Altrincham CE
Aided Primary School

Grow Strong and Bear Fruit

ACE SEND Policy 2025-26

Approved by: ACE FGB

Date: 18.3.26

Review date: Spring 2027

At Altrincham CE Primary School, we aim to provide every possible opportunity to develop the full potential of every child – for them to '*grow strong and bear fruit*'.

This aim is firmly rooted within the context of our Christian, church school heritage and within the light of our Christian faith and values.

Isaiah 56.7

These I will bring to my holy mountain and make them joyful in my house of prayer; their burnt offerings and their sacrifices will be accepted on my altar; for my house shall be called a house of prayer for all peoples."

We believe children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They have an entitlement to access the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with additional learning needs.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children, and we aim to achieve excellence through the removal of barriers to learning and participation. We want our children to feel that they are a valued member of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different learning and emotional needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

This policy is in line with the revised Code of Practice 2014, the statutory guidance on supporting pupils at school with medical conditions April 2014, safeguarding policy, accessibility plan and all subsequent updates.

Altrincham CE Primary School provides a broad and balanced curriculum for all children. When planning teachers set learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have additional needs and require additional support from the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age.

Children with additional needs have learning differences that call for additional provision or adjustments to be made. Children may have additional needs at any point in their academic career if:

- They have significantly greater difficulty in learning than the majority of children their age.

- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and this policy ensures that curriculum planning, teaching provision and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims

The aims of the provision for children with learning differences at Altrincham CE Primary School will be to:

- Ensure the earliest possible identification of an additional need.
- Involve parents as partners in their additional needs process.
- Regularly monitor and review each child's progress and take appropriate action
- Ensure that the school fulfils the requirements of The Code of Practice for SEN (DfES 2014) and the Equality Act 2010.
- Make clear partnerships with all outside agencies and support facilities.
- Cater wherever possible for the full range of special needs within school.
- Ensure that SEND pupils take as full a part as possible in all school activities.

Definition of SEN:

(Quoted directly from the SEN Code of Practice, 2014, p.15)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her. A child of compulsory school age or young person 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, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.*

Note: Children must not be regarded as having a learning difference solely because the language or medium of communication of the home is different from the language in which they will be taught.

Learning differences can fall into one or more of the following categories:

- Speech, language and communication needs
- Behavioural or emotional and social development needs
- Moderate learning difficulty
- Specific learning difficulty (eg. Dyslexia)
- Severe learning difficulty
- Autism

- Sensory processing issues
- Medical conditions

The SEN Code of Practice (2014) adds that the local authority must ensure that children with SEN or a disability receive education to 'achieve the best possible educational and other outcomes.'

SEND code of practice: 0 to 25 years - GOV.UK

Roles and Responsibilities

Provision for children with learning differences is a matter for the school as a whole. In addition to the Governing Body, the school's Head Teacher, the SENDCO and all other members of staff have important day-to day responsibilities.

All teachers are teachers of children with additional needs.

The Governing Body has its own Admission Policy that has been approved by the Diocese and the LA. Altrincham CE Primary School is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs.

All staff should be aware of their responsibilities with respect to the ACE SEND Policy. They should seek advice from the SENDCO whenever necessary.

The Role of the SENDco & Assistant SENDco

SEN arrangements are coordinated by the SENDco & Assistant SENDco, whose roles include:

- Overseeing the day to day implementation of the school's SEND Policy
- Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils
- Responsibility for the documentation required to maintain our SEND register and ensuring plans are upto date on Edukey (ACE's SEND recording platform)
- Attending and contributing to review meetings
- Keeping the Executive Head Teacher informed about provision, pupils' needs and changes to statutory requirements
- Identifying and monitoring areas of need and provision across the school and reporting to the Executive Head Teacher to ensure provision is optimal and needs are met
- Advising on the purchasing of appropriate teaching materials to meet the identified needs of individuals or groups of children
- Liaising with parents of children with additional needs
- Promoting training of staff both in-house and external
- Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services, Occupational Therapists, Paediatricians and the schools to which pupils transfer
- Managing the day-to-day activity of SEND TAs

The Role of the Teachers

- Identify pupils of concern and liaise with SEND team
- Adapt teaching to ensure all children can access and experience success in all lessons
- Review and complete SEND plans on Edukey with support from SEND team
- Direct the activity of teaching assistants working with the class
- Liaise with parents of children with additional needs.

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with learning differences within their care.

All pupils have access to a broad and balanced curriculum and regular CPD is held to update staff on issues and initiatives.

The Role of the Executive Head Teacher

The Executive Head Teacher's responsibilities (which may be delegated) include:

- The day-to day management of all aspects of the school including SEN provision
- Keeping the Governing Body informed about SEN practice and outcomes within the school
- Working closely with the SENDco & Assistant SENDco
- Ensuring that the school has clear and flexible strategies for working with parents, and these strategies encourage involvement in their child's education.

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in all school activities
- Having regard for the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEN policy
- Reporting annually to parents on the school's SEN Information Report including the allocation of resources from the school's budget.

Under the Children and Families Act 2014, the Governors have a duty to co-operate with Local Authorities, and Local Authorities in turn must co-operate with Governors in relation to carrying out their duties towards children with SEN. The Children and Families Act 2014 requires Governing Body to admit a child to their school where they are named in the Education, Health and Care (EHC) Plan.

Inclusion

ACE is a wholly inclusive school. Children with additional needs will be included fully within the curriculum wherever possible, with the provision of support staff and appropriate adaptations and adjustments in place.

Identification

Early identification and assessment of a child with a learning difference is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENDCO will discuss the child's needs and information will be gathered. A meeting of all interested parties will be carried out – at a later point and if necessary further testing will be carried out, alongside the 'assess, plan, do, review' cycle. Information and assessment will determine whether a child may or may not need to be placed on our SEND Support register.

We use Trafford's Graduated Approach as a guide to entry criteria for our SEND Support register.

A Graduated Response to Learning Difficulties

The key test of the need for action is evidence that current rates of progress are suboptimal compared to children with similar starting points. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making expected progress.

Expected progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

SEN Register

At Altrincham CE Primary School, we have due regard for the guidance in the Code of Practice 2014 which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

"It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff."

We follow a graduated approach with an Assess-Plan-Do-review cycle to ensure children's needs are closely monitored and addressed. The initial stage is:

Ordinarily Available Inclusive Practice

This stage involves the class teacher demonstrating Ordinarily Available Inclusive Practice (OAIP), which includes but is not restricted to:

- Strong positive relationships built with every child to create a sense of belonging
- High expectations of every child so they thrive and achieve
- An ambitious curriculum
- Explicit vocabulary teaching
- Use of metacognitive strategies: learning how to learn
- Chunking, scaffolding, use of concrete resources, use of digital resources, retrieval practice
- Ongoing and dynamic adaptations so that all children can access and experience sccess in every lesson
- Ongoing experiences and opportunities to increase background knowledge and enable every child to make greater connections in their learning (building mental schema)
- Full curricular access and opportunity for participation in extra-curricular activities
- Strong pastoral support to increase individual self –esteem, resilience and confidence
- Safe secure welcoming environment and an effective safeguarding culture
- Promote strong attendance and punctuality
- Open welcoming school and strong home-school partnership
- Strong pupil voice

Teacher Observation

Individual needs are still met within the classroom using OAIP through the Graduated Approach guidelines. Staff may have initial concerns about a child but are currently able to manage their learning and achieve progress within the classroom through adapted activities and strategies such as group work and/or collaborative learning, pre-teaching, daily reading, support with attendance or SEMH. Termly pupil progress meetings with the Executive Head Teacher and SENDCO include a spotlight on children at this level.

If children do not make adequate progress, then they will be moved to the next level and recorded on our SEN Support register.

SEND Support

A child moves to this level if it is felt that the child has additional needs which require additional support. Interventions are necessary that are additional to, or different from, those provided as part of the school's usual practice of curriculum adaptations to ensure access and success.

A SEND Support Plan is created by the class teacher in consultation with the SENDCO, for all pupils who require support above that provided at the Teacher Observation stage. This is reviewed and rewritten at least termly and discussed and shared with parents. In all cases, the review period is flexible and ongoing. If a child is showing evidence that they are achieving the targets on their SEND Support Plan then these will be reviewed and amended.

For a child at SEND Support, most support from additional adults takes place within the classroom, so that the child can continue to learn alongside their peers. Sometimes, the bespoke nature of an intervention means that this would not be appropriate and the child will work with an adult outside the classroom – for example, catch-up 1-2-1 reading. The class teacher and SENDCO will ensure that where a child is withdrawn from the classroom that this does not interfere unduly with the child's access to a broad and balanced curriculum.

Pupil Passport

All children receiving SEND Support have a Pupil Passport. This document captures key information about your child on a single page, enabling any member of staff who works with them to understand their needs and provide effective support. Pupils contribute to their passport by sharing what is important to them, and parents are welcome to add information if they wish.

SEND Support Plan

A child's SEND Support Plan is used to plan and provide support for a pupil which is additional to and different from that available to all.

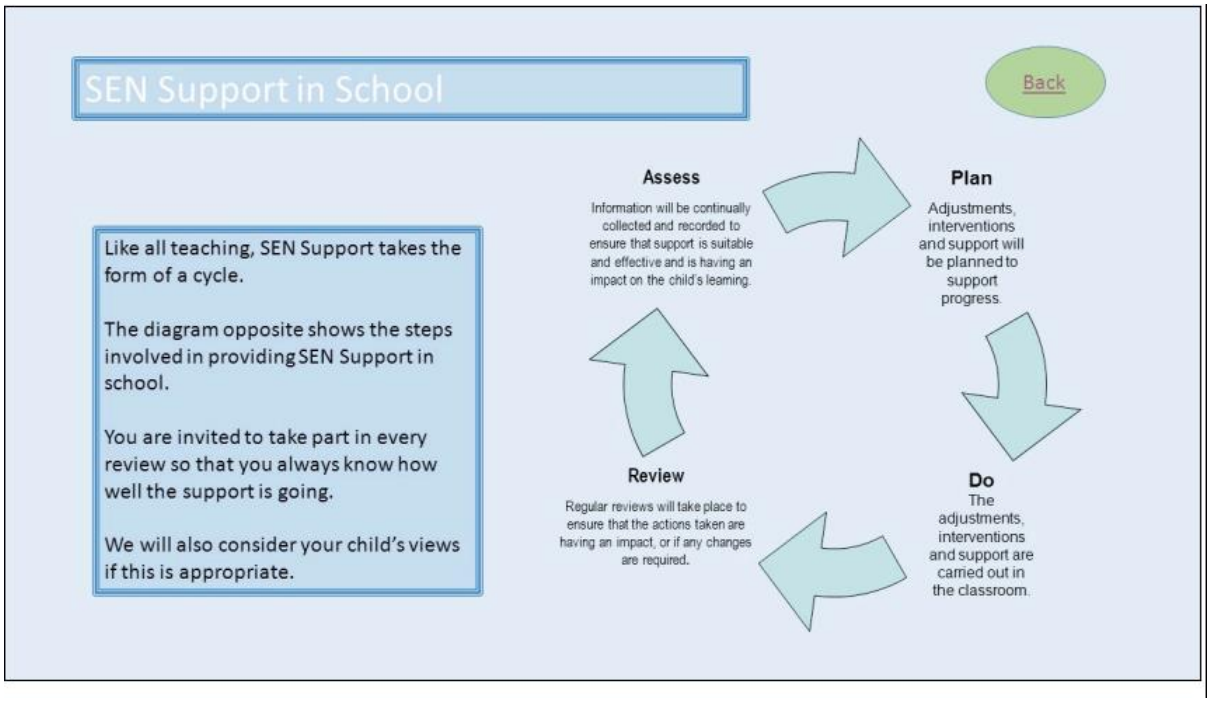
A SEND Support Plan must start with a conversation with the child to understanding their thoughts and feelings, their strengths/likes as well as their barriers to learning. It is also essential that the child is an active part of the SEND Support Plan and understands why we are working together on this and is motivated to achieve it. It is important that we talk to the child about what we are going to focus on, and why, and talk to them about how we are going to achieve it. We believe that a motivated child who feels they have an understanding and ownership of the support WILL make progress.

Accurate assessment must underpin the targets identified so that we are confident everything we are doing is sharply focused on meeting a child's individual need.

Specific learning barriers are accurately identified, to ensure targeted and therefore effective the support. The SEND Support Plan targets are devised to address specific barriers. Targets are sharply focused and measurable.

The SEND Support Plan identifies how progress will be measured enables teachers/TAs to recognise progress within a lesson and record this on the SEND Support Plan. SEND Support Plans are regularly updated and progress recorded, and as soon as a child is ready to move onto the next target they should.

A SEND Support Plan must be understood as an on-going working document, continually meeting the needs of the child at the present time. SEND Support Plans are based on a cycle of planning, intervention and review (Assess, Plan, Do, Review).



Regular opportunities are available on a formal and informal basis for parents to discuss their child's progress. Parents are able to discuss their concerns with the staff whenever they need to.

Where significant progress is made, the class teacher and SENDCO, in conjunction with parents, may decide that the child will come off their SEND Support Plan and be monitored by the teacher whilst still receiving their entitlement to OAIP and curriculum adaptations.

If over time, provision at SEND Support is not delivering the intended impact and the child makes little or no progress against their targets, the SENDCO works with the class teacher to complete documentation to involve external professionals in order to meet the child's needs.

Personalised Provision (EHCP)

For a very small number of pupils progress at SEND Support may still not adequately support their needs and enable progress to be made. At this point an assessment from the Local Authority can be requested, with the support of the teachers, SENDCO, parents and following a consultation with the Executive Head Teacher. The SENDCO with the advice of the adults working with the child, will complete forms sent by the Local Authority and will liaise with the parents and the Local Authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on the 'plan, do, review' evidence they have gathered over time during their time at the SEND Support stage. Interventions and support will remain in place during the assessment process.

Following consultation with external professionals and the LA, an EHCP (Educational Health Care Plan may be granted. As for all children on our SEND register, progress will be reviewed termly with teachers, the SENDCO and parents. Above this, every 12 months, an Annual Review will take place. This includes the teacher, SENDCO, parents, outside agencies and the Local Authority being invited to a meeting to discuss progress and targets.

Outside Support Agencies

When referred to, outside support agencies may include any number of the following:

- Specific Learning Difficulties Consultant
- Educational Psychology Service
- Behaviour Support Service
- Speech and Language Therapy Service
- Trafford Family Information Service
- Trafford SENDIASS (SEND Information and Support Service)
- Trafford SENAS (SEND Advisory Service)
- Pre-school Advisory Service
- Educational Welfare Services
- Social Services
- Visual and Auditory Impairment Advisors
- Mental Health Services
- English as an Additional Language Advisory Teacher Service
- Occupational Therapists
- Trafford Autism and Social Communication Pathway (TASC)
- Trafford Combined ADHD Service (TCAS)

Pastoral Care

At Altrincham CE Primary School, we believe that it is of crucial importance to create an atmosphere in which *all* pupils: feel secure, know they are valued as individuals, are encouraged in their learning, growth and social development in a healthy and safe environment. Our curriculum and provision encourage the development of skills to equip pupils to deal with the challenges/learning barriers they face in life, as well as providing opportunities for pupils to exercise individual and social responsibility.

As a staff we share the responsibility for the care and welfare of *all* pupils, working together as a team to support the needs of *all* pupils.

Parents as Partners

We recognise and value parent input and are therefore dedicated to making sure that parents are involved from early identification and through each procedure that takes place in school. Regular termly review meetings are held which ensure that teachers meet with parents, support staff and children to discuss progress and future outcomes for achievement.

Transition

School makes every effort to pass on information and communicate the needs of the children via liaison interviews, supported visits to the new learning environment and the exchange of records. This ensures continuity of provision and endeavours to make the transition to new schools smooth and successful.

Links with other Schools

Links are established for children with additional needs transferring to Secondary education through person centred reviews and also through the liaison of SENDCO's within each school.

Resources

A proportion of the school budget will be allocated to SEND each year, including for staff professional development.

The amount allocated and the use of funds is monitored on an annual basis.

Complaints

Any reason for complaint will be addressed by the class teacher, SENDCO, Executive Head Teacher and Governing Body through the school's complaints procedure. Should that process fail, complaints should be addressed to the Educational Psychologists Service and Director of Education at the Local Authority.

This policy has been written with close reference to The Code of Practice for SEN (DfE 2014) and the Equality Act 2010.

SEND code of practice: 0 to 25 years - GOV.UK

Equality Act 2010: guidance - GOV.UK

Review

This policy is reviewed annually or as a response to changes in DfE legislation and/or guidance. It was reviewed in light of the 'Every child achieving and thriving' White Paper of February 2026.

Every child achieving and thriving - GOV.UK