

SEND Policy

Avonwood Primary School
The best in everyone™
Part of United Learning

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Contents

Context	4
Rationale	4
Aims and Objectives	5
Identifying Special Educational Needs	6
The Graduated Approach to SEND	8
SEN Provision at Avonwood	9
Statutory Assessment of Needs (EHC)	9
Educational, Health and Care Plan	9
Monitoring and Evaluation of SEND	9
Supporting Pupils and Families	10
Communication	10
Children in Care	11
Pupil Voice	11
Partnership with External Agencies	11
Roles and Responsibilities	11
Training and Development	13
Funding	13
Storing and Managing Information	14
Complaints	14
Admissions	14
Reasonable adjustments	14
Transition Arrangements	14
Access Arrangements	14

Avonwood (United Learning Trust): Special Educational Needs and Disability (SEND) Policy

Context

This policy was developed in line with the:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Mr Chris Jackson

Governor with responsibility for SEND: Bobbie Dove

SENDCO: Miss Lucy Sloane

SENDCO Qualifications: SENDCO is a member of the senior leadership team and holds the National Award for Special Education Needs and Disabilities in 2020.

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This policy will be reviewed annually

Agreed by Governing Body: October 2025

Review date: October 2027

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils, maintaining the highest expectations for all pupils and bringing out the 'best from everyone'. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Co-ordinator (SENDCO). The Governing Body, the Headteacher and the SENDCO will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support.* Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Avonwood will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identifies as SEN Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. [School name] will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Avonwood will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, adaptive teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher may seek advice from the SENDCO.

Where concerns are raised about a pupil's learning, progress, communication, social, emotional or physical needs, the class teacher will work in collaboration with the SENDCO to gather evidence and assess whether the pupil may require additional support. This assessment will consider attainment, progress, teacher observations, parental views, pupil voice, attendance, behaviour, and any advice from external professionals.

The school recognises that a medical diagnosis does not automatically mean that a pupil has Special Educational Needs. Whilst diagnoses and medical information are important and will be recorded on the school's management information system (Arbor) to inform staff understanding and planning, a pupil will only be identified as requiring SEND Support where they require special educational provision that is additional to or different from that ordinarily available through high-quality, inclusive classroom teaching.

Where a SEND concern is first identified, a pupil may be placed on the school's SEND Monitoring Register. During this period, the class teacher and SENDCO will gather further evidence, implement and review appropriate strategies, and monitor the pupil's response to support. This enables the school to determine whether difficulties can be successfully addressed through universal provision or whether SEND Support is required.

If, following assessment and discussion with parents/carers, it is agreed that a pupil requires provision that is additional to or different from that ordinarily available within the classroom, they will be placed on the SEND Register and receive SEND Support.

SEND Support will be delivered through the graduated approach, a four-part cycle of Assess, Plan, Do, Review. Through this ongoing process, decisions and provision are regularly reviewed, refined and adapted in response to a growing understanding of the pupil's strengths, needs and barriers to learning. The purpose of the graduated approach is to ensure that support is evidence-informed, responsive and focused on securing positive outcomes for the pupil.

Children identified as requiring SEN Support and placed on the SEND Register will generally require a Personalised Learning Plan (PLP) and a Pupil Passport to ensure their additional needs, outcomes, and provision are clearly recorded, implemented, and reviewed. These documents help staff understand a pupil's strengths, barriers to learning, effective strategies, and agreed targets, enabling a consistent approach across the school. Personlised learning plans are updated each term and shared with parents during parents evening or a separate meeting.

The school will notify the parents that SEND Support is being offered and share with them the provision that is being put in place. The child will then be placed on the SEND register so that we can monitor their progress more closely and ensure they are receiving the provision they need in order to succeed. Most children who are placed on the SEND register will then get a personalised learning plan (PLP) with specific targets to help them support their additional learning need, this could be academically, emotionally, or socially. Not all children on the SEND register require a PLP, for example they may be diagnosed with dyslexia but are able to utilise learning strategies and be gaining age-related expectations across the curriculum. If your child does require a PLP then these are created and reviewed through “Provision Map” a secure online website that we use to monitor and assess SEND outcomes. Parents will also have login access to this where they can read and comment on their child’s PLP.

This will be reviewed termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings.

Persistent mental health difficulties may constitute SEND where they result in a significantly greater difficulty in learning than peers of the same age and require special educational provision.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil’s needs. This should draw on:

- the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
Plan: Parents/carers, with their child, will meet with the class teacher and the SENDCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

SEND Provision at Avonwood

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. SEND Provision and interventions are monitored on our online portal called Provision Map. Staff have access to this where they can update intervention logs and assess progress. They may include:

- A personalised learning plan
- Pupil passport / one page profile
- Speech and language support
- Evidence based interventions
- Additional support from another adult
- Adapted materials, resources or equipment
- Working within a small group
- Use of alternative technologies
- Peer-to-peer support
- Personal care support
- Access to nurture room or sensory room
- Access to safe place in classroom or corridor
- 1:1 or group ELSA sessions
- Attend sensory circuits
- Support around attachment needs

Statutory Assessment of Needs

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Avonwood will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

Educational, Health and Care Plan (EHCP)

There are a low number of pupils in our school who currently have an education, health and care plan (EHCP). Many pupils with an EHCP receive additional funding through the local authority; however, provision is determined by assessed need and the contents of the EHCP. This plan stays with the child until they are 25 years old. Annual review meetings are held once a year a take on a multi-agency approach. All professionals involved with the pupil are invited to attend and discuss progress that has been made and ongoing or new difficulties.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Avonwood we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher at least 3 times a year ~~formally~~ either through parents evening or PLP meetings. The SENDCO is happy to attend meetings with parents/carers, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within our Local Offer – https://fid.bcpcouncil.gov.uk/send-local-offer

Communication

At Avonwood we aim to provide excellent communication with all families, especially with those who have children with SEND. This is carried out through termly parent's evenings, PLP meetings, meetings with the SENDCO, as well as the wider support of the pastoral team. Parents, teachers or SENDCO may request a SEND meeting where there is concern around a child's learning needs.

If you have any SEND concerns, please initially speak with the child's class teacher. If there are ongoing concerns or the class teacher requires support from the SENDCo, a further meeting may be arranged with the SENDCo present.

If you would like to contact the SENDCo directly please email

sendsupport@avonwoodprimaryschool.org.uk or call the office on 01202 727910.

If you request a call back, meeting or SEND information about your child we will endeavour to arrange this as soon as possible, however, please be aware that it may take up to 10 working days to action this. Referrals may take significantly longer to complete as we ensure that the evidence gathering process is thorough and robust before submitting to health professionals.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has an appointed member of staff (Kim Williams) for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of adapted ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review. We also have pupil passports for each pupil with SEND. This is written by the child or dictated to an adult in order to provide information about how they like to be supported, they wishes for the future and things they like and dislike. This provides valuable information for supply teachers or PPA staff.

Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO

The SENDCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Liaise with alternative provision (AP) providers when pupils are accessing an AP setting. The school retains responsibility for the education, safeguarding and SEND provision of pupils attending alternative provision.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

We have an extensive SEND Inclusion Team which includes the following;

Lucy Sloane – SENDCo
Gemma Morling – SEND Assistant
Lauren Barnes – Speech and Language Assistant
Jill Thornton – Highly specialised speech and language therapist
Jessica Sainsbury – Pastoral Lead
Molly Colborne – Nurture Lead
Ele Ferri – ELSA
Sarah Collins – ELSA
Jasmine Massey - ELSA

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEND Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. We have members of staff who are trained in speech and language, attachment disorder, autism spectrum condition, emotional regulation, emotional literacy support, bereavement counselling and more.

The SENDCO organises / delivers appropriate CPD sessions to take place during staff meetings, twilight sessions or inset days for staff to keep up to date with the latest SEND practice.

Avonwood utilises the local authority's BOOST offer, which provides fully funded training for teachers and teaching assistants to attend a wide range of CPD specific to different special educational needs.

Funding

Funding to support the majority of SEND pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where the school is not able to meet the needs of a pupil from its budget, we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil's SEND information is kept in a safe, lockable filing cabinet in the SENDCo's office, as well as electronic information being stored on the school system in compliance with our United Learning data protection policy (GDPR).

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Admissions

No pupil will be refused admission to school, purely based on their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Reasonable adjustments

Avonwood Primary School is committed to inclusive education and will make reasonable adjustments to ensure pupils with SEND and disabilities are able to access learning, school activities and wider school life alongside their peers wherever reasonably possible.

Transition Arrangements

Support for pupils with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Avonwood we have transitional support that is put in. This includes:

- Admissions meeting between parent/carer, Headteacher and sometimes the SENDCO
- Nursery visits by the Early Years Leader and SENDCo for any new children starting at Avonwood with a special educational need.
- Additional transition days if appropriate
- Transition meeting between SENDCO, teacher and parent/carer
- Meeting with external agencies if required e.g. social worker
- Key staff handover
- Handover of agency reports and SEND information
- Social stories to support transition for pupils

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Avonwood we do our best to ensure that those pupils who require access arrangements for exams receive them, for example having an adult to scribe or read or applying for papers in enlarged, personalised font. This is based on diagnostic testing, professional reports, as well as history of need and normal day to day way of working. We may also need to support a child with 1:1 support during exams. They may require specialised technology, additional time or assisted guidance. The SENDCO works closely with all teaching staff in completing the application to the awarding bodies.

At Avonwood we use professional reports, which specify the need for additional time or other access arrangements and speed of handwriting (DASH) assessments to provide evidence towards allowing access arrangements. We also take into account the child's regular level of SEND support within the classroom e.g. repeated instructions and more processing time.

In Key stage 2 some children may need evidence from school to have access arrangements for external examinations, such as grammar school tests. Please speak with the SENDCO if this is required.

This policy will be reviewed annually. It will be monitored by the SENDCO and updated and revised if necessary during the annual cycle.