



SEN Policy and Information Report

Arden Forest Infant School

Approved by:	Headteacher <i>R Gunn</i> Chair of Governors <i>T Hocking</i>	Date:
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1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- 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. Vision and values

At Arden Forest, our school vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit, empowering pupils to:

- be independent, responsible, confident learners,
- enjoy the challenge of learning
- achieve high standards
- respect themselves, others and the environment,
- embrace healthy lifestyles,
- make a positive contribution to the community.

We strive to raise the aspirations and expectations for all pupils with SEN

We work in partnership with families and the community to provide:

- a safe, secure learning environment where children are nurtured and cared for,
- an exciting and creative curriculum, fit for the 21st century, within and beyond the school day.
- high quality teaching, indoors and outside.

3. Legislation and guidance

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

- The [Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Definition of Special Educational Needs

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Where a child has an EHCP, their individual needs, provision and targets are detailed across the four areas of learning within the EHCP paperwork.

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
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Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ▪ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ▪ Moderate learning difficulties ▪ Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: ▪ Mental health difficulties such as anxiety, depression or an eating disorder ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ▪ Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ▪ A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Alison Winfield. Her email is senco2630@welearn365.com

The SENCO will:

- Work with the Head Teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- 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 carers, 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 (LA) and its support services
- Liaise with potential next providers of education 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

Our SEN governor is Fiona Linton, who can be contacted via admin2630@welearn365.com

The SEN governor will:

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

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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 will:

- Enable a communication friendly and autism aware environment
- Have a clear knowledge of children's needs and relevant paperwork. For example, Education, Health and Care Plans (EHCP's), Individual Communication Plans (ICP's)
- Monitor progress and development of every pupil in their class.
- Work 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.
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Work with outside agencies to share knowledge of a child and implement suggested strategies.
- Work in partnership with parents and carers to plan, assess and review provision and achievements. Meetings with parents and carers are held at least termly to create and review individual one page profiles and SEN support plans.
- Ensure that they follow this SEN policy

5. Arden Forest 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, children with a diagnosis of autism, speech and language difficulties
- Cognition and learning, for example, processing and memory difficulties

- Social, emotional and mental health difficulties, for example, attachment needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Please see appendix A for Arden Forest Routeway of Provision.

We identify the needs of pupils by considering the whole child, which will include not just their special educational need. The purpose of identification is to be clear about what action we need to take. We accept the principle that pupils' needs should be identified and met as early as possible.

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

- Is significantly behind their peers considering age related expectations.
- fails to close the attainment gap between the child and their peers
- over time resulting in a wider gap between attainment and that of peers.

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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

Partnership plays a key role in enabling children and young people with SEN to achieve their full potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with special educational needs are treated as partners, given support to play an active and valued role in their child's education.

We are able to support pupils and families through:

- Guiding parents and carers towards the Warwickshire Local Offer at <https://www.warwickshire.gov.uk/send>
- Linking parents and carers to Warwickshire SENDIAS. (SEND Information, Advice and Support Service) <https://www.warwickshiresendias.co.uk/>
- Having our SEN Report and policy available on our website
- Linking parents and carers with outside agency support
- Involving parents and carers in the formulation and review of SEN Support Plans
- Involving parents in the creation of tailored and effective 'One Page Profiles' to provide a concise summary of a child's strengths, needs, interests and their feelings
- Assisting in the completion of forms and assessments
- Providing an Early Support around a child or family. Mrs Wagstaff our Pastoral Manager, leads Early Help meetings and can signpost support from other agencies
- Being a 'listening ear' to share concerns or celebrations

- Providing termly informal coffee mornings for parents of children with SEND with signposting to local support
- We will have an early discussion with the pupil and their parents and carers 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

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

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

Assess

We clearly analyse children's needs using:

- class teacher assessment and experience of working with the child,
- observations and knowledge from support staff,
- details of previous progress and attainment and comparisons with peers and national data,
- knowledge and views of the parents and child,
- advice from external support services where necessary.

This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work helps inform the assessment of need or we will refer to an outside agency to support our assessments as required. Where a new referral to an outside agency is required it is completed in consultation with parents.

Plan

At the planning stage, parents and carers, class teacher, SENCO and intervention staff will meet to identify areas of need, plan outcomes and the adjustments, interventions and support that are required to meet them. We value parent and carer involvement in order to keep them fully informed of our interventions in school and how they can support at home. All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes. A SEN support plan is formulated from these discussions alongside a one page profile.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Class teachers retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Teachers work closely with teaching assistants and support staff in planning provision.

Review

SEN reviews are undertaken termly. The review process evaluates the impact and quality of the support and interventions given to a child. It also takes account of the views of the child and their parents. The class teacher, with the child, family and SENCO revise the support and share outcomes

based on the pupil's progress and development. The **assess, plan, do, review** cycle then starts again with the development and implementation of a new support plan and provision. If necessary outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice is then incorporated into the child's individual planning and targets.

The majority of children and young people with SEN will have their needs met within the school. This cycle of assess/plan/do/review will continue if it is agreed that the child is making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget.

5.5 Supporting pupils moving between phases and preparing for adulthood

At Arden Forest we prepare children for transition to their Key Stage Two setting. We foster positive relationships with other schools and facilitate enhanced transition arrangements for individual children as required. We share information regarding SEN with the next school to support arrangements for a smooth transition. Similarly, if a child leaves our school we provide information to support provision in their new school.

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.

We have a "high quality daily teaching" approach. The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk with adults and peers in partners or in groups
- An expectation that pupils will accept responsibility for their own learning and work independently through the use of our Learning Behaviours.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- An understanding that teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers, supported by the SENCO and Senior Leadership Team, make regular assessments of progress for **all** pupils. These are used to identify pupils making less than expected progress. Typically, this is characterised by progress which:

- 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

Our first response to such progress is high quality teaching targeted at a child's areas of weakness.

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

Please refer also to our accessibility plan

5.8 Additional support for learning

The staff team has completed recent AET level 2 training to support children with a diagnosis of Autism. They have also undertaken Makaton training to support communication across the whole school community.

At Arden Forest we are a trauma informed and attachment aware school where we have been trained to use Emotion Coaching and PACE to meet the needs of all of our pupils.

Our Teaching Assistants are trained to deliver specific interventions. Teaching Assistants can support pupils on a 1:1 or small group basis to deliver specific interventions or targeted support across the environment.

Where a child continues to make limited progress or is a cause for concern, we can access outside agency support. Referrals for outside agency support are made in collaboration with parents. At Arden Forest, we buy in specialist support from an Educational Psychologist and a Specialist Teaching Service Teacher. Specialist support is also accessed through the Warwickshire Integrated Disability Service, Speech and Language Therapy Services, Physiotherapy Services, Occupational Therapy Services and CAHMS. We use The Warwickshire Local Offer at <https://www.warwickshire.gov.uk/send> to identify appropriate agencies, including voluntary sector organisations that can also support individual needs in school.

Our Inclusion Manager is Early Support trained and is a lead professional in coordinating services around the needs of a child.

5.9 Expertise and training of staff

Our SENCO has held the National Award for SENCO awarded by the University of Northampton since 2013. She keeps up to date with current local and national SEN best practice and changes through attendance at training sessions, SENCO Networks, reading and liaison with other SENCO colleagues and outside agency professionals.

One day each week is allocated to manage SEN provision in school.

We have a team of nine teaching assistants (of which four work full time), including 1 full time, higher level teaching assistants (HLTA) who support SEN pupils in partnership with Class Teachers and the SENCO.

Staff have been trained in supporting children's ability to regulate their emotions, and have also implemented Zones of regulation to give us a clear Social and Emotional Learning Curriculum which enables children to recognise their emotions and strategies to support regulation.

We have also had significant training on how to meet the needs of children with Autism, De-escalation Strategies and Makaton.

We understand the need for staff to be well trained. Continued professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality provision. Training needs are identified through Staff Supervision, the Performance Management process and the School Improvement Plan.

Opportunities for staff development include:

- Whole school CPD led by the SENCO or an outside agency colleague
- Opportunities to work alongside outside agency colleagues
- Visits to other settings to observe good practice
- Specific training to meet the needs of individual children
- Support from the SENCO and relevant subject leaders in meeting the needs of a child.
- Access to specialist training through the Specialist Teaching Service. For example, TEACCH training
- Access to specialist training through specialist services for a child

5.10 Securing equipment and facilities

The school takes advice from outside agencies when particular resources, strategies or equipment are recommended in order to meet individual needs.

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 support plan targets each term
- Reviewing the impact of interventions after 8 weeks
- Gaining views of pupils and parents and carers.
- Monitoring by the SENCO, SEN Governor and Head Teacher
- Using provision maps to measure progress
- Working alongside specialists to review targets. For example, speech and language
- Holding annual reviews for pupils with EHCPs.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special assemblies and events.

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

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

Our site is single storey and classes have direct access to outdoor areas. We have one disabled toilet. Doors usually allow double width access. Where we have steps, other routes into school are available. Our accessibility plan is on our website.

5.13 Support for improving Social and Emotional Development

We provide support for pupils to improve their Social and Emotional and development in the following ways:

- Understanding that all behaviour is a means of communication
- Seeking to understand what is behind a child's presented need
- Teaching the Zones of Regulation to build emotional regulation for children
- Acknowledging that there is no such thing as a bad feeling
- Supporting children to talk about their feelings
- Supporting and modelling social interaction and turn taking
- Supporting children to identify strategies and resources to support regulation
- Supporting children through co-regulation
- Use of emotion coaching and PACE
- Direct teaching of 'Taking Care' Protective Behaviours to promote personal safety.
- Following provision as set out in EHCP's
- Promoting an understanding of difference and tolerance
- Providing sensory diets to support Sensory regulation which can impact on regulation
- Enabling one to one or small group interventions
- Enabling SEN pupils to have responsibilities in school. For example, School Council, Eco Council, Lunchtime Leaders
- Encouraging SEN pupils to be part of after school clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Our school is committed to working with other professionals. This includes

- Educational Psychologists
- Specialist Teachers
- Occupational Therapists
- Speech and Language Therapists and Assistants
- SEND Inclusion Mentors
- Family Information Service
- Connect for Health School Nursing Team
- Specialist Healthcare Teams

5.15 Complaints about SEN provision

If a parent or carer is concerned about any aspect of their child's education regarding SEND, they should contact the Class Teacher, SENCO or Head teacher, as soon as possible. Written information about a formal complaint's procedure is available on the school website or by request from the school office.

Warwickshire Local Authority (LA) provides a Special Educational Needs, Information, Advice and Support Service (SENDIAS), which can offer advice and support about special educational needs issues. The contact details are:

Telephone: 01788593159

Email: <https://www.warwickshiresendiass.co.uk/contact-us/> - complete online contact from

Website: <https://www.warwickshiresendiass.co.uk/>

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 for raising concerns

Contact details for the Head Teacher or SENCO are

head2630@welearn365.com

senco2630@welearn365.com

Mrs Wagstaff, our Learning Mentor is also happy to help with concerns or signpost parents to services that may be helpful.

The Class Teacher can be contacted through class emails for each class.

5.17 The local authority local offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Warwickshire whose child has an EHC plan and those that do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors.

Warwickshire Local Authority Local Offer is published online at:

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

6. Monitoring arrangements

This policy and information report will be reviewed by the 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 the following document:-

- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Equality, Information and Objectives statement
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Children Missing in Education Policy
- Designated Teacher Policy

Appendix A

Arden Forest Infant School

SEND Routeway of Provision



Tier	Support and Provision
Tier One Universal Support in school	Widgit symbols Makaton Visual Timetable Calm spaces Emotion Check-Ins Reactive teach
Transition between Tier One and Two	Complete SEN concern form SENCO observation Teacher and SENCo conversation Teacher and Parent conversation
Tier Two In school support, assessment and tracking	SEN support plan created and reviewed with parents and carers termly One page profiles completed with parents and carers to provide a concise overview of need Groups offered by our staff Nurture Lunch Wellcomm Step Up Group MOVES Gross Motor Group Occupational Therapy School Skills Emotions Groups Little Heroes group (children from military families) Bereavement group Pre teach (language and concepts) Personalised meet and greet Assessments Boxall Profile Wellcomm Communication Screen Renfrew Language Scales for EAL Occupational Therapy School Skills Screen for fine motor support MOVES screen for Gross Motor Skills EBSA Profile of Risk STS Sensory Screen
Transition between Tier Two and Three	Teacher and SENCO conversation Teacher and Parent/carer meeting Referral forms completed and sent
Tier Three Targeted Support External agency support, assessment and tracking	Speech and Language STS - Specialist Teaching Service CASS - Coventry Autism Support Services EMTASS (Ethnic Minority Traveller Support Service) Referral to Connect for Health (School Nursing) Referral to RISE / CAHMs Referral to MHST (Mental Health in Schools) Referral to Occupational Therapy Referral to Neurodevelopmental Team
Transition between Tier Three and Four	Parent and Teacher and SENCo meeting (as part of Plan, Do, Review)
Tier Four Specialist provision	Educational Psychologist Referral to Flexible Learning Team
	▪ If appropriate an EHCP Needs Assessment Request is completed ▪ EHCP issued for a child ▪ Annual Review of an EHCP is carried out between parents/carers, teacher, support staff and outside agencies. (as appropriate) ▪ A Plan Coordinator from SENDAR can support children, families and school where a child has an EHCP. (Special Educational Needs and Disabilities Assessment & Review Service)