Special Educational Needs Policy

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Policy Statement

This policy was written in June 2026.

This statement of policy was approved by the Governing Body during the 2026 Summer Term.

This policy is to be reviewed annually, next due by June 2027.

Chair of Governor's Signature	Name
Headteacher's Signature	Name

(Date)

Contents *(click to skip to the relevant section)*

Policy Intention Pg. 4

Legislation and guidance Pg. 5

Inclusion and equal opportunities Pg. 6

Definitions Pg. 6

The 4 Broad areas of need Pg. 6

Roles and responsibilities Pg. 8

SEN Information Report Pg. 11

Our approach to SEND support Pg. 11

Levels of support Pg. 14

Attendance Pg. 15

Safeguarding Pg. 15

Expertise and staff training Pg. 15

Links with external professional agencies Pg. 16

Admission and accessibility arrangements Pg. 17

Complaints about SEND provision Pg. 17

Monitoring and evaluation arrangements Pg. 17

Links with other policies and documents Pg. 18

Policy Intention

The overarching aim of this policy is to ensure the children of Albrighton Primary School and Nursery who have Special Educational Needs and/or Disabilities, are given the opportunity to be able to achieve to their fullest potential. Children at Albrighton Primary School and Nursery will be happy, well-rounded individuals who achieve their best possible outcomes, helping them to be best prepared for their transition into secondary school and their life ahead.

This policy details the principals behind this, our approach to SEND and the provision, roles and responsibilities in school. This policy should be read in conjunction with the SEN Information Report, which details how we implement this policy at Albrighton Primary School & Nursery.

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for children with special educational needs and disabilities
    - Provide children with SEND access to all aspects of school life, so they can engage in the activities of the school alongside children who do not have SEND
    - Help children with SEND fulfil their aspirations and achieve their best
    - Help children with SEND become confident individuals living fulfilling lives
    - Help children with SEND make a successful transition into secondary school and their life beyond
- Explain the roles and responsibilities of everyone involved in providing for children with SEND
- Communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about their support and provision
- Make sure the SEND policy is understood and implemented consistently by all staff

At our school we will provide all children with access to a broad and balanced curriculum.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive, nurturing environment, and to make all possible reasonable adjustments so that provision is tailored to the individual needs and abilities of children, no matter how varied.

Guiding Principles

This Special Educational Needs (SEN) policy is based on the following guiding principles:

- That all teachers are teachers of children with special educational needs, and that everyone has a responsibility to meet those needs.
- That all adults in school receive the most relevant training to enable them to meet the needs of all children to the greatest extent possible.
- That all children are entitled to access a broad and balanced curriculum that meets or exceeds the National Curriculum, regardless of their interests, needs or abilities.
- To provide an inclusive education for all, whilst meeting children's individual needs by: designing a curriculum that is accessible to all, and utilising a variety of adaptive teaching strategies to ensure this is facilitated in each and every lesson, for all subjects.

- That all areas of school policy, procedures and planning relate to the special educational needs of our children.
- That all children will be able to participate in all aspects of school life, enabling them to effectively contribute to wider school community, experience and influence the social and cultural activities of the school, and enable them to maximise their learning opportunities.
- That all children are given equal opportunities to thrive, including participating in all activities, experiences and events, including extracurricular activities and clubs.
- That wellbeing and nurture are essential and fundamental components of providing the best possible provision, and must be considered and addressed before any child can properly access the learning environment.
- That school is a truly inclusive, loving and caring community so that everyone feels welcome, secure and valued and has a strong sense of belonging.
- That reasonable adaptions and allowances are made for all children in order to remove potential barriers to learning.
- That school will involve and work closely with children, their families, staff and external professionals.

Provision at Albrighton Primary School & Nursery should therefore:

- Match the needs of the child(ren).
- Listen to the voice of the child, taking account of their wishes and feelings.
- Work in partnership with the child's family (parents/carers).
- Make effective use of all available resources to meet individual needs as closely as possible.
- Ensure effective Safeguarding and Wellbeing is always in place.
- Be continually reviewed to ensure it is always the best it can be, in line with the school's motto 'Only Our Best Will Do!'

Legislation and Guidance

This Special Educational Needs (SEN) policy has been written in relation to the most recent version of the statutory Special Educational Needs and Disabilities (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance, and the following legislation. All procedures, guidance and recommendations within the Code of Practice (and associated legislation) are adhered to (*as a minimum standard*), in order to ensure we meet or exceed the statutory duties for all our children.

Additional 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, SEND coordinators (SENDCOs) 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 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

Inclusion and Equal Opportunities

At Albrighton Primary School & Nursery we strive to create an inclusive teaching environment that offers all children, no matter their needs, abilities or interests, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included and encouraged in all aspects of school life.

Definitions

The SEN Code of Practice (Pg285) defines:

- **Special Educational Needs (SEN)** a child or young person has SEN if they have a learning difficulty or disability that requires a special educational provision to be made for them.
- **Learning difficulty** a child or young person has a learning difficulty or disability if they:
    - have a significantly greater difficulty in learning than the majority of others of the same age, or
    - a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- **Disability** a child or young person is 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. *Albrighton Primary School will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.*
- **English as an Additional Language (EAL)** – children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

*Therefore **Special educational provision** is education provision that is **different from** or **additional to** that **made generally for children (**or students) **of the same age** by **mainstream schools,** which is designed to help children and young people with SEN or disabilities to access to National Curriculum at school.*

The 4 Areas of Need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time. Additional support and provision that is provided will be appropriate and relevant for the child's particular area(s) of need at the time the provision Is made.

Area of Need	Outline
Communication and interaction	Children 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 do not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children 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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health (SEMH)	These needs may reflect a wide range of underlying difficulties or conditions. Children 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 child becoming withdrawn or isolated.
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

All teachers are teachers of children with Special Educational Needs, and have a responsibility to meet those needs. Furthermore, at Albrighton Primary School & Nursery, it is the responsibility of all adults (in all roles) in school to consider and plan for the needs of children with SEND, in order to remove any potential barriers and ensure they are able to participate fully in all aspects of school life.

The SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) at Albrighton Primary School & Nursery is Mr Darren Green, supported by assistant SENDCo's Miss Lauren Saunders and Mr Josh Sibley.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor is Chris Jones.

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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

The Child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

The Child's Family

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

SEN Information Report

In addition to this Special Educational Needs (SEN) policy, the school publishes a SEN Information Report on its website, which sets out how this policy is implemented in the school.
The Information Report will be updated annually, and as soon as possible after any changes to the information it contains.

Our Approach to SEND Support

Identification and assessing pupils' needs
If a child has a potential barrier to learning, including a Special Educational Need or Disability, the earlier steps can be taken to remove or minimise the barrier, the quicker the child can access the best possible provision available to them. Consequently, early identification of children and their specific barriers is the first and most essential step towards them securing their best possible outcomes.

- When children start at Albrighton Primary, we will assess each child's current skills and levels of attainment. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

- Pupil progress is then continually monitored and measured at Albrighton Primary. Pupil progress meetings are held each term, where class teachers meet as a phase with the headteacher and SENDCo, to discuss all children they are responsible for. One outcome of these shared discussions is to highlight any potential barriers in order to plan adaptions, interventions and further support for whole-class teaching and specific children to be targeted further where required. Another outcome of these meetings is to discuss the effectiveness of further support and interventions currently in place.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a child is making slow progress, they will target the child's area of weakness with adapted, high-quality teaching, and specific interventions where required. If progress does not improve over time, the teacher will raise the issue with the SENDCo to have an initial discussion about

whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will first start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child 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.

If a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will make sure we get all relevant information before the child starts at school, so support can be put in place as quickly as possible.

Consulting and involving children and their families

The school will endeavor, where appropriate, to put the child and their families (parents or carers) at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The SEND Register

We will formally notify parents if it is decided that a child will be placed on the school's SEND Register and/or they will receive a special educational provision.

Children on the SEND Register will fall into one of the following categories:

- **Monitor** – children we are concerned about, whose progress we want to monitor more closely than usual. This category is used temporarily and might be appropriate for children: who are new to school (who weren't on the SEN register at their previous setting); who we are awaiting advice or assessment by an external professional agency for; or those who we have specific concerns (raised by school or home) which we are currently investigating.
- **SEN Support** – children who receive a special educational provision, that is different and additional to that which is normally available to their peers
- **EHCP** – children who are known to Shropshire Local Authority (LA) and are subject to an Education, Health and Care Plan (EHCP).

The graduated approach to SEND Support

Teacher Standard 5 '**adapt teaching to respond to the strengths and needs of all pupils**' explains teachers are responsible and accountable for the progress and development of all children in their class, including those with Special Educational Needs and/or Disabilities.

SEND Support is given in **graduated waves**:

- **Wave 1, Universal** – whole class/school practice that is normally available to all children such as utilising adaptive teaching strategies to provide inclusive, first quality teaching for all learners.
- **Wave 2, Targeted** – targeted support and interventions to meet specific needs for specific children to enable them to access learning.
- **Wave 3, Specialist** – specialist and highly personalised adaptions and interventions, required by few children who need a specialised provision.

Assess, Plan, Do, Review

Once a child has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. SEND Support is delivered and monitored through a successive, continuous 4-part cycle known as '**Assess, Plan, Do, Review**'.

1. **Assess**

   The pupil's class teacher and the SENDCo will carry out a clear analysis of the child's needs. The views of the child and their parents will be taken into account. Observations of the child will be used to inform this process, and the school may also seek advice from external support services.

   The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

   In consultation with the parents/carers and the child, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

   All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be usually be recorded on our management information system or data tracking system, and will be made accessible to staff in the form of a pupil passport / individual education plan / individual wellbeing plan or similar.

   Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

   The child's teacher(s) retain overall responsibility for their progress, even when the plan involves interventions away from the main class or teacher. Teachers will therefore work closely with all adults (teaching assistants, learning support assistants, sports coaches, learning mentors, SENDCo and other external professionals for example), to plan, direct, review and evaluate the impact of support and interventions, and how they can be linked to adaptions in classroom teaching.

   The SENDCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively, making the best use of all available resources.

4. **Review**

   The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date as a minimum expectation. *It is standard practice to continuously monitor and review provisions, and make adjustments when needed.*

   We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

   - The views of the parents/carers and children
   - The level of progress the child has made towards their individual planned outcomes
   - The views of teaching staff who work with the child

   The teacher and the SENDCo will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

At Albrighton Primary School we use Individual Education Plans (IEPs) to underpin this process. Most children who are placed on the SEND Register will have an IEP, if their need presents them with a barrier to accessing the standard education provision in school. If a child's SEND does not prevent them from accessing the *education provision* in school, then an Individual Wellbeing Plan (IWP) may be used to support them with their Social, Emotional and Mental Health (SEMH) needs. If a child is placed on the SEND Register because they have a physical disability or medical condition, they may also have an Individual Care Plan (ICP) which may be issued by school or another medical professional (usually a GP or nurse).

Levels of Support

- **School-based SEN provision**

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Most children with SEND will fall into this category. School does not normally receive any additional funding for meeting the needs of these children, provision for these children is funded through a portion of the main school's budget which has been allocated for SEND provision, referred to as the notional SEND budget.

On the census these children will be marked with the code K.

- **Education, health and care (EHC) plan**

Children who have more complex needs, and therefore need more support than is normally available through the school's school-based SEN provision, may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially through additional funding from Shropshire Local Authority (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

- **SEND Hub (Resourced Provision)**

For a very small minority of children who have an EHCP, who the local authority deem their needs cannot be met in a mainstream classroom, may be entitled to an alternative provision – a place in a SEND HUB or a Specialist school for example. The provision for these children will be funded at a higher level from the local authority and/or Department for Education. This is the responsibility of Shropshire Local Authority. These children will already have an EHCP, and therefore be recorded with the code E.

Evaluating the effectiveness of SEND provision

The school's success in meeting the Special Educational Needs of its children will be measured by:

- Tracking children's progress, from individual starting points, linked to individual pans where applicable
- Carrying out the review stage of the graduated approach in every cycle of SEN Support (at least termly)
- Discussion during termly pupil progress meetings
- Gathering pupil voice
- Feedback and evidence gathered from teachers (including that from all adults working with the child)
- Feedback from families (children and their parents/carers) in surveys or during parent meetings
- Monitoring by SENDCo/SLT/Subject leaders
- Holding annual reviews for those children with EHCPs
- Monitoring, assessment, observations and reports from external professional agencies

Attendance

Many children with SEND face complex barriers to attendance. Their right to an education is the same as any other child and therefore the attendance ambition for these children is the same as it is for any other child. However, they may need additional support.

Our approach to supporting children who are absent from school is set out in our attendance policy.

Safeguarding

We recognise that children with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy and SEN Information Report.

Expertise and Staff Training

All staff are required to keep up to date with developments in the area of Special Educational Needs through reading and attendance at appropriate courses/training. The SENDCo regularly attends SEND courses, network meetings and family SEND meetings, and disseminates all relevant information, updates and training during staff meetings, training days and bespoke meetings.

SEND training is and will regularly be provided to teaching and support staff, and wider school staff where appropriate, as part of the schools' programme of continuous professional development (CPD) throughout the school year. Where possible, training will aim to develop a whole-school approach that becomes increasingly inclusive, and only target specific and individual needs where this is not possible, or where specialised support is required. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

In addition to whole-school training, all teaching and support staff will be invited to complete additional training that is available to support specific areas of need, or areas of interest, in order to best prepare them to support the children of Albrighton Primary School.

The induction programme for new staff includes an overview of current practice and prior SEND training. All training materials are stored in the SEND online folders, and remain accessible to all for sharing, distributing and revisiting whenever required.

Examples of recent training include:

- Adaptive teaching strategies
- Creating an inclusive classroom environment
- Low-arousal environment to support all learners
- De-escalation training
- IEPs/IWPs, and setting SMART targets
- ADHD – recognizing and supporting children to overcome their barriers
- NASEN online modules
- Trauma-informed practice
- Positive behaviour approaches
- Supporting children with Processing and Working memory difficulties
- Autism awareness
- CPI verbal and physical intervention strategies
- Supporting children with complex needs
- Speech and Language, including DLD
- Dyslexia and dyscalculia
- PACE
- Zones of Regulation
- Behaviour as communication
- Raising awareness of Tourettes
- Good Autism Practice

Links with external professional agencies

School recognises that it won't be able to meet all the needs of every child. Where necessary, the school works with external professional support services such as:

- Learning support advisory teachers
- Specialist teachers or support services
- Speech and language therapists
- Educational psychologists
- Neurodiverse Practitioners
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- BeeU – Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers (EWOs)
- Shropshire Outreach Services
- Social Services
- Behaviour specialists
- Shropshire EHCP Team, Education Quality Advisors and Alternative Provision Advisors

Admission Arrangements

Please refer to the school's Admission Policy and the Admissions section of the school Website.

- Children with SEND **who do not have an EHCP** should go through the standard admission procedure as outlined in the steps above.
- Children with SEND **who have an EHCP** must go through the annual review/consultation process outlined in Shropshire LA's Local Offer, which can be found on their website here - Education, health and care plan (EHCP) | Shropshire Council. Where Albrighton Primary School & Nursery is consulted for a child with an EHCP, we will carefully consider what reasonable adjustments can be made in order to meet the provision detailed in Section F of the child's EHCP.
- Children who require a place in our SEND Hub must also go through the same EHCP consultation process outlined above. These children will already be known to the Local Authority, who must have deemed their need to be great enough to require a placement that is an alternative to a mainstream school. For further details please see the SEND Hub page of our website, and Shropshire's Local Offer.

Accessibility

Please refer to the school's Accessibility Plan and the SEN Information Report for details of the steps we take to prevent disabled children, and those with special educational needs, from being unfairly disadvantaged by making school more accessible to all children.

Bullying

We recognise that children with special educational needs may be more vulnerable to bullying due to their perceived differences from others. Please refer to the school's Anti-Bullying Policy and Behaviour Policy for more information.

Complaints

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo/headteacher or class teacher if appropriate. We will endeavour to resolve the complaint informally in the first instance. If this does not resolve concerns, parents/carers are welcome to submit their complaint formally.

Please refer to the school's Complaints Policy for the procedure for raising and dealing with formal complaints.

Monitoring and Evaluation

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our intentions set out at the beginning of this policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND
- How early children are identified as having SEND

- Children's progress and attainment once they have been identified as having SEND
- The effectiveness of teaching adaptions, interventions and support given to children with SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their families

Links with other policies

This SEND policy links to, and should therefore be read in conjunction with, the following documents :

- SEN information report
- Shropshire LA's local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Admissions policy
- Safeguarding / child protection policy
- Complaints policy