

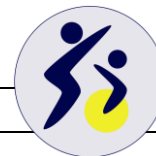


Special Educational Needs (SEN) Policy

Last Reviewed Date:	23/09/2024		28/07/2025
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School Business Manager:		Date:	16/09/2025
Headteacher:		Date:	16/09/2025

Date of Next Review:	September 2026
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1. Introduction

1.1 This policy is currently based on the DfE's statutory guidance 'Special educational needs and disability code of practice 0 to 25 years' (January 2015), which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEN, in Part IV of the Education Act 1996. During 2011, the government conducted a consultation on provision for children with SEN, Support and aspiration: a new approach to special educational needs and disability, the outcomes of which will probably lead to changes in legislation. The governing body will review this policy in the light of any new legislation.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

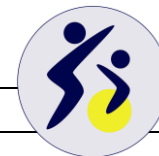
Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

1.2 All pupils at Amwell View School have learning difficulties that are defined in an Education, Health and Care Plan (EHCP). Amwell View School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Within this, as a result of the challenges presented by their special educational needs, some pupils have additional barriers to learning that require particular and additional action by the school.

1.3 These requirements are likely to arise as a consequence of a pupil having complex special educational needs. At Amwell View School, pupils have complex special educational needs if they have a learning difficulty which calls for additional specialist educational provision to be made for them.

1.4 Complex special educational needs may relate to one or more of the following areas of need:

- severe communication and interaction;
- severe cognition and learning;
- significant and challenging behaviour, emotional and social development;
- severe sensory and/or physical needs;



- medical conditions that require continual monitoring and/or intervention.

1.5 Children will have complex special educational needs throughout their school career.

1.6 This policy ensures that curriculum planning and assessment for pupils with complex special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

2. Aims and objectives

2.1 In making provision for pupils with complex SEN, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a pupil's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for pupils' complex special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all pupils, including those with complex SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that, wherever possible and appropriate, pupils with complex SEN have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

3. Educational inclusion

3.1 At Amwell View School aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing additional support for pupils who have severe communication, speech, language and literacy difficulties;
- planning to meet pupils' individual learning needs by recognising a range of learning styles - particularly the visual and kinaesthetic approaches to learning - and using a wide range of teaching and learning strategies;



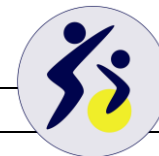
- planning for pupils' full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individual pupils' to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

4. Assessment of need and the 'graduated response'

- 4.1** All pupils at Amwell View School have been assessed through the EHCP process prior to joining the school.
- 4.2** Most children who join our Foundation classes have already been in receipt of specialist pre-school educational provision where any particular individual needs will already have been assessed. On entry all children are assessed through our normal processes (see our Assessment Policy), so that we can establish a secure baseline based on independent and functional skills/knowledge and build upon their prior learning.
- 4.3** Early identification of complex special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about their child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4** Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice of high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully make progress, short-term tailored intervention programmes will be provided.
- 4.5** Wherever possible, we do not withdraw pupils from the classroom. There are times, though, when to maximise learning, we ask pupils to work in small groups, or in a one-to-one situation outside the classroom – for example, to take part on speech, language and communication sessions.
- 4.6** If our assessments indicate or confirm that a pupil has a complex, longer term learning difficulty that falls outside of the admission criteria for Amwell View School we continue to use a range of specialist strategies and resources to support their specific needs.

The school will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The school will keep parents and/or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The Senior Leadership Team will oversee the planning and provision for the pupil, and take the lead in coordinating further assessments of their needs (Curriculum and Assessment).

- 4.8** If a review - or other assessment of a pupil's progress - identifies that progress over time has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, pupils will be seen and assessed in school by external support services, including an educational psychologist. This may lead to additional strategies or strategies that are different from those used to date.



- 4.9** If, despite intervention and support, the pupil continues to demonstrate significant cause for concern, a request for statutory re-assessment may be made to the Local Authority (LA). A range of written evidence about the pupil will support the request, and the LA will be asked to consider a transfer to a more specialised educational setting (such as an EBD school).

5. The role of the Subject and Middle Leaders in Assessment

In our school, the Subject and Middle Leaders:

- manage the day-to-day operation of our SEN Policy;
- co-ordinate the provision for pupils' special educational needs;
- support and advise colleagues;
- oversee all assessments of the progress made by pupils with SEN;
- arrange review meetings;
- monitor the maintenance of teaching & learning records;
- act as a main points of communication with parents and carers, in addition to the class teacher;
- act as the link with external agencies and support services;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- contribute to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

6. The role of the Headteacher

The Headteacher;

- is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met.
- oversees and line manages the work of the Subject and Middle Leaders.
- liaises with the LA,
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;

7. The role of the Governing Body

- 7.1** The Governing Body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with complex special educational needs.

- 7.2** The Governing Body does its best to secure the necessary provision for any pupil identified as having complex special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body ensures that parents or carers are notified of any decision by the school that additional SEN provision is to be made for their child.

- 7.3** The Governing Body has identified two parent governors (Nicola Donohoe and Victoria Wilders) to have specific oversight of the school's provision. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach our pupils are aware of their Education, Health and Care Plans.

- 7.4** The SEN governors liaise closely with the Senior Leadership Team and ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.



8. Allocation of resources

- 8.1** The Headteacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision for children with EHCP's of complex special educational needs.
- 8.2** The Headteacher informs the Governing Body of how the funding is allocated to support pupils with complex special educational needs.

9. Partnership with parents and carers

- 9.1** Parents and carers have much to contribute to our support for children with special educational needs. The school works closely with all parents and carers in the support of their children, including those whose children have complex and challenging special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers, regular meetings, workshops and courses.
- 9.2** The named governors overseeing SEN provision are always willing to talk to parents and carers of pupils receiving additional support.
- 9.3** Through weekly correspondence and frequent updates through Tapestry we share the progress of pupils with complex SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child. In addition we attend CIN Meetings, health related meetings and annual reviews of the EHCP.

10. Pupil participation

- 10.1** In our school, we encourage pupils to take responsibility and to make choices. This is part of the culture of our school and relates to pupils of all ages and abilities.
- 10.2** We seek to celebrate the success of pupils' individual outcomes, as well as planning their next steps.

11. Monitoring and review

- 11.1** The Headteacher and the Senior and Middle Leadership Team monitor the progress or difficulties of pupils with complex SEN.
- 11.2** The Curriculum & Assessment Leaders are involved in supporting teachers in assessing achievement and setting targets for the pupils in their class. The Headteacher and the Curriculum & Middle Leaders hold regular meetings to review the work of the school in this area.
- 11.3** This policy is reviewed annually, or sooner if necessary, or in response to changes in national SEN policy.