



Windy Arbor

Special Education Needs and Disability (SEND) Policy

Policy written by	SMBC / Hannah Geerlings
Date	September 2026
Ratified by Governors on:	30th September 2026
Signed:	Carl Purvin
Date to be reviewed:	September 2027

This special educational needs policy should read in conjunction with our school's local offer (the SEN Information Report found on the school website) and our accessibility plan. This policy will be reviewed annually.

Windy Arbor SEND Vision

To provide sufficient support to allow all our pupils to develop independence and achieve the best possible academic, social and emotional outcomes; enabling them to lead a full and fulfilling life as part of their community.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.
- (7) To improve the mental health and wellbeing of all adults and children in the school community.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** 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 includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

Policy Development:

This policy was developed with support from the local authority SEND team and has been reviewed with support from the SENCOs within the Prosper Together MAT.

Roles and responsibilities:

Class teacher: Responsible for delivering all inputs to all pupils including children with SEND.

Phase Leader: Keep an overview of pupils in their phase

SENCO and Assistant SENCO: Oversea the provision for all pupils with SEND and feed in to the SLT team to ensure those with SEND are represented.

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- a) Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- b) A pupil asks for help.
- c) Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory/physical
- d) Whole school tracking of outcomes indicates concern about progress or general well-being.

Windy Arbor Additionally Resourced Provision for Autism

Windy Arbor hosts a 12 place Additionally Resourced Provision (ARP) for pupils with ASD called The ARC. This provision is available to all pupils in Solihull who meet the required criteria.

See our ARC policy for details.

Windy Arbor Resource base (The Nest)

Our Resource base is a 6 placed local authority run provision for children with

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is adapted and personalised to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught

curriculum. We take care to ensure that adaptations remove barriers to learning and allows all pupils to work with a level of independence.

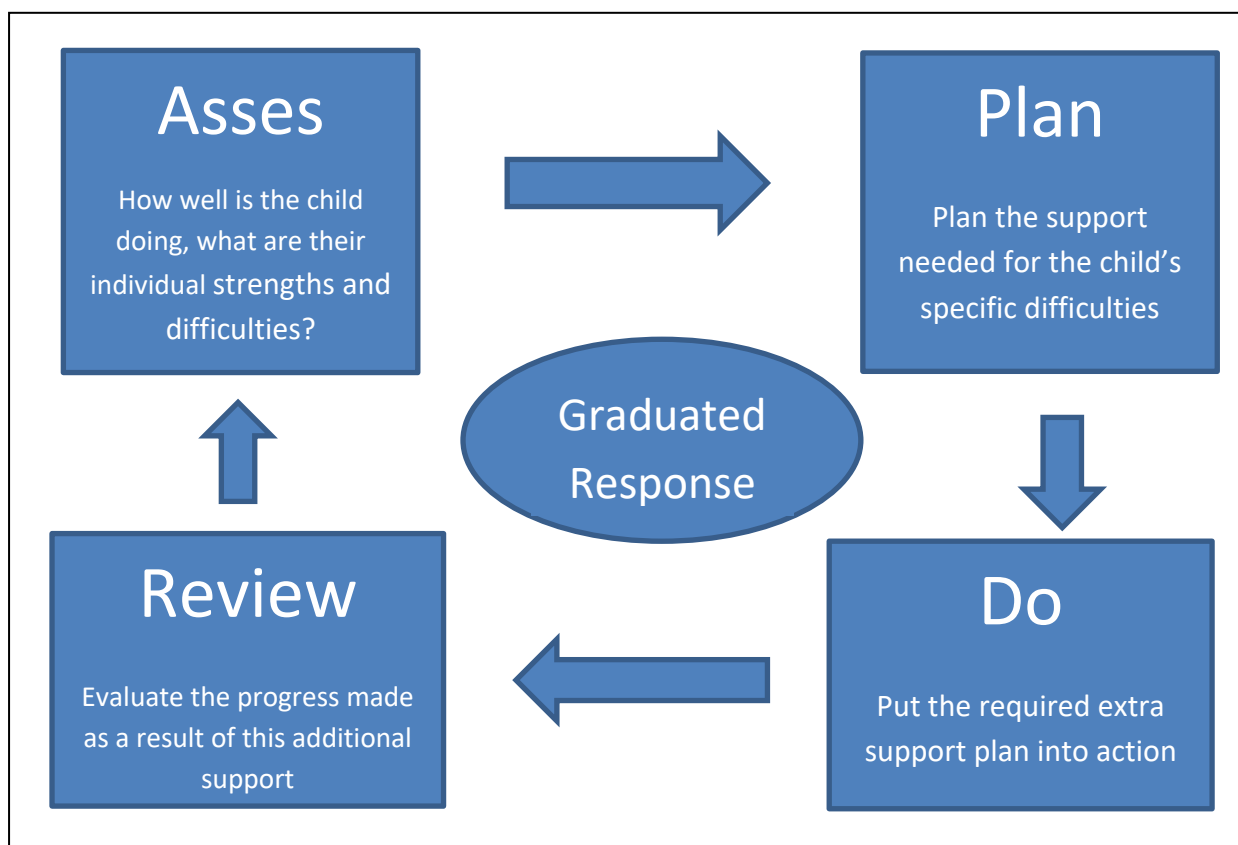
The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

Pupils on the SEN register who are receiving interventions from other staff in the school, may be set additional learning or behaviour targets. Parents are informed of these via the reporting system and also at events such as Parents' Evenings and SEN review meetings held at least twice a year.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, the SENCo and members of the Senior Leadership team. Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the adapted and personalised teaching and scaffolding being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:



As a result of the review process after one round of the graduated response, we may decide to involve outside agencies for specialist support. This could include health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

The range of agencies that come into school can be found in the school's local offer (SEN information report) on our website.

SEND Register

Pupils who have needs that require school to provide something that is different from or additional to the provision for all pupils, will be added to the school's SEND register. This will be done in consultation with the child's parents.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created. It must be noted that under 5% of the entire population of school age children should expect to have an EHCP and evidence of considerable additional need will be required in line with the LA thresholds document, in order for this process to be commenced.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services
4. If a child has an EHCP, this comes with a funding band that allocates money to support the child's needs in school.
5. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is outlined in more detail in the schools SEND Local Offer on the school website. These target the following broad areas of need:-
 - Cognition and learning
 - Social, emotional and mental health
 - Communication and interaction
 - Sensory and/or physical

What training do the staff supporting children and young people with SEND undertake?

At Windy Arbor we believe in enhancing our skills through regular training. See the Continuing Professional Development (CPD) policy and our local offer for the most recent training provided to staff.

How are children included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- ARC pupils join their mainstream peers for class trips and are represented on the School Council. They are also invited to be involved in all aspects of school life and special events.

How accessible is the school environment?

[See the accessibility policy](#)

How do we support transition?

We recognise that transitioning can be a stressful time for any pupil but particularly those with SEND and we seek to support our pupils through these times.

[See the local offer for details of how we support transition.](#)

How are parents involved in discussions about and planning for their child's education?

This will be through:-

- discussions with the class teacher and/or SENCo;
- discussions at parents' evenings;
- discussion at SEN reviews and EHCP reviews
- meetings with support and external agencies.

Complaints:

Our named person for all matters relating to SEND is Fiona Edwards. She should be contacted if parents / carers have a concern. We always do our best for every child, but if parents or carers are unhappy with the support provided and wish to make a formal complaint, they should see the complaints policy.

Review of this policy:

To ensure continued appropriateness and effectiveness of this policy, it is reviewed annually by the SENCO.

Glossary

(An additional glossary of terms is included in the appendices of the SEND Code of Practice)

ARP	Additionally Resourced Provision
DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
PPS:	Parent Partnership Services