

ARKSEY PRIMARY SCHOOL – SEND POLICY 2026 - 2027

Changes in the Children and Families Bill affect the way children with special educational needs and disability (SEND) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning.

The key principles of the legislation are:

1. Young people and their families should be involved in discussions regarding the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) replaced statements of special educational needs.
3. School Action and School Action Plus ceased and were replaced by a single school – based category for children who need extra specialist support.

Arksey Primary fully adopted these changes and looks forward to continuing to work with pupils and parents/carers to ensure fully inclusive access to our education.

Arksey Primary upholds children's right to education and will do its best to ensure that the necessary provision is provided for all children. Some children will need something additional to and different from what is provided for the majority of children; this is special educational needs.

The staff and governors of Arksey Primary School will work to ensure that all SEND students reach their full potential and are fully included within the school community and are able to make successful transfers between educational establishments. We will try to ensure that all barriers to equal access in our school are removed or overcome. We will monitor and track the progress of all children so that the support is provided as early as possible and is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Our SEND policy is governed and informed by the statutory framework set out in:

- SEN and Disability Code of Practice 2014 – updated September 2024
- Working together to Safeguard Children 2023 – updated June 2025
- Equality Act 2010
- Health and Social Care Act 2012
- Education and Inspections Act 2006
- Education and Skills Act 2008
- Education Act 2011
- Children's Act 1989 & 2004
- Education Act 1996 & 2011

At Arksey Primary School we promote inclusivity for all our pupils by teaching and supporting them to self-manage their individual educational, social and emotional needs. We implement flexible and evidence based approaches using the hierarchy of support to ensure our children have the necessary lifelong skills they need to lead a positive and independent life in secondary school and beyond.

We aim to empower children with SEND to take control of their learning in our inclusive, supporting environment. We use a graduated hierarchy of support and liaise with outside agencies, where appropriate to enable pupils to achieve their potential. In line with the SEND code of practice, we enable all pupils to access a broad and balanced curriculum, preparing them for the next stage of their learning journey.

As part of SEND provision we will ensure that:

- ❖ All pupils will have access to high quality, adaptive teaching.
- ❖ SEND pupils have their needs met.
- ❖ SEND Ordinarily Available Provision (SOAP) is available to all children.
- ❖ We have a whole school approach to and through record keeping and liaison.
- ❖ Teachers are aware of and are trained to complete early identification of needs.
- ❖ Parents and carers are supported throughout the process of transition.
- ❖ Resources are available to support pupils with SEND and scaffold their learning.
- ❖ Class teachers are responsible for pupils with SEND and will compile a Support Plan and agree a Provision Map with the SENDCO.
- ❖ Staff have access to training and development in relation to the needs of pupils with SEND and understand the SEND Code of Practice and its implications.
- ❖ 1:1's have planned liaison time, daily, with the class teacher to discuss planning and the organisation/preparation of resources to support pupils with SEND.
- ❖ The SENDCO maintains a confidential register of all pupils with special educational needs.
- ❖ Pupil's progress is tracked and reviewed with senior leaders routinely to inform evaluation of impact and identify strategic changes.
- ❖ SEND pupils are integrated into the life of the classroom.

Arksey Primary School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND pupils.

Identification, assessment and provision

Early concerns

All pupils, on entry to Reception, are assessed including via the National Baseline Assessment. This offers a clearer idea of children's starting points on entry and subsequently how much progress our pupils are making, and also supports identification of which children are likely to need extra help. However, the first response to identified weaknesses is high quality teaching, targeted at the individual's area of weakness, using appropriate adaptation within the

classroom. A record is kept of the strategies used and their impact. Thereafter, progress made by all pupils is regularly monitored and reviewed.

Single Category of SEN

Under the SEN Code of Practice 2014 the approach to identifying SEND is through a single early years based category and school based category identified from the following categories:

- ❖ Cognition and learning needs.
- ❖ Social, Emotional and Mental Health Difficulties.
- ❖ Communication and interaction needs.
- ❖ Sensory and/or physical needs.

A pupil is identified as needing provision additional to or different from their peers when the child:

- ❖ Makes little or no progress even when teaching approaches are targeted for their weaknesses.
- ❖ Shows signs of difficulty in developing literacy or mathematics which result in poor attainment across the curriculum.
- ❖ Has sensory or physical problems.
- ❖ Has communication and/or interaction difficulties.
- ❖ Has emotional or social/behavioural or mental health difficulties which interfere with their learning.
- ❖ They have a disability under the Equality Act which affects their ability to access and benefit from educational opportunities generally enjoyed by children of the same age.

SEND support in school will be based on **ASSESS, PLAN, DO and REVIEW** and the graduated approach.

SEND support in school will be identified through teacher's assessments and observations and their progress will be tracked and reviewed regularly.

When it is decided that a pupil needs extra support, the parents/carers must be notified.

The teacher will discuss the identified needs with the SENDCO and agree a provision map. An individual Support Plan will be created by the class teacher and put into place which will support the pupil, giving smart (Specific, Measurable, Achievable, Realistic, Time limited) targets. The pupil's voice will be central to the support plan and by the pupil will involve them in their learning and allow them to be involved in the support they need. The teacher remains responsible for working with the child on a daily basis and working closely with the teaching assistants or specialist staff. The impact of extra support will be reviewed at least termly. The review will involve the child, parents/carers and all staff involved.

School will work closely with the Educational Psychologist and other outside agencies and invite them to any reviews deemed necessary.

School will request Statutory Assessments for any pupil if necessary and will follow all guide lines set out by the Local Authority and follow the timescale for these requests.

Some pupils may enter school with an EHCP and will be fully supported in line with the plan. Some pupils may be assessed in school, and if awarded one, will be given full support as stated on their EHCP.

Support programmes and intervention may include:

Numicon

Nuffield Early Language Intervention (NELI)

Sentence Builders

Mr Goodguess

Choose to Cope

Happy to be me

Read Write Inc (All years)

Toe by Toe (Year 2 onwards)

Word Wasp (Year 3 onwards)

Hornet (Year 1 & 2)

The Wish Hierarchy of skills – Supports writing.

The Teodorescu Perception Motor Programme (available to access at home and in school).

The teacher, in agreement with the parent, provides additional activities/worksheets home to develop fluency through rehearsal in aspects the child already has some competency in.

Speech Therapy (via Communication Champion).

Intervention groups to support personal, social and emotional development.

1 to 1 targeted intervention for academic targets, e.g. reading comprehension or pastoral support/emotional regulation.

Small group work as above, e.g. RWInc pupil groupings/pinny time, playground games.

Access to specialist support through referral to further agencies, e.g. With Me In Mind/CAMHS.

If after a period of targeted, evidenced, graduated support the pupil is still having difficulties and progress is not accelerated, steps will be taken to involve other agencies and meetings around the child will be set up. A decision may be taken to ask for an assessment by the Local Authority with the view of having an Education and Health and Care plan in place.

SEND Ordinarily Available Provision (SOAP) is in place in all classrooms, for all children, and may include:

A qualified practitioner leading lessons.

Warm welcomes and check ins.

Visual timetable.

Timers/now and next.

Appropriate eye contact, volume of speech and speed of speech.

Clear and established routines throughout the school day, both indoors and outdoors, e.g. coming in from play, non-verbal gestures to stop or to praise, care for resources, etc.

Standing table.

Ball chair or wobble cushion.

Pencil grip.

Comfort object to aid transitions.

Natural light with blinds and curtains open.

Cool but comfortable temperature.

Strong smells are well managed, e.g. food, toilets, etc.

Carpeted areas to reduce noise from furniture.

Natural materials (hessian/wood finish), calm colours (blue, green, yellow), rugs and plants/greenery create a calm space.

Displays support learning and focus and are well sized and spaced.

Organised resources/equipment labelled with words or pictures and are reachable by children.

A named space for personal things and precious learning.

Quiet (low stimulus) space/tent.

Space to move around safely.

Child sized furniture.

Rules are brief, displayed and modelled by adults.

Behaviour cards allow staff to check in and listen to the child.

Praise is given for effort and perseverance not just attainment/achievement.

The teacher can be seen and/or heard and glasses/hearing aids are used where needed.

Active listening and responding is taught explicitly.

Partner talk, role play or drama.

Seating/grouping in mixed age/attainment to help with sharing and talking.

Children who are left handed sit at the left side of the table.

Access to outdoor space.

In class 1 – areas that reflect the children's interests, e.g. trains/dressing up, etc.

In Class 1 – children can choose what they will use to play/practice at frequent intervals during the day.

Single word/simple responses are repeated and expanded.

Blanks Level Questioning is used as part of adaptive teaching to enable children to demonstrate their understanding as their oracy develops.

Questions check children's recall of previous learning (KOALAs/MOMAs).

What A Good One Looks Like – WAGOLL or 'steps to success'.

Scaffolds are available to help, e.g. word mats, number lines, phonics display, worked example, widgets, or adjusted worksheet/activity.

Children see mistakes as part of the natural learning process and are willing to try.

Children use what they have been taught and, "If they get stuck, know where to look".

Thinking time/talk partner/"phone a friend".

Children are encouraged to ask questions about their learning.

Adult reader/scribe/extra time/use of technology for recording.

New vocabulary is deliberately taught.

Text on paper, visualiser or interactive whiteboard is sufficiently large.

Interactive whiteboard backgrounds are off-white.

Teacher handwriting is clear and legible.

Equipment or images are used to help children learn.

Appropriate length whole-class listening times.

All children are expected to demonstrate their learning of the lesson.

Physical movement is woven into the lesson.

The SEND Team at Arksey

Head Teacher: Mrs S Fisher

SENDCO and Senior Mental Health Lead: Miss T Sykes

SEND Governor: Mrs W Gray

Complaints Procedure

Complaints regarding SEND provision should initially be discussed with the class teacher and SENDCO. If this fails to resolve the complaint, then the issue should be brought to the attention of the Head Teacher.

Last updated 23.10.26