



CATALYST
ACADEMIES TRUST



Aveley Primary School

Special Educational Needs Policy

Next Review:

September 2027

Introduction

This document is a statement of the aims, principles and strategies for identifying and supporting pupils with Special Educational Needs at Aveley Primary School. It takes into account the principles and procedures outlined in the DfE 'Special Educational Needs, Code of Practice' 2014 - the most recent government guidance on the identification and assessment of special educational needs.

Definition (SEN Code of Practice 2014)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A) Have a significantly greater difficulty in learning than the majority of children of the same age or
- B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition of a) or b) above, or would do so if special educational provision was not made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the special educational needs definition.

Aims

- To provide an environment in which every child is able to have full access to a broad, balanced and relevant education, including an appropriate curriculum based on the Early Years Foundation Stage Curriculum and the National Curriculum.
- To fully develop every child's potential.

- To identify at an early stage children who may have Special Educational Needs.
- To monitor the progress and to structure the learning to meet the needs of every child with Special Educational Needs.
- To take into account the views of the child and to recognise the role which parents have to play in supporting their child's education.

Responsibility

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo, class teachers and all the other members of staff have important day-to-day responsibilities (DfE Special Educational Needs Code of Practice 2014).

- It is the responsibility of all teachers to identify and deliver provision to meet the child's needs.
- It is the SENCo's responsibility to support, liaise and advise teachers and other members of the staff in identifying and meeting the needs of children with special educational needs.

Responsibilities of the SENCo

The SENCo:

- Ensures that the register of children with Special Educational Needs and Disabilities and all records are in place and regularly updated.
- Oversees the day-to day operations of the school's SEND policy.
- Co-ordinates provision for children with Special Educational Needs and Disabilities.
- Advises and liaises with teaching staff in the identification, provision, assessment and monitoring of the progress of children with special needs.
- Line Manages Learning Support Assistants.
- Contributes to staff training.
- Liaises with parents of children with Special Educational Needs and Disabilities and organise regular review meetings.
- Organises the distribution of relevant information to parents and others as appropriate.
- Liaises with external agencies and professionals as required.

Access Arrangements

Aveley Primary School has due regard to the Equality Act 2010, in ensuring that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works with partner schools
- Disabled pupils have access to extra-curricular activities.

Facilities for Access

The school has wheelchair access into all classrooms, all playgrounds and both halls. The site also has toilet facilities for the disabled access.

ARC

The ARC (Autism Resource Centre) is a specialist provision designed to support pupils with Autism Spectrum Disorder and other special educational needs. The ARC provides a structured, nurturing and highly personalised learning environment where pupils can feel safe, develop independence and achieve their full potential, while remaining an integral part of the wider school community. Each pupil is supported by a dedicated 1:1 adult who works closely with the ARC Lead, SENDCo and additional adults in the class to ensure that individual needs are met throughout the school day. Personalised timetables, visual schedules and tailored learning programmes are implemented to support communication, engagement and independence. Pupils access a combination of individual learning, small-group activities and appropriate mainstream inclusion opportunities, according to their needs and strengths. The ARC also provides access to suitable indoor and outdoor learning spaces designed to support sensory regulation, social interaction and wellbeing. SEN Journals are in place for each pupil and are reviewed regularly in partnership with parents, staff and external professionals to ensure continued progress and successful outcomes.

SEN Hub/Sensory Rooms

A SEN Hub has been established to provide a bespoke indoor and outdoor learning environment for pupils with more SEND or complex needs. Pupils accessing the SEN Base remain members of their mainstream class and continue to be included in the wider life of the school. Access to the SEN Base is personalised and incorporated into each pupil's timetable according to their individual needs, enabling them to benefit from targeted support while maintaining links with their peers and the mainstream curriculum. The provision offers tailored learning activities and interventions designed to support pupils in achieving their individual learning and developmental targets. The class teacher remains responsible for the planning, assessment and overall oversight of each pupil's learning, including the development of personalised timetables and learning programmes. Support staff work under the direction of the class teacher to implement learning activities, interventions and strategies that meet pupils' individual needs.

A calming sensory room is available within the main school building. Access to this space is planned according to individual need, with sessions scheduled as part of a pupil's timetable or provided as required to support emotional regulation, wellbeing and readiness for learning.

In addition, the ARC includes a sensory room that can be accessed by pupils within the ARC provision and, where appropriate, by pupils from mainstream classes. This space provides opportunities for sensory regulation, emotional support and calm, enabling pupils to engage successfully in learning throughout the school day.

[Admission Arrangements](#)

Admission arrangements are the same for all mainstream children. No child is refused admission on the grounds of Special Educational Needs and Disabilities.

Admission arrangements for the ARC (Autism Resource Centre) take place through an admissions panel co-ordinated by the Local Authority.

[Identification, assessment and provision](#)

Aveley Primary School recognises that early identification and assessment of SEND is vital. This is informed by systems in place across the school:

- Awareness of concerns raised by parents or pre-school providers before children start school.
- Assessments in Early Years, which give a baseline and show children's progress.
- Half termly assessments to measure all pupils' progress.
- End of Key Stage assessments and yearly tests that measure children's progress against expectations for their age.

- Ongoing teacher assessment of all areas related to learning.
- Observations by teacher, SENDCo, and from outside agencies.
- Specific assessments related to an area of particular concern.

Early Monitoring

If there are some concerns about academic ability or progress, or behaviour, from staff or parents, these concerns are noted. Progress is then monitored and needs addressed. If a child continues to make inadequate progress, then interventions which are additional to, or different from, those usually provided within the school curriculum may be necessary. A child with such needs is added to the SEND register.

Triggers for intervention as identified in the Code of Practice, can include:

- A pupil making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- A pupil showing signs of difficulty in developing English or maths skills which result in poor attainment in some curriculum areas.
- A pupil presenting persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- A pupil having sensory or physical problems continues to make little or no progress despite provision of specialist equipment.
- A pupil having communication and/or interaction difficulties and continuing to make little or no progress despite the provision of an adapted curriculum.

SEN Journals are written for pupils by the class teacher, with some support from the SENCo where appropriate. These journals outline each pupil's long-term and scaffolded targets, the provision in place to support them, and their progress towards identified outcomes. They also celebrate achievements through 'Proud Moments', highlighting successes and strategies that are working well for the child. All provision is tailored to meet the individual needs of each pupil.

All pupils have access to high-quality first teaching and a range of adaptive teaching strategies according to their individual needs. These may include Colourful Semantics, Wave 2 interventions, scaffolded frameworks, visual supports, concrete resources and other targeted approaches. Adaptations and interventions are identified within weekly planning, Wave 2 intervention trackers and curriculum planning documents stored within Teams.

A meeting is held with parents to discuss the child's difficulties, their views and concerns, and to inform them of the action to be taken. The child's views on his/her learning are also taken into account.

A child's progress with SEN is carefully monitored, with termly reviews by school staff and termly meetings between teacher and parents to discuss progress and review the SEN Journal. There will be regular liaison between teacher, LSAs and SENCo to consider assessments and the effect of interventions on the child's progress. If a child continues to make inadequate progress with focussed support, then it may be appropriate to seek advice from other agencies or specialists.

Education Health Care (EHC) Plans

If, after action has been taken for a child with SEN to meet their learning difficulties, these difficulties appear to need more resources than those normally available within school, an EHC plan may be requested. This request is co-ordinated by the SENCo, in line with guidance in the Code of Practice.

The information in the EHC plan, including appropriate provision, is then used to inform future planning and Individual Learning Plans. The EHC plans will be reviewed annually.

Provision for Special Educational Needs in School

Funding for EHC plans comes from both school and Local Authority funding, depending on the amount of funding a child receives

- Support for children with SEND is funded within the School Budget.
- The SEND allocation is reported to the Governing Body annually.
- The SENCo is allocated an amount of money yearly to spend on resources
- The school provides funding for additional LSAs to support children with SEND.
- The SENCo timetables specific LSA support for children with an EHC plan. This may be used within the classroom, within a group or key adult, depending on the individual child's support needs.
- Half termly assessments in English and maths are monitored for children's progress and achievement against national expectations.
- The needs of those children falling below national expectations, including those on the SEND register, are considered by the class teacher, SENDCo and Headteacher, along with the Senior Leadership Team, and

appropriate short term interventions are put in place, in addition to any specific support or strategies already in place for children on the SEND register.

- The class teacher and year leads monitor and track interventions, evaluating their effectiveness to ensure positive outcomes for pupils.
- The class teacher or year lead plans targeted interventions and seeks advice from the SENCO to support individual children with academic or additional needs.

Monitoring

Governors monitor through:

- Termly updates to the Governing Body by the Headteacher.
- Annual invitations to the SENCo to present a report to the Governing Body, with opportunities for questions and discussion.
- Termly Governor's monitoring visits, particularly by the named Governor for SEND.

The SENCo monitors through:

- Termly review of the SEND register
- Attendance at review meetings for children with Special Educational Needs and Disabilities and with a EHC plan.
- Checking the effectiveness of resources allocated to children with SEND or with an EHC plan.
- Tracking pupil progress through assessment data.
- Tracking achievement of pupils against national standards of achievement.
- Tracking pupil progress in attaining SEND provision targets.

Staff Development relating to SEND

The school is aware of the importance of having well-trained staff to meet the needs of all children. The SLT and SENCo leads meetings to update and inform staff of new procedures, interventions and programmes available within school. The SLT and SENCo meets regularly with all support staff to discuss issues, concerns and new procedures. All new Support Staff will receive induction. Additional specialist training is given as appropriate to meet the needs of children. Individual training needs may also be identified and met through the Performance Management cycle.

Arrangements for considering the Complaints Procedure

Any parent who is dissatisfied with the Special Educational Needs and Disabilities provision their child is receiving has the right to make a complaint.

Initial concerns should be expressed to the class teacher, SENCo or SLT. If a parent is not satisfied with the outcome of this, a formal complaint should be made following the schools' Complaints Policy.

Transition Arrangements

Early Years staff and the SENDCo liaise with the Pre School providers and parents of children due to start Aveley Primary School, to ensure that children with identified Special Educational Needs and Disabilities have support arrangements in place before they start, and that there is an awareness of any parental concerns.

Liaison with secondary schools includes specific opportunities for the SENCo to discuss individual pupils, passing on relevant information or meetings with parents as necessary, to ensure smooth transition for children on the Special Educational Needs and Disabilities register.

Where children are leaving before Year 6, the SENCo ensures that all relevant information is passed on. Where children transfer from other schools, the SENCo liaises with those schools as necessary to ensure that children's needs are known, and appropriate support is put in place.

Evaluating the effectiveness of our SEND Provision

Education provided for pupils with SEN is effective when:

- Children with SEND are identified at an early stage and are placed appropriately on the SEND register.
- Individual needs are carefully assessed.
- Individual Learning Plans are agreed and implemented, and progress towards targets is used to inform future learning.
- SEND provisions are reviewed regularly and parent and pupil opinions are sought and documented.
- Support and advice from outside agencies are used effectively.
- Resources, including LSA support, are used effectively.
- Pupils on the SEND Register achieve as well or better than similar pupils nationally.

Other associated policies:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Equalities Objectives
- Equalities Review
- PSHE Policy
- SEN Information Report