



# Alder Moor Farm Primary School

AFPS SEND Policy

September 2025

## Rationale

Our Special Educational Needs and Disability (SEND) policy reflects the 2015 Special Educational Needs and Disability Code of Practice 0-25 guidance, and it explains how we meet the special educational needs of pupils in our school.

Alder Moor Farm Primary school is committed to ensuring that the necessary provision is made for all pupils with SEND. The SEND code of practice (2015) states that all children and young people are entitled to an education that enables them to make progress:

- ✓ To be able to achieve their best
- ✓ To become confident individuals living fulfilling lives
- ✓ To make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to become the best that they can possibly be. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Where a pupil is identified as having additional needs, we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans.

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

We consider a child to have a SEND if they have:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of a local authority; or
- (c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision is not made for them.

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 have been taught.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, educational provision of any kind.

## Aims

In accordance with Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child, we aim to:

- have high expectations and aspirations for what our children with SEN and disabilities can achieve along with access to high quality teaching
- all children have access to a broad and balanced curriculum, adapted as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- maximise opportunities for effective inclusion throughout the school to develop children's independence, as appropriate to their level
- all children have opportunities to meet personal standards of excellence
- early identification of special educational need
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs
- a relevant graduated response to children's needs
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- ensure views and participation of our children and their parent/carer are central and supported throughout the system, and person-centred planning is used to place children and young people at the heart of the system
- parents and carers are able to play their part in supporting their child's education
- close and effective partnership between parents/carers, schools, and outside agencies
- children's views are valued and listened to

## Information about SEND provision

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the 1993 Education Act and the Teaching Standards 2021, identify and make necessary provision for those children with special educational needs and disabilities.

### SENCo

At Aldermoor Farm, we ensure that there is a designated SENCo who works closely with an assistant SENCo. We recognise that the SENCo has three key strands to their work;

#### *1. Strategic Development*

The SENCo has an important role to play with the Head Teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

#### *2. Day to day operational aspects*

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an Education and Health Care Plan (EHCP).

#### *3. Professional guidance*

The SENCo provides professional guidance to colleagues and will work closely with staff, parents, and outside agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching. The SENCo can play an important role in

advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents / carers' of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

## **The Governing Body**

The Head Teacher and the SENCo are responsible for monitoring the implementation of the policy throughout the school. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's SEND provision. The SENCo and the named Governor meet regularly.

The Governor with specific responsibility for special educational needs is **Charlotte Abell**

## **Admission arrangements**

Children with SEND are welcome at our school. The school makes provision for children with a range of needs identified broadly by the four areas:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health difficulties
4. Physical and/or Sensory Needs

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, it is our school's policy to contact relevant outside agencies to obtain as much information as possible and appropriate transition is put in place to successfully integrate all children into a supportive environment.

Nursery/Playgroup visits are carried out where necessary, prior to children entering the Reception Class in September.

Please see our admissions policy for further details.

## **Inclusion and Integration arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have additional needs.

All teachers are responsible and accountable for the progress and development of children in their class including where pupils access support from Teaching Assistants, Learning Mentors or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

For more detailed information please refer to our SEND school information report, which can be found on our school website.

## **Admission of pupils with disabilities**

Aldermoor Farm is an inclusive school, and every effort is made to provide for pupils with disabilities so that they have full access to the buildings and curricular and extra-curricular activities. We will endeavour to meet any particular or specific needs which pupils wishing to attend our school may have. We will consult with outside agencies where appropriate in order for pupils to be provided with the appropriate support so that they may participate fully in all school activities.

All lesson planning has identified learning objectives for pupils' differing abilities, needs and levels of attainment. Resources support these learning objectives so that the curriculum in all subjects is accessible to all pupils. Teaching Assistants and Learning Mentors are employed by the school to support the needs of individual and groups of pupils.

## **Disabled Access and Provision**

At Aldermoor Farm, we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long- or short-term health needs or a disability. In school we have 3 disabled toilets with one equipped with a walk-in shower. All of our classrooms and group rooms are on the ground level, so there are no steps to negotiate. We would also consider exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities. Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENCo, subject leaders and the Senior Leadership team. For further information please see our Accessibility Plan.

## **Complaints Procedures**

We work to involve parents and carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as review meetings, annual reviews, termly reviews and parents' evenings.

If, however, a parent or carer has a complaint about the SEND provision for their child they should:

- Firstly, arrange a meeting with the class teacher at a mutually convenient time.

- If the situation has not been resolved, arrange a meeting with the SENCo or the Assistant SENCo.
- If the concern is unable to be resolved at the previous stages, then a meeting will be arranged with the one of the Assistant Headteachers, and possibly then on to the Deputy Headteacher; and if required then on to the Headteacher.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information

## **Special Education Needs Provision to overcome barriers to learning and development**

At Alder Moor Farm, we use a range of information to monitor the progress and development of all pupils, refer to our Assessment Policy for further information. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes – where an individual child is not making the expected progress and attainment then careful consideration is given as to the reasons. This consideration will involve discussions with the individual pupil and their parent/carer, both informally and at formal points during the school year.

Every teacher at Alder Moor Farm has responsibility for the development and progress of every pupil, see our Teaching and Learning Policy for further information. We work to ensure that the quality of teaching takes account of individual learning needs as far as possible. Teacher planning reflects the skills and learning that supports the next phase of education and provides opportunities to develop age related skills with knowledge and understanding across all curriculum areas.

We take early action if a pupil is starting to fall behind their peers, with relevant interventions and resources given. After a period of time, if there are still concerns and we are looking at using bespoke provision then we would recognise that the pupil has special educational needs. This focused action is taken to remove barriers to learning and put effective special educational provision in place so that every pupil can achieve their personalised goals and improve their learning outcomes. We recognise the pivotal role that each parent and carer has in supporting their child's development and success in school and beyond the classroom. We make sure that parents and carers are regularly involved and are kept up to date with information about their child's progress. We value the chance to work with parents and carers.

## **Parent/carer guide: Arrangements for special educational needs provision at Alder Moor Farm**

We organise our support for special educational needs in the form of a four-part cycle also known as the Graduated Approach. This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:

- *Accurate identification of the nature of individual need(s)*  
We will base this identification of your child's special educational need/s on a range of current information to ensure it is accurate. We draw information from your child's teacher's assessment of their understanding of the barriers to your child's learning. We consider your child's previous progress and attainment and their individual development in comparison to their peers and national data. We will always take into account your views as parent or carer, your child's opinion and, where relevant, advice from external specialist services.

Where professionals from outside of Alder Moor Farm are already working with your child, then it will help us if you make us aware of their involvement. We can then agree, through discussion with you, whether we will contact them to liaise about how best to plan. We use Pupil Progress meetings to regularly update and review pupil assessments. You will be updated on the suggested next steps to ensure that they are making good progress and securing good outcomes through termly parents' meetings.

- *Planning*

We will consult with you and your child to agree the adjustments, interventions, and support to be put in place. A plan will be written with targets set to support your child and you will be given a copy of this. An important part of this agreement is the positive difference we expect the arrangements will make on your child's progress, development and/or behaviour. We will also set a date for when to review the plan with you. The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the targets will be based on evidence of your child's current knowledge and skills.

We record accurate information outlining the support to overcome special educational needs that is provided over time. We will make sure that all the teachers and staff who work with your child are aware of the records.

Depending on your child's needs and the planned support for them, we may ask you to be actively involved to reinforce or contribute to progress at home.

- *Do*

Your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place. They will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.

It may involve them working with teaching assistants, learning mentors or visiting specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- *Review*

Your child's class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review meeting.

We will invite you to meet formally three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the targets set previously. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes.

We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four-stage cycle to build our understanding of your child's needs and best match support and intervention so that your child will make good progress.

## **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND.

This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny, observation, learning walks, staff voice, children voice and parent/carer voice.

The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant online performance data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy

## **Professional guidance and training for staff**

The SENCo works with external professionals and agencies to ensure that teaching across Alder Moor Farm reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENCo works with all class teachers at each stage of the four-part cycle, although they may not be directly involved in terms of planning and review meetings with you as parent/carer. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment.

The SENCo may: advise about appropriate interventions and the effective implementation of that support; talk through what to adjust / refine to improve the arrangements; discuss options for further assessment based on your child's progress and experience of the support arrangements.

## **Involving external agencies to add to Alder Moor Farm provision for Special Educational Needs and Disabilities**

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support for their personal development. These professionals help our staff gain further knowledge and skills to support the child by identifying which specific areas to work on and ideas on how this could be done.

Our current external agencies include:

- Complex Communication Team (CCT)
- Educational Psychologist (EP)
- Speech and Language Therapy Service (SALT)
- Home - Children's SSLT ([coventrychildrensslts.co.uk](http://coventrychildrensslts.co.uk))
- Occupational Therapy (OT)
- Home » Children & Young People's Occupational Therapy Service Coventry ([covkidsot.co.uk](http://covkidsot.co.uk))
- Neurodevelopmental Team
- Service Detail | Coventry and Warwickshire Partnership NHS Trust ([covwarkpt.nhs.uk](http://covwarkpt.nhs.uk))
- SEND Early Years Team – Coventry City Council
- Dimensions - Home ([covwarkpt.nhs.uk](http://covwarkpt.nhs.uk))
- Child and Adolescent Mental Health Service (CAMHS)
- CW RISE (Child & Adolescent Mental Health Services CAMHS) – GP Gateway ([coventryrugbygateway.nhs.uk](http://coventryrugbygateway.nhs.uk))
- Our Services | CAMHS ([cwrise.com](http://cwrise.com))
- Single Point of Entry

- Reach - Coventry MIND and Relate | Coventry Information Directory
- The Key – Coventry City Council
- Children Service and Families Team
- Special educational needs and disabilities – Coventry City Council
- Social Care
- Health and social care – Coventry City Council
- NSPCC | The UK children's charity | NSPCC
- Vibes - Vibes@Coventry Mind | Coventry Information Directory
- Time 4 You - Relate (Coventry & Warwickshire) | CBUK Support (childbereavementuk.org)
- School Nurse
- Coventry Health Services (swift.nhs.uk)
- Physiotherapy
- Mainstream School » Children and Young People's Physiotherapy service in Coventry (covkidsphysio.co.uk)
- Hearing Impairment & Visual Impairment Team
- Sensory Team – Coventry City Council
- Virtual school for Looked After Children – Coventry City Council

A child will be referred to one of these external professionals, if they have made little progress over time, or they continue to work substantially below what is expected for children of their age despite the current intervention and support. This will enable us to plan more detailed approaches. We will always discuss this with you in advance. Aldermoor Farm's SENCo will advise you at this stage about the options before finally deciding the next steps.

See Coventry Local Offer for the Local Authority specialist support which may be available to support your child, depending on the nature and extent of their additional needs.

### **Requesting an Education, Health and Care Plan (EHCP)**

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time, even if we continue to take relevant and purposeful action, as outlined above in the four-stage process.

When a request for an Education, Health and Care assessment is made to the Coventry Local Authority, it needs to be supported by information about your child's attainment and rate of progress along with evidence of the action taken by school as part of support for your child's special educational needs. The Local Authority will then decide whether to go ahead with making an assessment. If, after the assessment, the Local Authority decides to allocate a plan for your child then they will be in touch with you and the school to discuss this further.

You can ask for further information from Aldermoor Farm's SENCo or access it at [Coventry SEND Support Service – Coventry City Council](#)

## **Evaluating effectiveness of the policy**

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways such as:

- All staff being aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and accurately
- Class teachers will complete a Pupil Profile, which will report children's strengths and difficulties and parents/carers will be made aware of this. At this stage, the child will be monitored to see if they need to be placed on the SEND register.
- Effective provision made for all children with SEND including those with EHCPs
- Continuous monitoring of children's progress in relation to targets set
- All children will participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, personalised to meet their individual needs where appropriate
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND

**This SEND policy will be reviewed annually.**

**Review Date:** September 2026