
SEN Policy and Information Report

Date of last review: September 2024
Lead reviewer: Nicola Penlington
Approved by: Local Governing Body
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1.Aims

Our SEN policy and information report aims to uphold the school aims of:

Our Aims:

➤ **Language:**

- For children to develop a love of language and stories and use an extensive, rich vocabulary.

➤ **Learning:**

- For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.

➤ **Lives:**

- To be a community, supportive of each other, living by our value of RESPECT.

and... The Futures Trust values of:

- **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
- **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
- **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

The policy will:

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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) 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 and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Nicola Penlington.

The SENCO Team are:

- Nicola Penlington – Keresley Newland
- Katie Palmer – Keresley Newland
- Claire Vice – Early Years
- Laura Cantwell – Child and Family Lead

The team will:

- Work with the Headteacher and SEN governor (TBC) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 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 up to date

4.2 The SEN Governor

The SEN Governor will:

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

4.3 The Head teacher

The Head teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN 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 condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Keresley Newland Primary Academy is a mainstream primary school and the majority of children are able to meet and exceed age related expectations in line with the National Curriculum. Pupils are identified as having SEN when they do

not make the expected progress, given their age and ability, and normal interventions and resources have proved ineffective. Support Staff are trained to deliver key interventions targeted at closing the gap. Progress is reviewed each term as part of Pupil Progress Meetings. Attainment and progress is evaluated at least half termly, and moderated in teams and across the school. At this point each individual child is discussed in terms of strengths, weaknesses and learning gaps. This provides the planned opportunity to raise SEN concerns. Concerns are raised if:

- Is significantly slower than that of their peers starting from the same baseline
- 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

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.

5.3 Consulting and involving pupils and parents

Keresley Newland Primary Academy 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 difficulty
- 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 added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Class teachers closely monitor the progress of all children in their class. Regular discussions take place around pupil progress and group interventions are put in place, and monitored, for children who require support in a particular area to meet national expected progress. Discussions take place at least termly, as part of Pupil Progress Meetings.

Following a raised concern, the class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and 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
- Advice from external support services, if relevant

After gathering information about the child and concerns raised, the class teacher will meet with the SENCO (Special Educational Needs Coordinator) who will help the class teacher to plan activities, such as small group work or individual programmes to help the child, and identify appropriate resources. If these activities do not help the child to make good progress, the SENCO, class teacher and parents will meet again to discuss what further support can be given to pupils to enable them to make better progress. This may include asking for advice or an assessment from an external specialist service.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The assessment will be reviewed regularly, as part of and/or in addition to Pupil Progress Meetings.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. This will be in addition to the normal transition arrangements for all pupils. There may be additional and supported school visits prior to transition. It will be GDPR compliant.

5.6 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers at Keresley Newland Primary Academy strive to create an environment where every child is included and thrives, based around our key school value of Respect and key school curriculum 'umbrella' of Language. All staff have the highest possible expectations for all pupils. Different needs are responded to and advice is taken from the SENCO, as stated above. A range of resources are available including ICT, models, images, practical, visual, auditory and kinaesthetic.

We will also provide the following interventions:

- Phonics interventions
- ASC Support – visual timetables, planning for adjustments to the day
- Dyslexia Support – Precision Teach
- Motor Skills – Handwriting, fine and gross motor games and activities.
- Pre and post teaching for maths
- Times Tables and Number Bonds Work
- Sentence building work
- Reading interventions – Read, Write, Inc, LEXIA and Comprehension

5.7 Adaptations to the curriculum and learning environment

Keresley Newland Primary Academy takes all reasonable steps to modify and adapt the learning environment to meet the needs of all children. This includes specific seating plans for individual children, e.g. making sure children with hearing impairment or visual needs are sat directly in front of the teacher.

Key staff are available at lunchtimes to support individual pupils.

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.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching Assistants at Keresley Newland Primary Academy are trained to become specialists in intervention programmes, which they then lead across the school. There is also support for some children from outside agencies. We have a specialist teacher and a support worker from Specialist Teaching Service who come in to work with particular children.

Teaching assistants will support pupils on a 1:1 basis when the programme needed is a designated 1-1.

Teaching assistants will support pupils in small groups when a small group of pupils of similar ages are identified as having a similar need, such as a sentence building activity or a communication game.

5.9 Expertise and training of staff

All teaching assistants, are trained to deliver SEN provision.

Inset days and staff meetings provide teaching and support staff with access to a range of training to enable them to support all children, including those with SEND.

Whole staff training enables us to share knowledge, strategies and experience and ensure consistency of the school's approach for children with SEND. Staff who are supporting children directly have had specific training.

Professionals from Speech and Language, Specialist Teaching Service, Educational Psychology Service come into school to work directly with children. They also work closely with teachers and support staff to ensure consistency of approach or technique

5.10 Securing equipment and facilities

Keresley Newland Primary Academy takes all reasonable steps to modify and adapt the learning environment to meet the needs of all children. This includes specific seating plans for individual children, e.g. making sure children with hearing impairment or visual needs are sat directly in front of the teacher.

Outside agencies, such as physiotherapy and occupational therapy, will provide school with specific aids and equipment when it is recommended by a relevant health service. This can be anything from a wheelchair or walking frame to a laptop. We will also, where appropriate, provide equipment that pupils may need to support them in school, e.g. pencil grips, sit fit cushions, sloping writing frames etc.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using data and standardised scores, repeated tests to measure progress
- Comparing how children are closing the gap to age related expectations
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

At Keresley Newland Primary Academy we have a range of after school and lunchtime activities that all children are welcome to attend. We also run a breakfast club each morning. Each term a list of the current provision, for each year group, is sent out and children indicate which activities they would like to take part in. Where necessary, we will provide extra support to enable children to access these, e.g. an additional adult, specialist equipment.

Families should contact the SENCO if they would like further information about how school clubs can be adapted to support their child.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We recognise the importance of supporting the emotional and social development of the children. Personal, Social and Health Education (PSHE) forms part of the curriculum and our key value of Respect underpins all learning. Where children have specific social, mental or emotional health difficulties we may refer the children to outside agencies, or offer support in school. Keresley Newland Primary Academy have two trained Learning Mentors, who support children with emotional needs, focusing on developing their learning readiness and integrating with their peers.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Keresley Newland Primary Academy has support from a number of different agencies. Below is a list of the support services that are currently working with pupils from the school, with phone numbers, website links and names of any key contacts.

Please follow the hyper-links to find out more about each service, as information may change.

Warwickshire SEND and Local Offer:

www.warwickshire.gov.uk/send

Warwickshire Specialist Teacher Service

<https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts>

Warwickshire Educational Psychology Service

Address
Saltisford Office Park
Ansell Way
Warwick
CV34 4UL

Tel: 01926 742921

Warwickshire Occupational Therapy

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy>

Warwickshire Physiotherapy

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service>

Warwickshire School Nursing Service

(North Hub)

Unit 2,
The Courtyard,
Caldecote,
CV10 0AS

<https://www.compass-uk.org/services/c4h>

Tel: 03300 245204 - option 3

Emails:

connectforhealth@compass-uk.org

connectforhealth@welearn365.com

compass.connectforhealth@nhs.net

Warwickshire and Coventry Mind

Coventry & Warwickshire Mind are a local mental health charity affiliated to Mind: the leading mental health charity in England & Wales.

<https://cwmind.org.uk>

Warwickshire Young Carers

[https:// www.warwickshireyoungcarers.org.uk](https://www.warwickshireyoungcarers.org.uk)

Tel: 01926 963940

Email: info@warwickshireyoungcarers.org.uk

Address:

Warwickshire Young Carers
Holly Grange
Holly Lane
Balsall Common
CV7 7EB

[SEND Support Warwickshire](#)

Warwickshire Sensory Support (hearing)and Physical

www.warwickshire.gov.uk/sensory-andor-physical-needs

Warwickshire IDS

[https://Integrated Early Years Support Service \(formerly Pre School Education Service\)](https://Integrated Early Years Support Service (formerly Pre School Education Service))

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or the SENCO in the first instance. They will then be referred to the school's complaints policy.

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

5.16 Contact details of support services for parents of pupils with SEN

Warwickshire Support Groups

www.warwickshiresendiass.co.uk

5.17 Contact details for raising concerns

Mrs. N Penlington – Head teacher

5.18 The local authority local offer is:

Warwickshire Local Offer

<https://www.warwickshire.gov.uk/send>

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENCO **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:

- Behaviour, Relationships, Suspension and Exclusion
- Equality information and objectives