

Special Educational Needs and Disability (SEND) Policy

Arunside School



'Our four walls with tomorrow inside'.

Approved by: Governors (P&R) **Date:** 26^h January 2026

Last reviewed on: 2nd January 2025

Next review due by: January 2027

Date	Section	Policy review updates:
October 2021	General	Staff names have been altered/added where necessary Roles have been updates where necessary
	Monitoring and Evaluating SEND	Added: <ul style="list-style-type: none">• making use of the West Sussex Ordinarily Available Practice document (from September 2021) to support their practice• regular meetings between the SENDCo and the Inclusion Governor are held in line with Governor monitoring schedule,
	Approval and Review	This policy has been considered by P&R Committee in November 2021 and will be ratified by the Full Governing Board in March 2022.
January 2024	Key Roles and Responsibilities	To reflect the new appointments/resignations since last policy review:

		Victoria Hills - SENCO Danielle Mussellwhite - Inclusion Governor Removal of Rachael Stoffell - Safeguarding leads
	1. Ethos	Shortened to make this more of a statement.
	4. Introduction	Insert - the Local Authority Autism and Social Communication Team.
	6. Identification of Needs	Insert - Autistic children are likely to have particular differences with social interaction.
		Insert - Autistic children may have difficulty processing everyday sensory information. Any of the senses can be either over-sensitive (hypersensitive) or under-sensitive (hyposensitive), or both, at different times. Both can have an impact on how autistic children experience school.
	7. A Graduated Response	Update with - Individual Learning Plans (ILPs) are used to record additional provision for children with EHCPS. Strategies Sheets are used for all pupils on the SEND register to capture adaptations made and strategies used to support individual needs.
	8. Managing Pupil's Needs	Update with - Parents and carers are invited to attend Parents Evening twice per academic year, where they can speak with their child's class teacher. The SENDCO will also be available during these times, should parents wish to discuss anything further. ILPs and Strategies sheets are shared with parents and sent home three times a year. Parents may also request additional meetings with the SENDCO where necessary to discuss concerns.
	11 Training and Development	Remove - Mrs Hadden has attained the National SENCo Award qualification. Mrs Hills has completed the National SENCo Award in January 2021 to further support inclusion as a Deputy SENCo. Hills gained the National SENCO Award in January 2021.
	12 Monitoring and Evaluation SEND	Remove - (with support from Deputy SENCo)
January 2025	1 Ethos	Removal of the word 'differentiated'
	3 Roles and Responsibilities	Introduction of new role - SENCO Assistant name: Sharon Roberts
	5 Aims and Objectives	Provision of - 'Quality First Inclusive Teaching'
	6 Identification of Needs	<p>Amendment to Cognition and Learning: The British Dyslexia Association (BDA) defines Dyslexia as: 'a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and processing speed. Dyslexia occurs across the range of abilities.'</p> <p>Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed, as detailed by Sir Jim Rose in his 2009 Report. Teachers ensure that their learning environment and teaching styles provide inclusive, multi-sensory quality teaching for all.</p> <p>The British Dyslexia Association (BDA) defines Dyscalculia as: 'a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties</p>

		<p>with mathematics. It will be unexpected in relation to age, level of mathematics and experience and occurs across all ages and abilities.'</p> <p>Arunside School are not able to diagnose Dyslexia and Dyscalculia, however we have tools in school which can identify the needs of children. The Steve Chinn Dyscalculia Checklist and GL Assessment for Dyslexia are used to identify specific learning needs. If needs are identified, the child may be added to the SEND Register and will receive support which is documented on a Strategies Sheet.</p> <p>Mrs Victoria Hills and Mrs Lucy O'Pray will be responsible for carrying out any assessments needed to identify the correct support needed for children. Arunside School has been working towards the West Sussex Learning and Behaviour Advisory Team (WSSC LBAT) Dyslexia and Dyscalculia Inclusive Practice Award (DaDIPA). The have compiled the necessary evidence for moderation by April 2025.</p>
	7 A graduated Response	Assess – removal of half
		Plan and Do - Interventions and support aim to be provided within the classroom, as we endeavour for all children, including those with SEND, to have access to a broad and balanced curriculum.
	8 Managing Pupils needs on the SEND Register	Minor changes to this section - Children on the SEND Register with an EHCP will have an Individual Learning Plan (ILP) which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. Other children receiving SEND Support will have a Strategies Sheet. Class teachers, parents, pupils and other professionals will all contribute to these documents which are designed to be working documents that are updated to reflect the current needs of the child. Parents and carers are invited to attend Parents Evening twice per academic year, where they can speak with their child's class teacher. The SENDCO will also be available during these times, should parents wish to discuss anything further. ILPs and Strategies sheets are shared with parents and sent home three times a year. Parents may also request additional contact with the SENDCO where necessary to discuss concerns.
		There are three levels of support for pupils with SEND – Bullet point 1&2 have been combined.
	11 Training and Development	Staff meetings regularly focus of different areas of SEND to ensure that our provision remains effective and current.
December 2025	Whole Document	Dates and roles updated throughout policy to reflect policy renewal dates and the resignation of Deputy Headteacher Anna Hadden.
	3.Key Roles and Responsibilities	Addition of Miss Shelley Cootes, Ms Gill Broadhurst and Mrs Sharon Roberts as Designated Safeguarding Leads.
		Changed Looked After Children (LAC) to Children We Care For (CWCF)

	5. Aims and Objectives	Removal of the word 'Inclusive' and addition of (QFT) as an abbreviation for Quality First Training.
		Removal of Waves 1, 2 and 3
	6. Identification of Needs	Removal of word Dyspraxia
		Updated to reflect Arunside has now achieved the DaDIPA award.
	7. A graduated response to SEND Support – A Whole School Approach	Changed "all" to "most" in sentence regarding using Strategy Sheets for pupils on the SEND register.
		Added bullet point: implementation of inclusive strategies recommended in West Sussex OAIP
		Assess section – pupils progress is tracked termly
		Review section – Added Assistant SENDCO to list of roles
	8. Managing pupils needs on the SEND register	Change to wording: Other children receiving SEND support "may" have a Strategies Sheet – removed "will" and replaced with "may"
	9. Supporting Families and Pupils	Website updated to: https://westsussex.gov.uk/local-offer
	11. Training and Development	Added TA training to ways that Arunside focuses on SEND provisions.
	12. Monitoring and Evaluating SEND	Removed "Learning Support Assistants"
	15. Reviewing the SEND Policy	Dates updated to reflect policy approval and renewal dates.

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY (SEND)

Date: January 2026

Review date: January 2027

1. Ethos Statement

At Arunside School, all children are valued as individuals and their varying needs are dealt with sensitively and effectively. We believe that each child should receive a broad and balanced curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed. However, some children will need additional support in order to achieve their true potential.

2. Definition of SEND

At our school we use the definition of SEN and of disability from the revised SEND Code of Practice (2014).

These states:

SEN: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Key Roles and responsibilities

SENDCO (Special Educational Needs and Disability Co-ordinator)

The SENDCO has day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual mainstream pupils with SEND, including those who have an EHC Plan. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENDCO name: Victoria Hills

SENCO Assistant name: Sharon Roberts

Contact details: senco@arunside.school or (via school office) office@arunside.school 01403 263919

Inclusion Governor: Danielle Mussellwhite

Designated Teacher with specific Safeguarding responsibility: Mrs Donna Jagger (Headteacher), Designated Safeguard Leads: Miss Shelley Cootes, Ms Gill Broadhurst, Mrs Sharon Roberts and Mrs Michelle Evans (Assistant Headteacher), Sara Lee (Family Welfare Officer)

Member of staff responsible for Children We Care For (CWCF): Mrs Donna Jagger (Headteacher)

Member of staff responsible for managing Pupil Premium (PP)/LAC funding: Mrs Donna Jagger (Headteacher)

4. Introduction

How was this policy put together?

- This policy was created in partnership with the Senior Leadership Team, the Inclusion Governor, representative staff, parents and the Local Authority Autism and Social Communication Team. The policy reflects the statutory guidance set out in the SEND code of practice: 0 to 25 years (July 2014).

How is this policy evaluated?

- This policy is subject to a yearly cycle of monitoring, evaluation and review by the Senior Leadership Team, SENDCO and Inclusion governor, and is approved by the Full Governing Body.
- The SENDCO, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

How can parents access this policy?

- You can see a copy of our policy on the school website or a hard copy can be requested from the school office.
- Please inform the school if you need the policy to be made available to you in a different format, e.g. an enlarged font

Context

This policy complies with the statutory requirement laid out in the SEND code of practice: 0 to 25 years (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Children and Family Act 2014

5. Aims and Objectives

Aims

- At Arunside School all pupils, regardless of their particular needs, are provided with 'Quality First Teaching' (QFT) which will enable them to make the best possible progress within school and to ensure that they are a valued member of the wider school community.
- We expect that all pupils with SEND will meet the expectations set for them based on their age and individual starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with parents and child at the centre.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Objectives

- To develop effective whole school provision management of support for pupils with SEN and disabilities. These can be found on our [website](#)
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEN and disabilities with their parents/carers at the centre
- To provide a curriculum that is broad and balanced to engage all children at all levels and to promote an inclusive culture of learning
- Training needs of staff will be identified and met as far as possible with regard to:
 - a. General awareness of and provision for special educational needs.
 - b. Specific and practical support/training for identified special educational needs and/or specific difficulties e.g. speech and language.

6. Identification of Needs

The SEND code of practice outlines four broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic children are likely to have particular differences with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia. At Arunside, we believe that good teaching and learning for pupils showing dyslexic and dyscalculic profiles is good practice for all learners.

The British Dyslexia Association (BDA) defines Dyslexia as:

'a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and processing speed. Dyslexia occurs across the range of abilities.'

Characteristic features are difficulties in phonological awareness, verbal memory and verbal processing speed, as detailed by Sir Jim Rose in his 2009 Report. Teachers ensure that their learning environment and teaching styles provide inclusive, multi-sensory quality teaching for all.

The British Dyslexia Association (BDA) defines Dyscalculia as:

'a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics. It will be unexpected in relation to age, level of mathematics and experience and occurs across all ages and abilities.'

Arunside School are not able to diagnose Dyslexia and Dyscalculia, however we have tools in school which can identify the needs of children. The Steve Chinn Dyscalculia Checklist and GL Assessment for Dyslexia are used to identify specific learning needs. If needs are identified, the child may be added to the SEND Register and will receive support which is documented on a Strategies Sheet.

Mrs Victoria Hills and Mrs Lucy O'Pray will be responsible for carrying out any assessments needed to identify the correct support needed for children. In 2025 Arunside School achieved the West Sussex Learning and Behaviour Advisory Team (WSSC LBAT) Dyslexia and Dyscalculia Inclusive Practice Award (DaDIPA).

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Autistic children may have difficulty processing everyday sensory information. Any of the senses can be either over-sensitive (hypersensitive) or under-sensitive (hyposensitive), or both, at different times. Both can have an impact on how autistic children experience school.

At Arunside School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the SEND of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

7. A Graduated response to SEND Support – A Whole School Approach

Provision for children with SEND is a matter for the school as a whole.

Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The revised Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is *additional to* or *different from* the provision made as part of the school's usual differentiated curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Individual Learning Plans (ILPs) are used to record additional provision for children with EHCPS. Strategies Sheets are used for most pupils on the SEND register to capture adaptations made and strategies used to support individual needs.

At Arunside School, we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching are:

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.
- high expectations
- implementation of inclusive strategies recommended in [West Sussex OAIP](#)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

Assess

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. We keep track of pupils' progress through termly tracking meetings and regular

Key Stage meetings. We quickly identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Plan and Do

Where it is decided to provide a pupil with SEND support, we will talk to the parents and child. We will agree what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. Interventions and support aim to be provided within the classroom, as we endeavour for all children, including those with SEND, to have access to a broad and balanced curriculum.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Headteacher, Assistant SENDCO, SENDCO, Key Stage Leads and Subject Leads
- analysis of pupil tracking data
- monitoring of procedures and practice by the Inclusion governor
- School Self-Evaluation document

What does Additional Support mean?

Additional support does not necessarily mean that the child will have Teaching Assistant support. SEND support can take many forms:

- a special learning programme for the child
- extra help from an adult
- making or changing materials or equipment
- working with the child in a small group
- observing the child and keeping records
- helping the child to take part in class activities
- supporting the child with physical or personal care difficulties

8. Managing pupils needs on the SEND register

Children on the SEND Register with an EHCP will have an Individual Learning Plan (ILP) which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. Other children receiving SEND Support may have a Strategies Sheet. Class teachers, parents, pupils and other professionals will all contribute to these documents which are designed to be working documents that are updated to reflect the current needs of the child. Parents and carers are invited to attend Parents Evening twice per academic year, where they can speak with their child's class teacher. The SENDCO will also be available during these times, should parents wish to discuss anything further. ILPs and Strategies sheets are shared with parents and sent home three times a year. Parents may also request additional contact with the SENDCO where necessary to discuss concerns.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating the plan, with support from the SENDCO. These are then shared with everyone involved with the child. The SENDCO reviews all school records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first 20 hours of additional educational support provision for learners with SEND from their notional SEND budget.
- A small amount of specialist or personalised level top-up funding above 20 hours of support is provided on a per-learner basis when a child has been assessed by the Local Authority as meeting the threshold for an Education Health Care Plan (EHCP)

9. Supporting families and pupils

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their child should discuss these first with the class teacher who will inform the SENDCO if necessary. The child is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Further support and help can be found in the following ways:

- The Arunside School SEND Information report (SIR) – which can be found on our website
- The Arunside 'Waves' of Provision Document – which can be found on our website
- The West Sussex Local Offer which can be accessed via their website <https://westsussex.gov.uk/local-offer>
- Our transition arrangements. We have excellent links with pre-schools and local secondary schools. When the child makes the transition to their new school or class; we have transition plans in place to support their move if appropriate

10. Supporting children with a medical condition

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Each case will be discussed on an individual basis to ensure appropriate and personalised care is in place.

11. Training and development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. Staff meetings and TA training regularly focus on different areas of SEND to ensure that our provision remains effective and current.

The school's SENDCO regularly attends the West Horsham SENDCO network meetings in order to keep up to date with local and national updates in SEND.

12. Monitoring and Evaluating SEND

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special

educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCO
- the deployment of all special educational need personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SENCo is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments
- contributing to the in-service training of staff
- liaising with the SENDCO in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- providing high quality teaching for all children
- making use of the West Sussex Ordinarily Available Practice document (OAIP) to support their practice
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, Parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND

Teaching Assistants (TAs) are responsible for:

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENDCO
- providing feedback to the class teacher/SENDCO regarding children's progress in class lessons and towards individual targets

- keeping records of their work with individuals or groups as appropriate
- delivering (and reporting back on) specific intervention programs under the direction of the SENDCO and/or class teacher

Governors will ensure that:

- regular meetings between the SENDCO and the Inclusion Governor are held in line with Governor monitoring schedule, which are reported back to the Governing Body by the Inclusion Governor
- the SEND Policy is subject to a yearly cycle of monitoring, evaluation and review by the Inclusion governor and approved by the Full Governing Body.

13. Storing and Managing SEND Information

Information relating to SEND is stored on the school server or in locked cupboards in the SENDCo office. When a child leaves Arunside School their SEND information is passed onto their next school and signed for by the receiving school.

14. Complaints

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the SENDCO/Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the Local Authority for advice, support and information.

15. Reviewing the SEND Policy

In line with school and government policy, the SEND policy is reviewed annually by the SENDCO and approved by the Full Governing Body.

This policy has been ratified by the Full Governing Board in January 2026

This policy will next be reviewed in January 2027