



Let your light shine. Matthew 5:16

Whitley Memorial Church of England Primary School

SEND Policy 2026-2027

Policy Location:	Reviewed:	Review Due:	Person Responsible:
School Website Staff handbook Available to all visitors	September 2026	September 2027	Paula Townsend

Review log: SEND Policy				
Review Date	Reviewed by	Approved by	Approval / Adoption date	Next review
September 2025	Deputy Head	Governing Board	September 2025	September 2026
September 2026	Deputy Head	Governing Board	Expected Dec 2026 at FGB	September 2027

Revisions log: SEND Policy	
Review Date	Revisions
September 2026	

Our Vision

As a Church of England school our historical roots are vital to our identity and we are committed to serving our community. As a Church of England School, we value all of God's children, and follow our vision of equality for all. We believe that at Whitley Memorial Church of England Primary we are one big family, the 'Whitley Family,' striving to support our children equally in their spiritual and personal growth alongside their academic development.

Our school motto of 'Let your light shine' comes from Matthew 5:16: 'Let your light so shine before all people, that they may see your good works, and glorify your Father which is in heaven.'

This voices our overarching belief that everyone, no matter what their starting point may be, has God given skills and talents and we passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners and other professionals to ensure all children receive the very best start to their learning journey and have every opportunity to 'Let Your Light Shine.'

Core Values

Our core values are at the heart of our school ethos and Christian environment. These values form the scaffold of our half-termly Worship themes and are also taught explicitly throughout the school. Our values are: Resilience, Respect, Love, Forgiveness, Perseverance and Kindness.

Statement of intent

This policy will be reviewed and updated in line with any new national SEND standards or statutory reforms once these are published.

Whitley Memorial believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.

- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

SEND Policy

This policy has been reviewed by School Governors:

Special Educational Needs Co-ordinator is:

Mrs Paula Townsend

National Award for Sen Obtained:

Yes

The Named Person is:

Headteacher Mrs Stephanie Roome

The SEND Governor:

Reverend Helen Young

The Governing Body approved the policy:

Expected December 2026

The policy will be reviewed:

Annually

Abbreviations used in the policy

SEND – Special Educational Needs and Disabilities

SEN – Special Educational Needs

SENCO – Special Educational Needs and Disabilities Co-ordinator

LA – Local Authority

EHCP – Education, Health and Care Plan

LAC – Looked After Child

SLT – Senior Leadership Team

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

EAL – English as an Additional Language

OAP – Ordinarily Available Provision

PEP – Personal Education Plan

Introduction:

Whitley Memorial Primary School has a named SENCO, Mrs Paula Townsend and Reverend Helen Young. Together with the Headteacher and Governing Body, they work to ensure that the school's SEND provision is implemented effectively and in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, relevant legislation, Local Authority guidance and the school's wider inclusion policies.

At Whitley Memorial Primary School, we are committed to ensuring that every child is valued as an individual and is given the opportunity to achieve their full potential. We recognise that

pupils learn in different ways and at different rates and are committed to identifying and removing barriers to learning, participation and achievement.

We use our best endeavours to secure the special educational provision required by pupils with SEND. We aim to ensure that provision is responsive to individual need and is additional to or different from that ordinarily available to pupils of the same age.

At Whitley Memorial we will:

- Welcome everyone.
- Build Christian values and worship into our teaching.
- Establish strong links between home, school and community.
- Endeavour to reach our full potential and celebrate our achievements.
- Care for, encourage and respect each other.
- Support each other to stay safe, healthy and make a positive contribution to our world.

At Whitley Memorial it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the new **Code of Practice (September 2015)**.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

- - A SEN information report about the implementation of the school's policy for pupils with SEND.

Whitley Memorial Primary School is committed to maintaining high aspirations and expectations for all pupils with SEND. The school recognises that high-quality teaching, appropriate adaptation, early identification and effective collaboration with pupils, parents/carers and external professionals are central to improving outcomes. SEND provision will be planned around the individual strengths, needs, aspirations and outcomes of each pupil. The school will seek to ensure that pupils with SEND are fully included in the academic, social, cultural and wider life of the school.

Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.

- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LEA and LEA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The SENCO will also:

- Monitor the quality and impact of SEND provision across the school.
- Work with teachers to ensure that pupils with SEND have appropriate outcomes, provision and support in place.
- Ensure that SEND information, including one-page profiles, SEN support plans and EHCP documentation where applicable, is kept accurate and up to date.
- Support staff to understand and implement strategies recommended by external professionals.
- Monitor the effective implementation of reasonable adjustments and the school's Ordinarily Available Provision.
- Contribute to the strategic development of inclusion across the school.
- Work with the Headteacher and SEND Governor to evaluate the effectiveness of SEND provision and identify priorities for improvement.
- Ensure that pupils' views and the views of their parents/carers are considered when planning, reviewing and evaluating SEND provision.

Teachers will be responsible for:

- Being accountable for the progress and development of all pupils in their class, including pupils who receive additional support from teaching assistants or specialist staff.
- Knowing and understanding the needs, strengths, outcomes and provision of pupils with SEND in their class.
- Planning and delivering high-quality teaching that is appropriately adapted to meet individual needs.

- Implementing the school's Ordinarily Available Provision and reasonable adjustments to remove barriers to learning and participation.
- Planning, reviewing and evaluating SEND support using the graduated approach of Assess, Plan, Do, Review.
- Working collaboratively with the SENCO, parents/carers, pupils and relevant professionals.
- Ensuring that agreed strategies and provision are implemented consistently by all adults working with the pupil.
- Reviewing pupil progress and the impact of provision regularly and identifying where changes to provision may be required.
- Setting ambitious and appropriate outcomes for pupils with SEND.
- Ensuring that teaching assistants and other adults supporting pupils are directed effectively and understand their role in supporting the pupil's learning and independence.
- Maintaining high expectations for all pupils and supporting them to access a broad and balanced curriculum.
- Raising concerns with the SENCO where a pupil is not making expected progress despite appropriate high-quality teaching and targeted support.

The class teacher retains responsibility for the learning and progress of pupils with SEND at all times. Support from teaching assistants or other professionals should supplement, rather than replace, high-quality teaching.

Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

When identifying whether a pupil has SEND, the school will consider a range of information and will not assume that a pupil has SEND solely because they are making slower progress or have lower attainment. The school will consider whether other factors may be affecting a pupil's progress, including attendance, previous educational experiences, English as an Additional Language, social and emotional factors, health needs or safeguarding concerns. A pupil will not be identified as having SEND solely because their attainment is below that expected for their age. Equally, attainment alone will not be used to rule out SEND where there is evidence that a pupil is experiencing barriers to learning or participation.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Whitley Memorial Primary School recognises that pupils with SEND may face additional safeguarding challenges and barriers to recognising abuse and neglect. Safeguarding arrangements for pupils with SEND will be implemented in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

Staff must not assume that changes in behaviour, mood, attendance, presentation, communication or emotional wellbeing are solely related to a pupil's SEND, disability or medical condition. Such changes will always be considered within a safeguarding context.

Pupils with SEND may experience additional barriers to reporting concerns or may be more vulnerable to abuse, neglect, bullying, exploitation, online harm, child-on-child abuse and sexual violence and harassment.

All staff will remain alert to the additional vulnerabilities and communication needs of pupils with SEND. Where a safeguarding concern is identified, staff will follow the school's safeguarding procedures and report concerns to the DSL or DDSL without delay.

The DSL and SENCO will work collaboratively where appropriate to ensure that a pupil's SEND, communication needs and individual circumstances are considered when assessing and responding to safeguarding concerns.

Behaviour management strategies and responses to incidents involving pupils with SEND will take account of the pupil's individual needs, disability and reasonable adjustments.

Sanctions will be proportionate, non-discriminatory and, wherever appropriate, restorative and supportive in nature.

SEND support

Whitley Memorial Primary School recognises that high-quality teaching, appropriately adapted for individual pupils, is the first response to meeting the needs of pupils who have or may have SEND. High-quality teaching includes effective assessment, appropriate adaptation of teaching, reasonable adjustments and the removal of barriers to learning and participation. The school recognises that not all pupils who require additional support will have SEND. Many pupils may benefit from targeted support or adaptations that form part of the school's Ordinarily Available Provision. Where a pupil requires provision that is additional to or different from that ordinarily available, the school will consider whether SEND Support is required.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parents.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Ordinarily Available Provision

Whitley Memorial Primary School recognises that many pupils will require additional support, adaptation or reasonable adjustments at different points during their education. Not all pupils who require support will have SEND.

The school has an agreed Ordinarily Available Provision framework which sets out strategies, approaches and reasonable adjustments that should ordinarily be considered to support pupils and remove barriers to learning.

The framework is organised around the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Ordinarily Available Provision forms part of high-quality teaching and inclusive classroom practice. Strategies may include, where appropriate, visual support, adapted language, structured routines, visual timetables, now and next boards, sensory or movement breaks, social stories, adapted resources, pre-teaching, overlearning and other reasonable adjustments.

Provision will always be based on the needs of the individual pupil and will be reviewed for effectiveness.

Where a pupil continues to experience significant barriers to learning or participation despite purposeful and appropriate support, the school will consider whether the pupil requires SEND Support and the graduated approach of Assess, Plan, Do, Review.

Whitley Memorial's Graduated Approach

At Whitley Memorial Primary School, SEND provision is planned and reviewed through the Assess, Plan, Do, Review cycle.

Assess: The class teacher and SENCO will gather information about the pupil's strengths, needs and barriers to learning. This may include assessment information, observations, pupil voice, parent/carers views, attendance, behaviour and information from external professionals.

Plan: Outcomes and provision will be agreed with the pupil, parents/carers and relevant staff. The support to be provided, the strategies to be used and the intended outcomes will be clearly identified.

Do: The class teacher remains responsible for the pupil's learning and will ensure that agreed provision and strategies are implemented. Teaching assistants and other adults will work under the direction of the class teacher.

Review: The impact of provision will be evaluated against the agreed outcomes. The pupil's progress, views and the views of parents/carers will be considered. Provision will then be continued, adapted, increased, reduced or replaced as appropriate.

Where appropriate, the school's SEND documentation may include:

- One-page profiles
- SEN Support Plans or SEND passports
- Individual outcomes and targets
- Provision maps
- Advice and recommendations from external professionals
- EHCP outcomes and provision

All targets and outcomes should be meaningful, ambitious, specific and focused on the individual needs of the pupil.

Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:

- Implementation of SEND policy and procedures.
- Arrangements for the admission of children with SEND.
- Steps being taken to prevent children with SEND from being treated less favourably than others.
- Facilities provided to enable access to the school for children with SEND.
- Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the ‘assess, plan, do, review’ cycle.

Admissions

The school will ensure it meets its duties set under the DfE’s ‘School Admissions Code’ by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHCP plan.
- Considering applications from parents of children who have SEND but do not have an EHCP plan.
- Not refusing admission for a child who has SEND but does not have an EHCP plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHCP plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the ‘School Admissions Code’ for the admission of children without an EHCP plan.
- Ensuring the school’s oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Where a pupil with SEND is admitted to the school, the school will work collaboratively with parents/carers, previous settings and relevant professionals to gather information and plan an effective transition. Where appropriate, additional transition arrangements may be put in place to support the pupil's individual needs. These arrangements may include additional visits, visual information, meetings with key staff, transition books or other personalised support.

Transition

Whitley Memorial Primary School recognises that transitions can present additional challenges for pupils with SEND. The school will work proactively to plan transitions between classes, key stages and educational settings.

Transition planning will take account of the individual needs of the pupil and may include:

- Meetings between current and receiving staff.
- The sharing of SEND information and effective strategies.
- Transition visits and additional familiarisation opportunities.
- Visual information or transition books.
- Meetings with parents/carers.
- Opportunities for the pupil to meet key adults.
- Additional support during periods of change.

For pupils with EHCPs, transition planning will be considered as part of the annual review process to ensure that information, provision and support are shared appropriately with the receiving setting.

The school will work with receiving secondary schools and other educational providers to support a smooth and successful transition.

Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. Where a pupil is receiving SEND Support, parents/carers will be involved regularly in reviewing their child's progress, outcomes and provision. The frequency of communication and review will reflect the individual needs of the pupil. The school will ensure that parents/carers are given meaningful opportunities to share their views and contribute to decisions about their child's SEND provision. Pupils will also be supported, in a manner appropriate to their age and communication needs, to express their views, wishes and aspirations.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LEA provides a pupil with an EHCP plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Funding for SEND support

Whitley Memorial Primary School uses its delegated budget to provide appropriate provision and support for pupils with SEND. The school will use its resources strategically to support early identification, high-quality teaching, reasonable adjustments, targeted interventions and specialist provision. Where a pupil's needs require provision beyond that which can reasonably be provided from the school's delegated resources, the school will work with the Local Authority and relevant professionals to seek advice regarding appropriate additional funding or high-needs funding arrangements. Decisions regarding the deployment of SEND resources will be based on the individual needs of pupils and the provision required to enable them to access education and make progress.

EHCP needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHCP needs assessment.

The purpose of an EHCP plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHCP needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHCP needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LEA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LEA decides not to issue an EHCP plan, the school will be provided with written feedback collected during the EHCP needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHCP plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHCP plan. The school will meet its duty to provide views on a draft EHCP plan within 15 days.

The school will admit any pupil that names the school in an EHCP plan and will ensure that all those teaching or working with a pupil named in an EHCP plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing EHCP plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHCP plan at least annually. Where a pupil has an

EHCP, Whitley Memorial Primary School will ensure that the provision specified within the plan is carefully considered and implemented. Staff working with the pupil will be made aware of the pupil's identified needs, outcomes and relevant provision. The SENCO will work with the class teacher and other relevant staff to monitor the implementation and impact of provision. The school recognises that the provision specified in an EHCP must be considered alongside the individual needs of the pupil and that progress towards agreed outcomes should be monitored throughout the year. Parents/carers and where appropriate, the pupil will be involved in reviewing progress and discussing the effectiveness of provision.

The school will:

- Cooperate with the LEA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LEA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHCP plan to the LEA, keeping parents involved at all times.
- Lead the review of the EHCP plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHCP plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHCP plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHCP plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHCP plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

Whitley Memorial Primary School recognises the importance of preparing pupils with SEND for increasing independence and successful transition to the next stage of their education.

Preparation for the future begins early and will be appropriate to the age, developmental stage, strengths and aspirations of the individual pupil.

The school will support pupils, where appropriate, to develop:

- Independence and self-help skills.
- Communication and interaction skills.
- Emotional regulation and resilience.
- Positive relationships and friendships.
- Participation in school and community activities.
- Confidence in expressing their views and needs.
- Aspirations for their future.

The school will work with parents/carers and receiving educational settings to support successful transitions and continuity of provision.

Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LEA immediately to seek disagreement resolution advice, regardless of whether an EHCP plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LEA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

All staff receive regular training on SEND law, inclusive classroom strategies, trauma-informed practice and behaviour approaches. The SENCO oversees a programme of CPD to ensure consistent and up-to-date practice.

SEND training will be informed by the needs of pupils within the school, changes in legislation and guidance, identified areas for development and staff feedback. The SENCO will monitor staff confidence and competence in supporting pupils with SEND and will identify appropriate professional development opportunities. Where pupils have specific needs, relevant staff will receive appropriate information, guidance or training to enable them to implement agreed strategies and provision safely and effectively.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

SEND records will provide a clear picture of the pupil's identified needs, strengths, outcomes, provision and the impact of support. The school will ensure that SEND information is reviewed regularly and is accessible to relevant members of staff who require the information to fulfil their professional responsibilities. Information will be transferred appropriately when a pupil moves to another educational setting, in accordance with data protection legislation and safeguarding requirements.

Confidentiality

Whitley Memorial Primary School recognises that information relating to a pupil's SEND may be sensitive and confidential.

SEND information will be collected, stored and shared in accordance with relevant data protection legislation, the school's Data Protection Policy and safeguarding requirements.

Information will be shared with staff and professionals on a need-to-know basis where this is necessary to support the pupil, fulfil statutory duties or safeguard and promote the welfare of the child.

Parents/carers will be involved in decisions about information sharing wherever appropriate. However, information may be shared without consent where there is a lawful basis to do so, including where this is necessary to safeguard a child or fulfil a statutory duty.

The school will ensure that SEND records are stored securely and that access is limited to authorised individuals.

Publishing information

Whitley Memorial Primary School will publish information about the implementation of its SEND Policy through the school's SEND Information Report and other relevant information available on the school website.

The SEND Information Report will be reviewed at least annually by the SENCO in collaboration with the Headteacher and Governing Body.

The report will provide parents/carers and other stakeholders with clear information about the school's arrangements for identifying and supporting pupils with SEND.

Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LEA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHCP plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHCP plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Local Offer

Whitley Memorial Primary School recognises the importance of the Local Authority Local Offer in providing information about services and support available to children and young people with SEND and their families.

The school will ensure that staff are aware of the Local Offer and can signpost parents/carers to relevant information, services and sources of advice.

The school will work collaboratively with the Local Authority and relevant services, where appropriate, to contribute to the development and review of SEND provision.

Monitoring and review

This policy will be reviewed annually by the Headteacher, SENCO and Governing Body, or sooner where changes in legislation, statutory guidance or school practice require amendment.

The effectiveness of SEND provision will be monitored and evaluated through a range of activities, including:

- Review of pupil progress and outcomes.
- Review of SEN Support Plans and other SEND documentation.
- Monitoring of the implementation of EHCP provision.
- Provision mapping.
- SEND learning walks and classroom monitoring.
- Review of the use and impact of reasonable adjustments and Ordinarily Available Provision.
- Pupil voice.
- Parent/carer feedback.
- Staff feedback.
- Review of recommendations from external professionals.
- Analysis of attendance, behaviour and exclusion data where relevant.
- Review of the progress and participation of pupils with SEND.

The SENCO will work with the Headteacher, Senior Leadership Team and SEND Governor to evaluate the effectiveness of SEND provision and identify priorities for improvement.

Any changes made to this policy will be communicated to staff, parents/carers and relevant stakeholders. All members of staff will be required to familiarise themselves with this policy as part of their induction and ongoing professional development.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2027**.

Mrs Paula Townsend

Deputy Head Teacher / SENCo

- SEND Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Equality Information and Objectives

Whitley Memorial Primary School SEND policy.

- Admissions Policy
- Medicines and Supporting Pupils with Medical Conditions Policy
- Data Protection Policy
- Complaints Policy
- Physical Intervention/Positive Handling Policy
- Inclusion Policy
- Whitley Memorial Primary School's Ordinarily Available Provision framework

Further advice and support:

Parents/carers and professionals can access further information, advice and support regarding SEND through:

- The Department for Education SEND guidance.
- The Local Authority Local Offer.
- SEND Information, Advice and Support Services (SENDIASS).
- Relevant health and specialist services.
- National organisations and charities relevant to individual areas of need.

Parents/carers who have concerns about their child's SEND provision are encouraged to discuss these initially with the class teacher and/or SENCO. Where concerns cannot be resolved informally, parents/carers may follow the school's Complaints Policy.

The Excellence gateway provides access to resources to support professional development in the FE and Skills sector (www.excellencegateway.org.uk).

Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earllysupport.

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)

The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)

- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEND system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.