

South Avenue Primary School



SEND Policy

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SENCO

Contents

| | |
|---|-------------------|
| 1. Aims | 2 |
| 2. Legislation and guidance | 3 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 3 |
| 5. SEN information reporting | 4 |
| 6. Monitoring arrangements | 8 |

Mission Statement

At South Avenue Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. South Avenue Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can achieve optimal educational outcomes. The school is committed to meeting its duties under the Equality Act 2015 including making reasonable adjustments for pupils with disabilities are not placed at a substantial disadvantage.

1. Aims and Objectives

Our SEND Policy and information report aims to:

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

Our practice aims to:

- Ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- Ensure all children can access a balanced curriculum, differentiated where appropriate.
- Ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- Help pupils with SEND become confident individuals who live fulfilling lives and make successful transition between year groups, key stages and into secondary education.
- Support the development of independence, communication and self-help skills appropriate to pupils age, stage and development.

Our objectives:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and nurseries prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision which endeavor to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO/Inclusion Leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND Policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2014 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

[Special Educational Needs and Disability Code of Practice: 0 to 25 years \(DfE & DHSC, 2015\)](#)

The Equality Act 2010 (as amended by the Equality Act 2010 (Amendment) Regulations 2024) and the DfE Statutory Advice: The Equality Act 2010 and Schools.

This policy also complies with our funding agreement and articles of association within the Fulston Manor Academy Trust.

3. Definitions

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

As detailed in the SEND code of practice (DfES 2014), they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 will:

- Work with the head of school and SEND governor to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND 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 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 SEND up to date.
- Liaise with early year providers, nurseries and secondary schools during transitions into reception and secondary schools.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head of school and SENCO to determine the strategic development of the SEND Policy and provision in the school.

4.3 The head of school

The head of school will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND 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 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 SEND Policy.

5. SEN information reporting

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 diagnosed with autism, attention deficit hyperactivity disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and global developmental delays.
- Social, emotional and mental health difficulties, for example, anxiety, depression, bereavement and attachment disorder.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

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

- Those progressing significantly slower than that of their peers starting from the same baseline.
- When the rate of progress begins to fall.
- The attainment gap between themselves and their peers widens.

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

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will 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**.

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 or 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.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress throughout each term. This will largely be through Pupil Progress Meetings with the Class Team and the Senior Leadership Team.

5.5 Supporting pupils moving between phases

We will share information with the school, 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 is done to ensure a smooth transition between phases and settings.

At the end of each academic year, children have the opportunity to meet their new class teacher and spend some time in the new classroom where possible. We also aim for this to happen for moving onto secondary school where possible.

Pupils with SEND may receive additional transition support, including enhanced visits, transition booklets or social stories, particularly when moving into Reception, between year groups or into secondary 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 including those identified with SEN.

High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils and some may have bespoke and personalised plans to reflect their needs.

We will also provide interventions at a universal, targeted and specialist support levels as detailed in our school offer.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to endeavor to meet all pupils' needs through reasonable adjustments:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style and content of the lesson, utilising a range of resources.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and using colourful semantics.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Fine and Gross Motor Skill interventions, Speech and Language support interventions and additional support for Mathematics and English.

Teaching assistants will support pupils on a 1:1 basis when we feel a child requires intensive support from a professional.

Teaching assistants will support pupils in small groups when we feel a child requires additional support with the interaction of peers.

We work with the following agencies to provide support for pupils with SEN:

- Community Pediatricians
- Educational Psychologists
- Specialist Teaching and Learning Service
- Occupational Therapists
- Speech and Language Therapists
- SEND Inclusion Advisors
- Local Authority

5.9 Expertise and training of staff

Our SENCO has worked across a range of settings including two special schools for a number of years. He has worked with children with a wide variety of additional needs throughout his career and has completed a Masters in Inclusion and SEN at the University of Birmingham and the National Award for SEN Coordination qualification at Canterbury Christ Church University. Throughout each year we endeavor to continue our professional development opportunities for all staff. This is done

though identifying areas of need, appraisal cycles and in-house training. We have a bespoke induction programme for all new staff that include a session on SEND.

5.10 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 termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 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 afterschool clubs. Adaptations are made in line with the school's duty to make reasonable adjustments under the Equality Act 2010.
- All pupils are encouraged to go on trips. Reasonable adjustments and risk assessment are used to ensure inclusion while maintaining pupil wellbeing and safety.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- All pupils are assessed for their emotional and social development termly through THRIVE practice and interventions are implemented as necessary.
- We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

We work closely with outside agencies to ensure multi agency input is had to gain a better understanding and level of support from different professionals in order to help support our children. We have a close working relationship with the Specialist Teaching and Learning Service who have multiple children open to them across the school. Through their expertise, we are able to apply strategies and interventions suggested to many of our children. We collaborate closely with external agencies to ensure multi-agency input, gaining a deeper understanding and a higher level of expertise to support our pupils. We maintain a strong partnership with the Specialist Teaching and Learning Service and our local SEN Inclusion Advisor, supporting us implement specialised strategies and interventions that benefit many of our learners.

5.14 Complaints about SEN provision

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

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:

- Suspensions and 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

On our SEND Information Report, parents of pupils with SEND can find a number of support websites, including local charities and support group. This also includes the Kent Local Offer website which is a portal hub for information and support available in and around Kent.

6. Monitoring arrangements

This policy and information report will be reviewed by our 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.