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Special Educational Needs and Disabilities Policy

Signed

Headteacher

Date: January 2026

Signed

Chair of Governors

Date: January 2026

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1. Rationale & Policy Statement

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following documents:

- School SEN Information Report Regulations (2014)
- Supporting Pupils with Medical conditions (2014)
- Equality Act (2010)
- Health and Social Care Act 2012
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Equality Act 2010: advice for schools DfE Feb 2013

This policy has been written with due regard to other school policies including Safeguarding and Child Protection, Anti-Bullying, Child Health Needs Cannot Attend School, Positive Behaviour and Attendance. It should be read in conjunction with all other statutory school policies.

Admissions:

Our school does not discriminate against any pupil with SEND by regarding and advocating the Code of Practice (2015):

“All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as other applications for admission.” (1:33)

Definition

The SEND Code of Practice (2015) states:

“A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision different from or additional to that which is normally available to pupils of the same age.”

Aims and Objectives

At Arreton Primary School we provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their school life. We aim to respond to these needs by;

- ensuring all children are valued
- identifying and overcoming barriers to learning
- providing an enriching curriculum, including access to after school clubs
- working closely with families to ensure the best outcomes for children
- collaborating with outside agencies to provide support for pupils and families
- promoting high aspirations and expectations for pupils with SEND
- supporting children to reflect on their learning and contribute to decisions about their support.

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At Arreton Primary School we value the abilities and achievements of all our pupils. We believe that every teacher is a teacher of every child or young person including those with SEND.

We are committed to providing the best possible learning environment through high quality inclusive teaching which is personalised to meet the needs of the children as appropriate.

2. Aims

At Arreton Primary School, we aim to:

- Be as proactive and inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.
- Ensure that all pupils have access to a broad and balanced curriculum.
- Remove barriers to learning and increase participation of learners with special needs.
- Provide a differentiated curriculum appropriate to individual needs and ability, employing a range of teaching and learning styles (high quality inclusive teaching).
- Provide a learning experience and environment that is creative, challenging, exciting, stimulating, relevant and forward thinking.
- Raise the aspirations of and expectations for all pupils with SEND.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is effective and leads to good learning outcomes.
- Make provision for SEND pupils within the classroom, but recognise that some pupils may require specialised teaching which can be better provided within an individual or group situation away from the classroom.
- Ensure our pupils are involved in decisions made about them and their education.
- Work in partnership with parents/carers and other agencies in the best interest of the pupil.
- Keep parents/carers informed of provision put in place in order to achieve individual targets, changes in the child's learning or behaviour and the outcomes of additional support for their child.

3. Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND code of practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a special educational needs and disability coordinator (SENDCo) who is a member of the Senior Leadership Team and has gained the National Award for SEND qualification.
- To provide support, advice and training to all staff working with pupils with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access, where appropriate, to the curriculum for all pupils.

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4. Identifying Special Educational Needs

Under the SEND Code of Practice 2015, special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

While the four categories of needs broadly identify aspects of primary areas of needs for children, we consider the needs of the whole child and recognise the importance of a range of other factors which may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being an adopted child or a child in an 'after care' arrangement
- Being a child of a serviceman/service woman

5. A Graduated Approach to SEND support

Quality First Teaching

Class teachers are responsible for the learning and progress of all children in their class by providing differentiated learning opportunities. The SENDCo provides support, advice and guidance for individuals by working alongside the pupil, parents and teachers. Pupil progress meetings are held regularly with the SENDCo and during these meetings support initiatives are instigated if children need interventions. If a child receives support over and above that of classroom differentiation, parents and pupils will be consulted about the barriers to learning and how to progress forward. Where a child has a special educational need, their progress will be carefully tracked at least every half term.

Parental Concerns

When parents have a concern about their child, the first point of contact is the class teacher.

When a child is identified as requiring SEND support, they will be added to the school SEND register so that their progress can be carefully tracked.

Where it is appropriate, the pupil will have an PFP (Pupil Focused Plan), IHP (Individual Healthcare Plan) or NHS care plan written in collaboration with the adults and children involved.

Education, Health and Care Plan

Where a child has significant difficulties, the school may be able to apply for a statutory assessment through the Isle of Wight SEN Assessment team. This process occurs when further support is needed and the school applies to other agencies to give advice on how to best provide for the individual pupil.

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The application for an EHCP will need to include information from;

- Parents
- Teachers
- Inclusion Leader
- Social Care
- Health Professionals
- Educational Psychologist

Information is gathered showing provision for the child over time and is sent to a panel for consideration. The SEN panel decides whether to make an assessment, and informs the parents at each step. Further information about EHC plans and the SEND Local Offer can be found at this link: <https://www.iwight.com/localoffer>

Funding for children with an EHCP

Pupils with an Education, Health and Care Plan (EHCP) receive additional support provided through core funding and top-up funding. The Isle of Wight Council uses a banding system to provide top-up funding for pupils with an Education Health Care Plan. This is based on an agreed criteria relating to the level of SEN, using a set of bands that vary in financial value.

Our aim is to ensure our children with EHCPs become more independent learners and achieve good outcomes.

6. Managing Pupils' Needs on the SEND Register

Assess

We analyse the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, SEN specific data, tailored assessment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and advice from outside agencies will also be considered.

This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective.

Plan

Planning will involve consultation between the teacher and the SENDCo to agree the adjustments, interventions and support that are required: the impact on progress, development, that is expected and a date for review. With support from the teacher, the child's view of their strengths and needs, along with the parent view, a Pupil Focused Plan (PFP) is initiated. This plan will be shared with parents during termly meetings and will be available for all staff that work with the pupil in school.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They work closely with additional adults to plan and assess the impact of support, taking on board advice from outside agencies where appropriate.

Review

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The review process evaluates the impact and quality of the support and interventions and takes account of the views of the pupil. The teacher has responsibility for evidencing progress according to the outcomes described in the PFP on a termly basis, and contributes to the termly pupil progress meetings.

Provision in the Early Years

Before entry to school, information from assessment is discussed and a transition between pre-schools and Arreton is negotiated between parents and staff. Early identification of children with SEND is a priority and the school uses careful observations as evidence to plan additional support for pupils at an early stage.

Supporting Pupils and Families

At Arreton Primary School we have a strong parent partnership and continue to recognise that parents have a key role in planning progress for their children. The school will assist families in accessing support from external agencies and provide help to write referrals where necessary.

Supporting Pupils with Medical Conditions

Arreton Primary School is an inclusive school and we comply with our duties under the Equality Act 2010. Where children have complex medical needs we collaborate with a range of agencies including:

- NHS specialists
- Speech and Language support
- Counselling
- Educational Psychologists
- Occupational Therapists
- Physiotherapists.

While a medical condition does not constitute also having a special educational need, it may be that during their time at school, children with complex medical needs require emotional or mental health support.

7. SEND Tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written complaints procedure will be followed, allowing a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC Plan is in place. Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.

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The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the child will cooperate with families to provide the child with the highest standard of support and education reasonably possible.

8. Training and Resources

We aim to keep all school staff up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND. We gather information to help us identify what training is necessary from questionnaires, professional development reviews.

All school staff are able to undertake training they need to help them develop their knowledge and skills in the area of SEND. Training is provided in the following ways:

- Professional Development Meetings
- Shadowing colleagues or other agencies
- Visits/links to other schools
- Externally provided training events
- Sharing information from a range of sources
- Participation in accredited training opportunities

We recognise the need to train all staff on the best ways to support pupils with SEND. The school leadership team ensures that training opportunities are matched to the need within the classroom, individual professional development, as well as school development priorities outlined in the school improvement plan.

9. Roles and Responsibilities

The Code of Practice says that every teacher is a teacher of SEND.

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching and assistants or specialist staff’.

Class Teachers are responsible for:

- Ensuring the safety and well-being of all pupils in the class
- Differentiating the curriculum to ensure access and progress for all pupils
- Managing resources and staff to ensure progress for all pupils
- Set clear progress targets for all pupils with SEND that focus on ‘their potential to achieve at or above expectation’
- Assessing and recording progress to feed into whole school data
- Recording and reporting on intervention, support and progress to parents

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school’s SEND policy
- Coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support

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- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents 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 any school to which a pupil transfers either within primary education or when transferring to secondary provision
- 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 SENDCo at Arreton Primary School is Mr Alex Oliver
Contact: 01983 528429 or email senco@arretoncpri.iow.sch.uk

At Arreton Primary, the Designated Teacher for Looked After Children and coordinator for those in 'after care' arrangements is Mrs Nicky Coates and therefore there is coordination for a pupil's needs should those pupils also present with SEND.

The Headteacher is responsible for:

- Monitoring the quality of teaching and learning for all pupils
- Monitoring and reporting on progress and achievement for all pupils
- Coordinating the curriculum to ensure progress and accessibility for all
- Ensuring that SEND policy and provision is fully met under the Children and Families Act 2014 and through implementation of the 0-25 SEND Code of Practice (2015)

The SEND Governor is responsible for:

- Meeting regularly with the Headteacher and SENDCo to discuss, monitor and, if required, challenge the support that is provided.

The SEND Governor is Mr Richard Mann
Contact via clerk@arretoncpri.iow.sch.uk

9. Storing and Managing Information

We record all the steps taken to meet pupils' special educational needs. The SENDCo is responsible for maintaining these records and for making sure they are made available to others who need them. The records kept for a pupil with special educational needs may include:

Information from previous schools; reports from outside agencies; progress data and pupil focused plans. All information is treated with the strictest of confidentiality and stored according to legislative requirements.

10. Dealing with Complaints

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The first point of contact should always be the child's current class teacher. All teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. We also have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued annually. If you feel concerned after having spoken to the class teacher then you can contact the SENDCo. Should you still feel the matter is unresolved please see the complaints policy on the school website.

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