

Western Primary School

SEND Policy

Date: August 2025

Responsible Person: Assistant Headteacher SENDCO

Review Date: August 2026

Western Primary School

Policy for Special Educational Needs and Disabilities (SEND)

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1. Introduction

Western Primary School is a school that cares about the individual needs of every pupil who attends our school and those that may attend in the future. We want them to aspire and to achieve the best that they can. We care about each child, their well-being, their happiness and their entitlement in terms of educational provision. We aim to create an atmosphere where all children have the opportunity to reach their potential in a secure and supportive environment.

We are committed to providing the necessary support for children in order to meet their needs as early as possible. We know that the earlier special educational needs and disabilities are identified, the sooner our children will receive the necessary support and begin their journey to success. Early identification ensures that children can be supported to reach their full potential and achieve their goals. We aim to inspire children to achieve their personal goals and set personal targets which are achievable but also aspirational.

This policy is written based on the Special Educational Needs and Disabilities (SEND) Code of Practice 2015, which states statutory guidance on duties, policies and procedures relating to the Children and Families act 2014 and other associated regulations.

2. Aim

Western Primary School works with regard to the SEND Code of Practice (2015), implementing high quality teaching and using the Graduated Approach of the 'Assess, Plan, Do, Review' Cycle ensuring we offer inclusive provision which is adapted to suit the needs of all children in our school, regardless of SEND, medical conditions or cultural differences. We provide full access to a broad, balanced and relevant education, including an appropriate curriculum for EYFS and the National Curriculum for Key Stages 1 and 2. We expect all staff to actively seek to understand and remove barriers to learning and to treat every pupil with respect and individuality. We will support every pupil to access the curriculum, raise their achievements and attainment as a member of our school and wider community.

We work in partnership with children who have SEND and their families, seeking and considering their personal views. We ensure that parents and carers are included in decisions and work together as a team to place the interests of the child centrally to those decisions. We understand the vital role families have in supporting their child's education, and we aim to build good parental relationships.

This policy is written in conjunction with the following policies which can be found on our school website:

- SEND Policy
- Information Report
- Accessibility Policy
- Inclusion Policy
- Medication and Health Policy
- Information available through North East Lincolnshire's SEND Local Offer
<https://sendlocaloffer.nelincs.gov.uk/>

3. Definitions

Special Education Needs Definition

Children of compulsory school age have special educational needs if they present with a barrier to learning which calls for special educational provision to be made for them.

Children have a special educational need if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; and/ or,
- b) have a disability which prevents or hinders them from making use of educational facilities, generally provided for children of the same age in schools.
- c) If pupils are under compulsory school age and fall into the definition at (a) or (b) or would do so if special educational provision were not made for them.

Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for the children of their age in mainstream schools.

Disability Definition

Children may have a disability as defined in Section 6 of the Equality Act 2010 as: "*a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities*". Although children with a disability may not have special educational needs, they may be required to receive special educational provision.

SEND covers four main areas.

Children with SEND often have inter-related needs which all staff in the school work to support.

These are:**Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they:

- have difficulty saying what they want to,
- they don't understand what is being said to them or
- they don't understand or use social rules of communication.

Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism spectrum disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Children may have a delay or disorder in one or more of the following areas:

- **Attention/Interaction Skills:** They may need regular prompts to stay on task or have difficulty attending in whole class. Interaction will not always be appropriate for all pupils in all activities. Children may have peer relationship difficulties and may not be able to initiate or maintain a conversation without guidance.
- **Understanding/Receptive Language:** Children may need visual support to understand or process spoken language.
- **Speech/Expressive Language:** Children may use simplified language and limited vocabulary.

Cognition and Learning.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as, but not limited to, dyslexia, dyscalculia and dyspraxia.

Children may have difficulties with the skills needed for effective learning. They may struggle with sequencing and find organisational skills are problematic. Problem-solving and concept development skills, fine and gross motor skills, independent learning skills and information processing may all be challenging for some pupils.

Social emotional and mental health (SEMH).

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a school, we have clear processes to support children and young people, including how staff will manage the effect of any disruptive behaviour so it does not adversely affect other pupils or the pupil's own education.

Sensory and/or Physical Needs.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

These pupils may have a medical or genetic condition that could lead to difficulties with specific medical conditions. They may have delayed gross and fine motor skills, visual or hearing impairments.

Physically accessing the building or equipment may be difficult or they may have an over sensitivity to noise, smells, light, touch or taste and require assistance with toileting and self-care.

If you feel your child has SEND, early identification is key to successful support and we would welcome any communication. Please discuss your concerns with your child's class teacher or the Assistant Headteacher SENCO.

4. Graduated Approach

Western follows the Code of Practice (2015) graduated approach and a cycle of support is offered as detailed. Where a pupil is identified as having SEND, all staff work to understand and remove the barriers to learning and put effective special provision in place. This Graduated Approach is also referred to as Assess, Plan, Do, Review.

All children, parents, teachers and the SENCO are fully involved in all cycles of support. All staff understand the importance of understanding the pupil's opinions and views and are committed to ensuring the pupils are heard and valued.

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, carers, education, health and care services and early years settings prior to the child's entry into the school. Staff aim to gain information from parents, organise transitional visits for children and have conversations with parents and settings if children come from

another provision. We believe that gaining information helps children to settle and ensure we can provide children with the support they need for their needs to be met appropriately and successfully from day one.

Cycle 1 Monitoring Cycle

Assess

All children will be closely monitored to ensure the early identification of SEND. All teachers have the responsibility to identify, monitor and support all pupils in their class and ensure they have a clear understanding of their needs and how to provide support.

Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to establish their level of learning and possible barriers.

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.

The SENDCO will be consulted when needed for personalised support and advice and may wish to observe the pupil in class. This may determine which level of provision the child will need going forward. If a pupil has recently been removed from the SEND register they may also fall into this category as continued might be necessary.

Parents/ carers 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. A child is recorded by the school as being under observation and monitored due to concerns raised by the parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally via meetings, phone calls, Class Dojo or during parents' evenings.

Parents' evenings are used to monitor and assess the progress being made by children. The SENDCO and class teacher keep in regular contact with parents/ carers of children with SEND.

Plan

If a child is identified as not making progress, slower than expected progress, finding aspects of learning difficult or it is believed that they may have SEND, this will be discussed with parents. The pupil will be carefully monitored by the SENDCO and the class teacher as to the support that should be provided to ensure the pupil makes progress.

Class teachers and the SENDCO meet termly to discuss children in each class and the support that each pupil requires. The class teacher and parents also have an opportunity to meet half termly to discuss and share concerns and the pupil's progress. Parents are welcome to contact the SENDCO if they require additional support or information.

At this point the SENDCO and teachers will have a clear plan of how to support pupils in their class to ensure children are achieving outcomes, and parents will be fully informed of this.

Do

The class teacher will be responsible for providing high quality teaching, planning and implementing the provision for the pupil daily. The SENDCO will be available upon request to offer support.

Review

Each term pupils' outcomes will be reviewed and evaluated, actions and strategies will be considered and impact will be measured. Parents, the SENDCO and teachers will all be involved in the review cycle and considerations will be taken as to whether a change of support or provision is necessary.

Cycle 2 - SEND Support

Where it is determined that a pupil does have any SEND, parents and carers will be advised of this in writing and the decision will be made for the pupil to be added to the SEND register. Signed consent will be obtained to ensure parents are fully informed. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place to support the pupil to access the curriculum and make good progress.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental or carer concerns will be noted, recognised and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome, that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following a discussion and agreement from parents and carers.

Plan

Planning will involve consultation between the child, the child's teacher, the SENDCO, parents and carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental and carer involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents and carers. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents, carers, the pupil and other outside agencies.

Children who have been added to the SEND register will have a personalised profile put in place to ensure that everyone who works with the child has an understanding of the child's needs and how to support them.

Cycle 3

Education, Health and Care Plan or a Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo an Education Health Care Needs Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review.

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

- Children
- Parents
- Carers
- Teachers
- SENDCO
- Children's Services
- 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 decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP or not. Parents and carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans [EHCP]

Following Statutory Assessment, an EHCP will be provided by the Local Authority (LA), if it is decided that the child's needs are not being met by the support that is ordinarily available within the school setting. The school and the child's parents and carers will be involved developing and producing the plan. This plan should take no longer than 20 weeks.

Parents, carers and young people can request a personal budget which is an amount of money identified by the LA to deliver the provision as set out in the EHCP.

Parents and carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, carers and the pupil. The annual review enables provision for the pupil to be reviewed, evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Assess

A clear identification of needs will be gained and the SENDCO and class teacher will meet at least termly to review provision. This in most cases will be more frequent and advice will be sought termly.

Plan

Often, children with an EHCP or awaiting an EHCP, will have outside services also working in collaboration with the school.

Planning will involve consultation between the services, outside agencies, teacher, SENDCO, parents and carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental and carer involvement will be sought, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents and carers. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the

pupil's progress and development, making any necessary amendments going forward, in consultation with parents, carers, the pupil and other outside agencies.

Annual Review meetings will be held, where all professionals and family members are invited to share provision, progress and amend provision for the pupil.

5. Responsibilities and Roles

Leadership

All leaders in the school are committed and responsible for pupils with SEND at Western. They share the responsibility for maintaining support and provision for all pupils. The leadership team works to raise aspirations and outcomes for pupils, promote inclusion and equality of opportunity for and ensure SEND is identified early.

The leadership team is available to support in meetings with parents, carers and outside agencies when necessary and works collaboratively with the SENDCO. They meet regularly to discuss SEND updates and ensure policies and procedures are followed by staff.

SENDCO

and the SENDCO ensures the SEND policies and procedures are implemented at the school. The SENDCO works to ensure all staff are committed to work in partnership with pupils, parents and agencies to develop and share effective practice. The SENDCO advises and offers support for colleagues, facilitates training for staff and signposts for support.

Home School Liaison Officer (HSLO)

Our HSLO is committed to supporting the links between parents and carers and school and works closely with the SENDCO and senior leadership team to support children and families.

A clear cycle of monitoring, auditing and overseeing is implemented to ensure a graduated approach and successful, high quality provision is offered to all children. The SENDCO is the point of contact for outside agencies, the LA, staff and families to ensure effective training, resources and budgeting is all in place for quality, inclusive provision meeting the needs of all pupils.

All staff can access:

- SEND Policy.
- Information Report
- Accessibility Policy
- Inclusion Policy
- Medication and Health Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, targets and profiles bespoke for individual pupils
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through North East Lincolnshire's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all of the pupils with SEND which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

Teachers

All teachers are responsible and accountable for the progress, development, support and adaptation of planning in their classrooms for all pupils. They are responsible for providing high quality teaching, liaising with pupils, families and outside agencies. They work to build good relationships with parents, teaching assistants and professionals involved outside of the classroom who are supporting pupils. They are committed to identifying training needs to ensure the needs of all pupils are met.

Teaching Assistants

Teaching Assistants work collaboratively under the direction of the teacher, leadership and SENDCO. They work to develop support, independence and relationships with the pupils and families.

All staff

All staff are committed to ensuring an inclusive environment, where the SEND policy is followed and pupils are effectively supported.

6. Admission arrangements

The admission arrangements for all pupils are in accordance with North East Lincolnshire admissions arrangements, including the Equality Act 2010. This includes children with any level of SEND; those with EHCPs and those without.

7. Children's Voice

This means encouraging relationships between adults and children in school so that pupils feel safe to voice their opinions about their own needs, and is part of carefully monitoring the progress of all pupils at regular intervals. Pupil participation is also encouraged throughout school through wider opportunities such as school council, trips and visits, school plays, and a wide range of activities within the school.

The voice of the child is gathered regularly to ensure children are heard and have the chance to direct their own education, creating targets and gaining individual support.

8. Outside Agencies Available for Help and Support

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND 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 be considered by the SENDCO who will inform the child's teacher and parents or carers. Examples of such support services are:

1. School Psychological Service.
2. Behaviour Support Service
3. Educational Welfare Service
4. Hearing Impaired Service
5. Visually Impaired Service
6. Speech and Language Services
7. Occupational Therapy Service
8. Compass Go
9. SENDIASS
10. School Nurse
11. Medical Services
12. Children's Services
13. Young Minds Matter
14. North East Lincolnshire Parent Carer Forum

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, considering the wishes of their parents, carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Small group work is often used, or individual 1:1 support might be provided – again according to need. Children will be supported by the a SEND team which includes the SENDCO, teaching assistants and classroom teachers, as well as being supported by their parents.

Regular training opportunities are provided for all staff about SEND and strategies to meet pupils' needs in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

We set appropriate, achievable, individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Assessment of children identified as having SEND is made through the following:

- EYFS profile
- Year group outcomes
- Statutory Assessment Frameworks including the Pre-Key Stage outcomes
- Diagnostic assessments where relevant.
- Formative and summative assessments.

10. Inclusion of pupils with SEND.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services when necessary.

11. Evaluating the success of provision

To make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, carers and pupils throughout the year. This is done in the form of an annual parent, carer and pupil questionnaire, discussion and through progress meetings with parents and carers throughout the academic year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Records of SEND provision and interventions are closely monitored and reviewed every term by the SENDCO and teachers and are updated when the intervention is changed. These reflect information passed on by the intervention team, and are adapted following the termly assessments. This information is fed back to the staff, parents, carers and governors.

12. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the educational provision, care or welfare of their child, the complaints procedure should be followed.

1. Concerns in the first instance should be made to the class teacher.
2. If parents feel that the issue has not been resolved, the next step would be to make a formal complaint which should be submitted for the attention of the Headteacher.
3. Complaints that are made about the Headteacher, should be made to the Chair of Governors via the school office. Please mark these as private and confidential.

For further information about the complaints procedure, please see the full complaints policy which is available to view on our school website.

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 attends relevant SEND courses and meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND policies, procedures and best practice.. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Working in Partnerships with Parents and Carers:

Western Primary School believes that a close working relationship with parents and carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met effectively. In cases where more frequent regular contact with parents and carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents and carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- d) That if an assessment or referral indicates that a pupil has additional learning needs, the parents, carers and the pupil will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted about any points of action drawn up in regards to the provision for their child.

Relevant school staff who can be contacted for any issues or to answer any of your questions can be found on the school website staffing page.

15 Medication

Pupils with medical conditions are effectively supported to allow them to access the same education as other pupils, including school trips and sporting activities. Medical needs are supported by suitably trained staff.

Western Primary School's SEND policy, together with the Local Offer, is an explanation as to the types of support that the school provides and contact details for the SENDCO can be found on the school's website.

Abbreviations Used in The Policy

LA	Local Authority
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
VI	Visual Impairment
HI	Hearing Impairment
EHCP	Education and Health Care Plan
CPD	Continuous Professional Development