Whingate Primary School

SEND Policy

March 2025

Ratified by the Governing Body on: _____

Chair of Governors Signature: _____

Date of Next Review: ____March 2026_____

Contents

1. Aims 3-4
2. Legislation and guidance 4
3. Definitions.....4
4. Roles and responsibilities 5-6
5. SEND information.....6-14
6. Monitoring arrangements.....14
7. Links with other policies and documents.....14

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others

In agreeing these staged arrangements, the school has considered the following statements and definitions:

- "Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."
- "Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching" SEND Code of Practice (2014)
- Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with

intervention quickly put in place, and a thorough evaluation of the impact of additional provision. Ofsted SEND Review 2010

- "Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level" (p68) SEND Code of Practice 2014

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice:0-25 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Other factors which may affect progress, attainment and wellbeing include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4. Roles and responsibilities

4.1 The SENDCO

The SENDCOs are Mrs Melissa Varley who holds the National Award for SEND and is a member of the Senior Leadership Team, and Mrs Rachel Walker, who is the Assistant Headteacher and is currently completing the National Professional Qualification in SEND.

The SENDCOs will:

- Work with the Co-Headteachers and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Co-Headteachers, and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Co-Headteachers and SENDCOs to determine the strategic development of the SEND policy and provision in the school

4.3 The Co-Headteachers

The Co-Headteachers will:

- Work with the SENDCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Monitoring the progress and development of every pupil in their class and seeking to identify pupils who may have SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCOs to review each pupil's progress and development and decide on any changes to provision; this includes developing Individual Provision Maps for each child and reviewing termly.
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, children on the Autistic spectrum and speech and language difficulties
- Cognition and learning, for example, Dyslexia or processing delays
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties or epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Medical Conditions

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The school aims to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the services that other agencies, such as SENDIASS, can provide
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCOs to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

For children working significantly below age-related expectation, progress and attainment is often tracked using the B Squared- Connecting Steps assessment tool, which assists staff in planning individual targets and tracking small steps of progress. Within the Early Years, the Early Years Developmental Journal assists staff to look at finely graded steps of progress.

The Graduated Approach

The Graduated Approach is a cyclical process of support to achieve the following:

● Accurately identify need

● Remove barriers to learning

● Put effective special educational provision in place.

When a potential need has been identified, SEND support, via the graduated approach, stems from a four-part cycle:

Assess:

● The purpose of assessment is to support understanding of the need in order to inform intervention.

● Individualised assessment leads to a growing understanding of the barriers to, and gaps in, a pupil's learning.

A clear understanding of a young person's needs is essential to:

● Planning effective teaching.

● Determining appropriate provision.

● informing adjustments to teaching that will lead to good progress and improved outcomes.

In identifying a child as needing SEND support, the class teacher (with the support of the SENDCOs if required) will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them. Pupils are closely monitored throughout the Early Years to allow for early intervention to take place and to be planned for. Whingate Primary School employs Speech and Language Therapists to support early interventions. In some cases, outside professionals will be involved who will liaise with the school to help inform the assessments. Parental agreement is always sought before involving outside agencies.

Plan:

For pupils requiring SEND support, there are two areas that need to be considered when planning provision:

● High-quality class teaching.

● Targeted provision with appropriate outcomes.

Teachers will consider with the support of the SENDCOs:

● What they know from the assessments they have undertaken, about the pupil's strengths, areas of need, barriers to and gaps in learning.

● The views of the pupil and their parents/carers.

● What changes or adaptations to day-to-day class teaching can be made to generate quality impact and address the needs identified.

At Whingate Primary School, where it is decided to provide a pupil with SEND support, the parents are notified by the class teacher or SENDCOs and the child is placed on the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The teacher, supported when required by the SENDCOs, will decide upon interventions and support to be put in place and these will be reviewed at regular intervals. Outcomes will be guided by the child's Connecting Steps assessments and this information will be shared with parents at parent evenings or at reviews with the SENDCOs. An individual provision map (IPM) will identify the child's strengths as well as barriers to learning; it will highlight quality first teaching, plus targeted, personalised support. Interventions will also be recorded on the IPM, if relevant. The pupil's progress will be closely monitored throughout, and parents will be informed and consulted.

Do:

● The implementation of targeted intervention may be delivered by the class teacher, other staff members or professionals.

● The teacher maintains day-to-day responsibility for the learning and progress of all pupils.

● Close and regular communication between teacher and person delivering targeted intervention is essential.

● Teachers continually reflect on where pupils are and respond by adapting learning and provision as necessary.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or

specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, along with accurate assessments to inform next steps. Class teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where a child has an individual provision map (IPM) drawn up with the support of the SENDCOs, the class teacher will be responsible for ensuring the child is accessing quality first teaching and also any targeted and personalised support. The SENDCOs will continue to support the class teacher in further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. At Whingate Primary School, we use the B Squared Progression Steps resource to monitor and track the progress of children with SEND in cognition and learning.

Review:

● Teachers continually review pupil's progress, formally and informally, and this is the same for pupils with SEND.

● It is not necessary for teachers to wait for formal review meetings before reviewing and making changes if appropriate.

● Progress towards meeting planned outcomes should be tracked and reviewed at least once a term and should feed directly into the next planning phase of the graduated approach.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. The impact and quality of the support and interventions will be evaluated. The class teacher, working with the SENDCOs, should 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. This may involve referring to other professionals if additional assessment and advice is needed.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will ensure early and timely planning for transfer to a pupil's next phase of education. Pupils in receipt of Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and support. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also currently provide the following interventions:

- Speech and Language Therapy with support from two in-house therapists from Interactions
- Lexia online reading intervention
- Lego Therapy
- 1:1 Mentoring
- Circle of Friends
- Read, Write Inc. phonics
- Colour-Coding
- Social Skills groups
- Key Word Readers
- Alpha to Omega Spelling Intervention
- Zones of Regulation

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Deaf and Hearing Impairment Team

- Visual Impairment Team
- Educational Psychology Service
- Special Educational Needs Statutory Assessment and Provision (SENSAP)
- Social Care
- Special Educational Needs and Inclusion Team (SENIT)
- Special Educational Needs and Disability Information Advice Support Service (SENDIASS)
- SCOPE
- Specialist Training in Autism and Raising Standards (STARS)

5.9 Expertise and training of staff

Our SENDCOs have significant experience in this role and have both worked as class teachers prior to becoming SENDCOs.

We have a team of teaching assistants, Nursery Nurses, 2 Higher Level Teaching Assistants (HLTA), and a Specialist SEND Teaching Assistant, who are all trained to deliver SEND provision.

In the last few academic years, staff have been trained in:

- Speech and Language Intervention including supporting children through the use of visuals and Picture Exchange Communication System (PECS), Colour-Coding and the use of visuals
- Assessment using the Connecting Steps resource
- Lexia
- Lego Intervention
- Alpha to Omega Spelling Intervention
- Supporting children with their mental health

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

The Local Authority are currently making gradual changes to the way in which additional funding is allocated to pupils with SEND. From 2028, only those children with an Education, Health and Care Plan will receive funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing individual Provision Maps each term
- Monitoring by the SENDCOs
- Holding annual reviews for pupils with statements of EHC plans
- Holding Termly SEND pupil progress meetings with class teachers

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 The local authority local offer

Our contribution to the local offer and information about the authority's local offer are listed on our school website.

6. Monitoring arrangements

This policy and information report will be reviewed by Melissa Varley and Rachel Walker-

SENDCOs, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Intimate Care
- Complaints
- Safeguarding/Child Protection