to provision and share this with parents/carers
- Ensuring they follow this SEN/D policy

4.5 SEN/D LSAs

- Work with the Class Teachers and the SEN/DCo to ensure appropriate provision for all children with SEN/D
- Share relevant information with Class teacher & parents about day-to-day activities that the child with SEN/D completed

5. SEN/D information report

5.1 The kinds of SEN/D 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, dyslexia, moderate learning difficulty
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and trauma difficulties
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties

5.2 Identifying pupils with SEN/D and assessing their needs

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

- Is significantly slower than that of their peers
- 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

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN/D. Class teachers will work alongside the SEN/DCo to use the Matching Provision to Needs Tool in order to determine if the child has a SEN/D.

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 for example applying for emergency funding or an Educational, Health and Care Plan (EHCP).

5.3 Consulting and involving pupils and parents / carers

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 needs
- 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

Notes of these early discussions will be recorded on CPOMs.

We will notify parents when it is decided that a pupil will receive SEN/D support. Class Teachers will meet with the parents, alongside the SEN/DCo where appropriate, to explain what the child's needs are and how school are going to support them to progress. Individual educational plans (IEPs) will be in place for all children with SEN/D. IEPs will be reviewed with children and parents/carers at least once a term. Some pupils with SEN/D will also have emergency funding in place or an EHC plan in order to assist the school in meeting their needs. EHC plans will be reviewed with Parents / Carers and any other relevant professional at least once a year. An early review of the EHC plan may happen if necessary.

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**.

The class teacher will work with the SEN/DCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The Matching Provision to Needs Tool
- Their previous progress and attainment / behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views where possible
- Advice from external support services, if relevant. External services include but is not limited to; Educational Psychology, Specialist school outreach, Positive approaches outreach, Speech and Language therapy, Sensory support service, Pediatricians, CAMHs, M-Thrive, Occupational therapists and physiotherapists.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. All interventions will be research / evidence based. Pre and post assessments will be conducted to record the progress made as a result of the intervention. If no progress is made the support in place will be reviewed and changes made where appropriate.

Some children with significant levels of need may make limited progress despite the best efforts of the school and external services. School will work with the Local Authority and Parents to look at alternative provisions either external or within Varna (internal alternative provision) or through a transfer to a specialist school setting.

5.5 Supporting pupils in transition

Most pupils with SEN/D at Varna transition to a mainstream secondary school, however some move onto specialist secondary provisions. Children with higher levels of need may transition to a specialist provision whilst still Primary aged. We will share all relevant information with the school, or other setting the pupil is moving to.

Where possible a planned transition will take place where the SEN/DCo from both schools work together to help the child adjust to this change. Social stories and visual timetables will be used where appropriate. Transition meetings with both schools and the Parents / child may be planned.

For children transitioning to a new class at the start of each academic year a clear transition timetable is followed to ensure consistency throughout the school. Children and parents / carers will be informed about which class they will be going to and have an opportunity to spend time in the new class. They will also be given the chance to meet their new teacher.

5.6 Our approach to teaching pupils with SEN/D

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

High quality adaptive teaching is our first step in responding to pupils who have SEN/D.

We will also provide interventions where required. These include, but is not limited to the interventions listed below:

- Small group work from Phase leaders / SEN/DCo / SEN/D LSA / Class LSA
- Nurture groups

- Sensory circuits
- Attention autism
- ELKLAN / WELLCOM
- TALC – Blank levels
- RWI interventions
- Same day Maths interventions
- Colourful semantics
- Additional resources in class
- Speech and language therapy including advice or direct work from the therapist
- Lego therapy
- Rays of sunshine – SEMH intervention
- Zones of emotional regulation
- Rainbows
- 1:1 catch up maths
- Write away together
- Lightning squad

5.7 Adaptations to the curriculum and learning environment

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. Some children may work from a curriculum lower than their peers for example pupils working at a pre-key stage level.
- Adapting and being flexible with our resources and staffing
- Using recommended aids, such as computing equipment, coloured overlays, visual timetables, larger font, fidget toys etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children may have an individualised timetable in order to support and meet their needs whilst at school. In extreme cases these timetables may also be reduced to varying degrees. This will be in order to safely continue to support a child within our mainstream setting, who otherwise may become extremely distressed, and or pose a safety risk to themselves and others. In these cases the SEN/DCo will always liaise with parents / carers, class teachers and the Headteacher in order to implement this.
- Some children within who are working at pre-key stage levels, or have SEN/D needs which significantly impact their ability to participate in lessons alongside their peers, will be based in our internal alternative provision room called the Beehive. The room is led by a SEN teacher and supported by SEN/D LSAs. The Beehive class teacher works closely with each child's class teacher to plan for and support their needs. The SEN/DCo will work alongside the Headteacher and parents to determine which children will access the Beehive and for what portion of the day. Children who access this room will be assessed using the Cherry Tree Garden assessments and where relevant the EYFS or KS1 National curriculum.
- Some children with SEMH needs may require access to our nurture room provision for all or part of their day. Each of these children will have an individual timetable which supports them in safely accessing the curriculum alongside their peers whilst supporting their SEMH difficulties. The SEN/DCo will work alongside the Headteacher and parents to determine which children will access the nurture room provision and for what portion of the day. Children who access this room may be assessed using the Cherry Tree Garden assessments and where relevant the EYFS or National curriculum.

5.8 Additional support for learning / Expertise & training of staff

We have one LSA and one teacher per every class from Year 1 to Year 6 and these adults are used across the school to allow for flexibility and best support of pupils. Within EYFS each class has 1 teacher and there are 3 LSAs working across both classes. In addition to this we have 7 SEN/D LSAs and 1 SEN/D Teacher working across the school with children who have significant levels of need.

SEN/D funding is used to provide additional specialist support from:

- Educational Psychologist – will work 1:1 with children or in small groups, give advice to parents /carers and staff on how best to support the child.
- NHS S&L therapy service – will work with staff to set targets, and give suggestions to the school for how best to meet the child's needs.
- Speech wise therapy service – will work 1:1 or in small groups with children across the school from nursery – year 6, complete assessment reports on identified pupils, share these with staff and parents, as well as provide training and development for staff in school.
- Outreach support from specialist providers – will provide staff training and can make observations and reports / recommendations on how to support the child in school.

Our SEN/DCO is a fully qualified and experienced primary school teacher and holds the 'National Award for SEN/DCos'.

Staff receive training regularly throughout the year in order to support them in working with children who have SEN/D. This training comes from SLT, SEN/DCo and Phase Leaders as well as external professionals such as outreach workers, school nurses, Speech and Language Therapists and Educational Psychologists.

5.9 Evaluating the effectiveness of SEN/D provision

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

- Reviewing pupils' individual progress towards their goals at least once a term
- Reviewing the impact of interventions using pre and post assessment information
- Monitoring by the SEN/DCo and Senior leaders via learning walks, lesson observations, book looks and pupil voice.
- Using provision maps to plot support and plan for consistency
- Holding annual reviews for pupils with EHC plans
- Termly data analysis and pupil progress meetings with class teachers and SLT

5.10 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/D are encouraged to be part of the school council and other extra-curricular activities such as prefects and librarians.
- Pupils with SEN/D are also given the opportunity to work with the family support worker where appropriate
- There is a mental health team including a senior mental health lead (Mrs Cheetham) and a mental health first aider (Mrs McEntee)
- Zones of emotional regulation groups are run for children who are struggling with managing their emotional and social needs
- Zones of emotional regulation strategies are used in every classroom and run alongside our behaviour policy
- Staff have training in the 'Rainbows' intervention to provide nurture support for children suffering with grief or other emotional difficulties

We have a zero tolerance approach to bullying.

5.11 Complaints about SEN/D provision

Complaints about SEN/D provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. If parents would like to see the SEN/DCo they can do so by appointment.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN/D 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

5.12 Contact details of support services for parents of pupils with SEN/D

Parents can also access advice from IASM which is an independent advice service.

"*We offer free, impartial information, advice and support to families of children and young people who have special educational needs or disabilities (SEN/D). We encourage and develop partnerships between children, young people, parents, schools, the council and all other partners who are involved in identifying, assessing and meeting the special educational needs of children and young people.*"

5.13 The local authority local offer

Greater Manchester's local authority's local offer is published here:
https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0

6. Monitoring arrangements

This policy and information report will be reviewed by SLT and SEN/DCo 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 our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Toileting and intimate care
- Positive handling