



SEN Policy

Ratifying Committee	Standards & Curriculum Committee
Date	Feb 2026
Review	Annually

SEN Policy

Our SEN Policy is written in relation to the SEN Code of Practice (January 2015). All procedures and guidance within the Code of Practice are adhered to in order to ensure we meet the statutory duties for all our pupils. The overall aim of this policy is to improve the outcomes for all our children within our setting. The policy details the principles behind this and the provision, roles and responsibilities in school.

Principles

The School's Special Educational Needs Policy is based on the following principles.

- That all school policies, structures and systems relate to the Special Educational Needs of our pupils.
- That all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs.
- That all children are entitled to access a broad and balanced curriculum including access to the National Curriculum.
- That all pupils will participate in all aspects of school life, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school.
- That the school will involve and work collaboratively with pupils, parents, carers, colleagues and professionals.

Provision

That provision for all pupils should:

- support their individual needs
- be in partnership with their parents/carers and professionals
- take into account their wishes and feelings
- prepare them for their future lives
- enable them to be happy, learn and make the most progress possible
- offer a variety of quality educational experiences in all aspects of life
- support them to develop effective communication skills, in order to express thoughts, feelings and choices
- provide a safe and happy environment
- develop confidence, develop self-esteem and resilience.
- access to a broad and balanced curriculum that is suitably adapted to meet the needs of all pupils
- encourage the development of social skills
- develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

In pursuit of the above principles the school has established the following:

- The school is staffed to meet the needs of pupils with severe, profound and complex learning difficulties.
- Pupils with an Education, Health and Care Plan are resourced by the L.A. in accordance with the authority's funding formula.
- There is access to the school for people with disabilities and those pupils who use wheelchairs have access to all areas.
- Each pupil will have equality of opportunity of access to a curriculum designed to meet individual needs. Resources are allocated to ensure that maximum effort is made to ensure this access.
- All staff receive training in a wide range of strategies to enhance provision of pupils with SLD/PMLD.
- All teachers, through training and development of own professional learning, possess a wide range of strategies to enhance the provision of pupils with SLD/PMLD.
- All teachers will personalise learning for each pupil based on identified needs.

Examples of provision is included below.

Provision for pupils with Autism

The school will not follow any one particular teaching approach. A knowledge and understanding of a range of approaches and current research will be used to determine the planned strategies to be employed in meeting the pupil's individual needs.

- Each pupil has an Engagement Autism Support Plan that outlines the learning behaviour of the pupil and the agreed strategies. This is reviewed at Annual Review and Outcomes meeting with parents/carers to agree consistency. In addition, it can be reviewed as necessary throughout the year.
- Careful consideration is given to the groupings of pupils in class to support learning and interaction.
- Consistent layout of class bases to aid transition throughout the setting.
- Personalised options to work in whole class, small group, individual work stations, 1-1, small group in quiet rooms and support bases.
- Access to a wide range of specialist facilities.
- Staff trained in a wide range of strategies to enable a personalised approach. Training includes: PECS, TEACCH, Intensive Interaction, sensory integration, Safety Intervention.
- Ensure staff recognise and understand the specific strengths and difficulties pupils with Autism may have and support them appropriately.
- The pupil risk assessment and Engagement Autism Support Plan must be kept in the pupil file.
- Classes are supported by Head of Phase.

Guidelines for completing ASD Plans are within the Behaviour Support and Restrictive Intervention Policy.

Provision for pupils with Physical Disabilities

- Tracking hoists across the school
- Access to portable hoists
- Specialist seating
- Personal care team to support personal care needs as necessary
- Hydro team – to support warm swim sessions as appropriate.
- Specialist access to equipment and facilities e.g. switches and touch screens for PCs, wheelchair roundabout and swing etc.

- Staff trained in moving and handling on an on-going basis and appropriate interventions
- Classes supported by Head of Phase
- Specialist gym

Provision for pupils with VI/ HI/MSI

- Staff implement advice from HI/ VI teachers
- Access to specialist facilities - range of White Rooms and Dark Rooms
- Access to specialist musical technology e.g. Sound Beam, Opti-music etc
- Access to accessible resources such as 'Tonie' to support story sharing.
- Access to quiet rooms to support 1-1 and small group work.
- Access to LA health professionals.
- Classes supported by Head of Phase

Provision for pupils with PMLD (in addition to support stated above)

- Delivery through multi-sensory curriculum differentiated at early levels of development
- Access to wide range of classroom resources
- Access to use of specialist facilities.
- Specialist class provision to support specific needs
- Classes supported by Head of Phase

Provision for Pupils with AAC

- The school has a wide range of specialist communication aids to support access to the curriculum and communication
- The school has a wide range of resources to support individual pupil communication.
- All pupils have a communication profile outlining strategies used to support. These are updated at annual review and outcome meetings.
- Staff in school trained in wide range of strategies and in use of low-tech and high-tech aids
- Support staff to assist in making personalised resources
- Classes supported by Head of Phase
- The school promotes inclusive education within a total communication environment

Provision for Pupils with Complex Medical Needs

- For a small number of pupils, we have support staff who receive additional training as identified by health professionals or may have specific health support as advised/agreed with LA and Health professionals.
- Health provided nursing support.
- Services from Physio and OT, and other visiting professionals are provided based on agreed levels of provision.
- Pupils access appropriate professionals as identified through statutory assessment or individual agencies/services.
- Classes supported by Head of Phase.

Summary of Facilities

The school provides a variety of facilities to support and enhance pupils' learning including:

- Whole school environment appropriate and sensitive to the needs of pupils with SLD/PMLD/Autism
- Distraction free rooms within classrooms for 1-1/small group work
- Sensory rooms – White and Dark room – for each phase within the school
- Support classes within each phase for 1-1, small group work or to support pupils with behaviour that challenges
- Each Foundation stage class has an additional small class area for structured activities
- Soft play areas for Foundation and Primary Phases
- Designated Music/Designated Design and Technology room
- ICT Suite
- Food Technology room
- Hydrotherapy pool for warm swim
- Active and sensory gym
- Each Foundation stage class has its own toileting and Personal Care area
- Appropriate and sensitively designed changing areas for Personal Care

Admission Arrangements

Refer to Admissions Policy.

Training

All staff will be required to keep informed about developments in the area of Special Educational Needs through reading and attendance at appropriate courses/training.

The School Improvement Plan identifies training priorities for the school.

There is an induction programme for new staff and a specific teacher induction programme for new teachers.

Examples of training:

PECS	Sensory approaches
TEACCH 5 day and 2 day course	AAC
Sensory Integration	Makaton
Intensive Interaction	Moving and Handling
HI/ VI/ MSI	Safety Intervention
Safe feeding	Attention Autism

Roles and Responsibilities

Within the school all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs. As well as planned meetings, parents can contact their teacher by phone, in person in school or through the school email address a7017@taw.org.uk

The staff structure is available on the website or on request.

Accessibility

Please refer to the school Equality Policy for Accessibility. Accessibility will be reviewed through the School Development Plan on an annual basis and reported on, as appropriate, in the SEN Information Report (both on website or available on request).

Dealing with Complaints

Please refer to the Complaints Procedure that is available on the school website or on request.

Bullying

Please refer to the School Behaviour Support Policy which incorporates our anti-bullying policy.

Links

Parent/Carers will be kept informed of educational interventions designed to support their child's learning, and of the progress pupils make. Parents will be encouraged to contribute, through Parent/Carers' Evenings and the review process, to the education of their child.

The school will work co-operatively with all agencies involved with pupils including Health and Social Services.

Teachers will ensure that other staff e.g. visiting professionals, lunchtime supervisors and supply staff receive information that is relevant to their interaction with the pupil.

Criteria for Evaluation

The school's success in meeting the Special Educational Needs of its pupils, will be measured using the following performance indicators:

- Pupils' progress and views
- Parent/Carer satisfaction
- Parent/Carer contact at Parents' Meetings
- Success rate in meeting targets identified in Outcomes and Annual Reviews
- External assessment including Ofsted inspection