

# Wolsingham Primary School



## Special Education Needs and Disability (SEND) Policy

Chair of Governing Body: L. Clark

Headteacher: *S. Kitching*

Date: January 2026

Date of Review: January 2028

## **Special Education Needs and Disability (SEND) Policy**

### **Rationale**

Wolsingham Primary School is committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. This policy gives details of our approach and action we may take to support the pupils in our care.

### **Aims**

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Pupils to gain in confidence and improve their self-esteem.
5. To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
6. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
7. To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
8. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
9. To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
10. To give every child the entitlement to a sense of achievement.
11. To regularly review the policy and practice in order to achieve best practice.

## **Roles and Responsibilities**

Ms Stoker is the school SENDCO (Special Educational Needs Coordinator) and works with the Headteacher to oversee the provision for pupils with special educational needs.

All staff are involved in the development of the school's SEND policy and are aware of the school's graduated approach for identifying, assessing, monitoring and making provision for pupils with special educational needs. They should carry out these procedures with pupils in their class/groups, under the direction of the SENDCO. Teaching staff are responsible for writing and reviewing the Short Note Early Intervention Support Plans, Special Educational Needs Support Plans, and the Educational, Health and Care Plans for pupils in their class (in consultation with parents/ carers and the pupil, other staff who work with the pupils and the SENDCO).

The following areas are the responsibility of the SENDCO:

- The daily implementation of the school SEND policy
- Liaising with and advising teachers, Teaching Assistants (TAs) and Learning Support Assistants (LSAs) on SEND matters
- Coordinating the provision for pupils with SEND
- Overseeing the records of all children with SEND and updating files
- Contributing to the in-service training of staff
- Liaison with parents and outside agencies
- Keeping the SEND register up to date
- Overseeing the production of all support plans.
- Arranging and facilitating annual reviews for pupils with an EHCP and those that receive top-up funding.
- Updating EHCPs so that they reflect current needs of pupils and completing all paperwork for the annual review process.

## **Identification and Observation of Pupils with SEND**

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. We believe that through identifying SEND in children, we are viewing them as individuals and helping to remove barriers that they face, rather than giving them a label.

Full use is made of information passed to the school when a child transfers from early education provision or other school setting. We use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Wellcom and Speech Link, teacher assessment/observation). Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns.
- Ongoing teacher assessment and observation.

- Progress against the Early Learning Goals in the Foundation Stage.
- Progress and performance using the school tracking systems.
- Standardised screening or assessment tasks (e.g. Neale Reading Test, Wellcom, Speech Link).
- Results from standardised tests and ongoing summative assessment.

### **Provision for children with SEND**

In accordance with the SEND Code of Practice: 0-25 (2014), the school operates a graduated approach to support children identified with SEND. Cycles of assess, plan, do, review are used for SEND provision at all stages of the graduated approach.

#### **Stage 1 - Quality First Teaching**

All pupils at school are entitled to be taught to a standard called Quality First Teaching. This acknowledges that all children are different and that at times resources and work should be differentiated to ensure that all children are included and can achieve.

If teaching staff are concerned that some children are not making the progress that would be expected or if there appear to be barriers to their learning, the member of staff should bring this to the attention of the SENDCO. Discussion will take place to decide whether the pupils' difficulties warrant inclusion on the SEND register or if the child will be monitored for a specified time. Relevant teaching staff (usually the child's class teacher) would then discuss this with parents at the earliest opportunity.

#### **Stage 2 - Special Educational Needs Short Note Plan.**

If it is felt, after discussion with parents and relevant school staff, that the child's difficulties or barriers to their learning warrant placing on the SEND Short Note Register, then the child's class teacher will write a Special Educational Needs Short Note Support Plan. This is an early identification process and will give details of outcomes the child is working towards and support that will be given to help them achieve these over a short period of time. Examples of the type of support may be as follows, but will depend on the nature of the child's needs:

- Differentiation of work in class (and homework).
- Some additional small group support with a teacher, TA or LSA.
- Additional resources e.g. word banks, number squares, use of commercial schemes such as Word Wasp, Read Write Inc, etc.
- Teaching activities to be adapted to the preferred learning style of the child, e.g. a multisensory, practical approach or use of visual cues.
- Use of ICT to support learning.
- Individual behaviour systems/charts.
- Adaptation of the curriculum or classroom.

- Alternative methods of recording e.g. pictures, cut and stick activities, ICT, etc.

The SEND Short Note Support Plan may also suggest ways parents can support their child to help them make progress, build their confidence and achieve their outcomes.

### **Stage 3 - Special Educational Needs Support Plan.**

If it appears that a child needs a higher level of support then school staff will discuss this with parents and may also request an assessment by an outside agency such as the SEND and Inclusion Support team. If this is the case, the class teacher will then complete a SEND Support Plan alongside the parents/ carers and the pupil.

#### **External Agencies**

The school has established strong links with a range of external agencies and uses them effectively to support children with SEND. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Mable (Speech and Language)
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- EWEL team (Emotional Well-being and Effective Learning)
- School doctor/nurse
- Other medical professionals

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENDCO and parents before any action is taken.

It is not essential for a pupil to have had a Short Note Support Plan before they are given a SEND Support Plan. In addition, school would take into account advice from other professionals and would put this into practice.

### **Stage 4 - Education, Health and Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made good progress, the school should consider requesting an Education, Health and Care assessment.

If the Local Authority agrees that an EHCP is necessary, the plan will be produced by them and will include advice and recommendations from all involved parties and agencies, including the child, parents and school. An EHCP will include:

- Details of all the pupil's special needs, including education, health and care needs.
- Details of the provision necessary to meet the child's Special Educational Needs.
- Both short-term and long-term targets for the child to work towards.
- The type of provision the child needs (mainstream or specialist) and the name of the school that will provide it.
- Relevant non-educational needs of the child.
- Views and recommendations from other professionals and agencies involved with the child.

EHCPs are reviewed annually.

### **Monitoring and assessment**

Pupils with SEND are monitored using the same assessment procedures used for other pupils in school, although at times these are adapted to make them more accessible/appropriate. Monitoring or progress towards Support Plan targets is carried out by teachers and support staff. Additional assessments are sometimes used to check progress made such as reading/spelling scores, dyslexia/dyspraxia screenings and so on.

For some children with SEND, it may be appropriate for them to have special arrangements to help them access their Year 6 SATs. This may take the form of extra time, having an adult read the Mathematics papers to them, an adult to act as a scribe or using ICT. This is something that the Year 6 teacher or SENDCO will discuss with parents and the child, if appropriate.

Although some pupils with SEND may not achieve targets which are in line with National expectations or with the majority of the peers in their year group, it is still important that we have high expectations for their achievement and monitor them to make sure they are making progress at their level.

This may include the following:

- Improvement in self-esteem/confidence
- Increased independence when approaching tasks
- Improvement with social skills or behaviour
- Progress which matches or betters previous rates of progress
- Progress similar to peers working from similar starting points
- Closing the attainment gap (the gap between children with SEND and without SEND)
- Preventing the attainment gap from getting wider

## **Parents**

As a school we recognise the impact a strong relationship between school and home can have on children's progress. This can be especially important for children who have SEND. We keep parents informed of any difficulties their children are having and support they are receiving at school. Parents are able to talk to their child's teacher at termly parent pupil consultations. Parents are also encouraged to speak to the SENDCO about any concerns they have if and when they arise. Parents are also aware of our 'open-door' policy and know they are welcome to come into school at any time to discuss any concerns they may have.

Parents are provided with copies of a School Information Pack which explains SEND procedures and how the school organises support for pupils, when their child is first placed on the SEND register. This is also available via the school website.

## **Community of Learning (CoL)**

The school is actively involved with the Community of Learning, a group of local educational establishments. The Head teacher and SENDCO regularly attend CoL meetings, and feedback information to other school staff.

## **Staff Training**

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training. Some training is carried out within school during staff meetings and Professional Development days and other training is external. The school also accesses training provided by the Community of Learning.

## **Pupils with physical difficulties**

For pupils with significant physical disabilities, provision is in place to allow access to the building, e.g. portable ramps. Personal Evacuation Plans (PEPs) are in place for such pupils, so that staff are aware of what needs to be done in an emergency situation. Future plans to develop this provision further are included in the school's accessibility plan.

**This policy was updated in January 2026 by Ms Stoker, SENDCO, in consultation with school staff, governors and parents.**