Whitecote Primary School



Special Educational Needs & Disabilities Policy

Agreed: Sept 2026 **Review: Sept 2027**

Definition of special educational needs and disabilities
In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (2014) says children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission statement

At Whitecote Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Whitecote Primary School adopts a whole school approach to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs and/or disabilities can fulfil their potential and achieve optimal educational outcomes.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND can access the curriculum, by providing extra support or additional resources where appropriate and by removing their barriers to learning

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This will be achieved by gathering information from parents, other education settings, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers, senior management and the SENDCo will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual outcomes are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures

and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school, and the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means children will be involved, alongside their parents, in writing outcomes for Individual Provision Maps (IPM's) and reviewing those outcomes at regular intervals. This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life such as in the school council or as 'buddies' in the playground.
- **Links are being formed and strengthened with outside agencies and other education settings.** Links with local secondary schools have been forged and with primary schools within our cluster to share expertise in the SENDCo forums. Links with outside agencies are being strengthened to create a close multi-agency approach to SEND at Whitecote Primary School.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is *Mrs Jemma Lockwood (SENDCo).*
- The following people are also involved in ensuring the correct provision is in place for pupils with SEND: *Mrs Karen Johnstone (Assistant SENDCo) and Mrs Tracey Tweed (Pastoral and Family Support Manager).*
- The Governor with responsibility for SEND is Dr Kate Wrennall.

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all records including the SEND register for individual pupils.
Staff can access:

- The SEND Policy for Whitecote Primary School.
- A copy of the full SEND Register held on the school's MIS computer system.
- Guidance on identification in the Code of Practice.
- Information on individual pupils' special educational needs, for those children in their class, including action plans, outcomes set and copies of their Individual Provision Maps (IPM's)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND.

All SEND paperwork should be passed to the SENDCo by teaching staff or by other settings after a transfer as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that child's needs.
Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Specialist SEND provision

We currently offer our Acorns class, a specialist provision in school as we have extensive expertise in working with children with complex needs and these children are included, where possible, in all aspects of school life.

We are committed to whole school inclusion. For more information on our provision see section **10.**

6. Facilities for pupils with SEND

Whitecote Primary School has the following facilities:

1. A fully equipped care suite with lifting facilities.
2. Ramps to all areas at different levels.
3. Markings on obstructions, corners and different level flooring (e.g. stairs) for visually impaired children.
4. Access to specialist equipment for individual children, such as for medical needs, complex conditions, visual or hearing impairment, sensory difficulties.

7. Allocation of resources for pupils with SEND

Resources are allocated to children where need arises. Where resourcing is required the relevant funding and advice is quickly and effectively sought to provide access for all pupils to the curriculum and any extended provision such as after school activities.

8. Identification of pupils' needs

A graduated approach:

High Quality Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made

j) ***Early Help***

a. When a child has been identified as having SEND and provision has been adapted but the child has not progressed as expected, the school will consider taking steps under early help[+]
b. Following the school's previous assessment under early help, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action plan.
c. The criteria document provided by the Educational Psychologist will be used as a guide for moving children to early help.
d. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Education and Health Care Plans [EHCP]

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school, but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for a statement will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Relevant agencies
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

a. Following Assessment, the local authority professionals will provide an EHCP if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted at every stage of the decision-making progress.
b. Parents have the right to appeal against a decision for an EHCP for their child.
c. Once the EHCP is completed it will be kept as part of the pupil's formal record and reviewed annually by relevant school staff, outside agencies, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting, although they may also access additional provision at various times throughout the day, such as nurture groups or other small group or 1:1 sessions. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.
The school curriculum is regularly reviewed by staff and the senior team together with the SENDCo to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENDCo and Pastoral Team oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by subject leaders, and the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section **9.**

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

Acorns class, our specialist provision has been created to support some of our young children with the most complex needs. There are currently 11 children that access this provision.

The criteria for accessing Acorns class is flexible in order to best meet the needs of the children but currently the criteria are to meet one of the following

- Have previously been allocated at least Tier 2 FFI funding
- Have an EHCP/or one in process
- Are on the Complex Communication pathway
- Have a diagnosis

11.Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

There is a constant formal evaluation of the effectiveness of the school SEND provision and policy. The SENDCo and senior team carry out the evaluation and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school

forums assessment data and intervention assessments. Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, phase leader, SENDCo or senior leadership team who will attempt to resolve the issue but if this is not the case will be able to advise on formal procedures for a complaint.

The formal procedures are those outlined in the school policy and the local authority guidance documents. A summary for parents is available from the school office.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo and/or Assistant SENDCo attend relevant SEND courses and will facilitate/signpost relevant SEND-focused external training opportunities for all staff. All new staff are trained as part of their induction.
We recognise the need to train *all* our staff on SEND issues including child protection training which takes place every three years for all staff. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SEND team and the child's parents.

External services will be involved as and when is necessary and the SEND team will contact these services through routes outlined in the code of practice and authority guidance.

15. Working in partnerships with parents

Whitecote Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo or Assistant SENDCo throughout the year for any reason. Parents are kept up to date with their child's progress through progress reports, parents' evenings, provision reviews, and reports. Feedback is requested periodically from parents/carers.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo and SEND team may also direct parents and carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child. The school's SEND Governor, may be contacted through the school office at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the local network of schools and our SENDCo works in partnership within the network sharing expertise where possible. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Pupils who transfer from another school will go through the school's standard transition procedure. This may be adapted to suit their individual needs. Contact will be established with previous settings for those children with SEND so that appropriate support can be put in place and so that any paperwork that is required can be transferred at the earliest possible time.

17. Links with other agencies and voluntary organisations

Whitecote Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo and Assistant SENDCo are responsible for liaising with the following:

- Educational Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Inclusive Advisory Team

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

Signed _____ Frances Stead **(Headteacher)** Date_____

Signed _____ Jemma Lockwood **(SENDCo)** Date_____

Signed _____ Kate Wrennall **(SEND Governor)** Date _____

This policy will be reviewed in 2027