



## Special Educational Needs & Disabilities (SEND) Policy

Category: Statutory	Approved by: Full Governing Body
Last Approved: November 2025	Next Approval due: November 2026
Initial Review by: SEND Lead Governor & SENCo (Special Educational Needs Coordinator)	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Curriculum Policy, Assessment Policy, School Behaviour Policy, Equality Policy	

### Our Christian Vision:

*Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.*

### Aims and Objectives

We aim to provide every child with access to a broad and balanced education. The standards of practice we seek to attain are concurrent with those set out in the Code of Practice on Special Educational Needs, July 2014, published September 2014, revised January 2015, valid from 1st April 2015 (The Code) and the Children and Families Act 2014.

We are committed to whole school inclusion upheld by our Christian culture of high aspirations for every child. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Please see the school's local offer for SEND pupils as published on our website.

### Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is initially, most effectively done by gathering information from parents, education, health & care services and early years settings prior to the child starting the school.
- **Monitor the progress of all pupils** in order to support early identification of pupils with SEND. Continuous monitoring of pupils by their teachers and regular discussions with the SENCo will ensure that any child with possible difficulties is identified and supported appropriately.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed by the SENCo, the class teacher and support staff in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents**, in order to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Cognition and Learning Team and Child and Adolescent Mental Health Service (CAMHS).
- **Ensure all children including those with SEND are safe.** Our Safeguarding and Health and Safety policy and procedures aims to ensure all children are safe.
- **To fulfil our Christian Vision** enabling all children to flourish, and to strive for the best outcome for everyone.

## 1. Definitions of SEND

**Definitions of special educational needs and disabilities (SEND) are taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) **have a significantly greater difficulty in learning than the majority of others of the same age; or**
- b) **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.**

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Those children with the most complex needs, may be given an Education, Health and Care (EHCP) Plan. West Berkshire local authority SEND department will complete assessments and allocate EHC Plans. The school and parents are responsible for implementing the plan.

West Berkshire Council has a SEND Local offer. It is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in West Berkshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 2. SEND that are provided for:

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

- Communication and interaction, for example, autistic spectrum disorders, speech and language difficulties.
- Cognition and learning, for example, dyslexia, development coordination disorder (DCD), also known as dyspraxia and dyscalculia.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### 3. **Responsibility for the Coordination of SEND Provision**

#### **The SENCo will:**

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

#### **The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for pupils with SEND.

#### **The headteacher will:**

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

#### **The Class teacher/s are responsible for:**

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### 4. **SEND Records**

The school will hold details of all SEND records for individual pupils and ensure the secure keeping of any confidential information, as well as being transferred to new schools when applicable

throughout the year or at transition points. Please refer to our Data Protection Policy for more information about the way we collect and store personal information. In order to support pupils moving between phases and schools, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils (if appropriate) which information will be shared as part of this.

**All staff can access:**

- Our SEND Policy
- SEND information about children in their class
- Guidance on identification of SEND in the Code of Practice,
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities,
- Information available through West Berkshire Council Local Offer

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

**5. Identifying Pupils with SEND and Assessing their Needs**

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

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Good practice is to use a graduated approach:

- a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in their class.
- e. Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
- i. Parents evenings are also used to monitor and assess the progress being made by children.

## 6. **The SEND Process**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND school register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing 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 those 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 and SENCo 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted 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 and 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 discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents 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 involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including any support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/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 any staff including teaching assistants where applicable 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 SENCo.

## **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. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur 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 Education, Health and Care Plan (EHCP) will be taken at a progress review.

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

- Parents
- Teachers
- SENCo
- Health professionals
- Social Care

Information will be gathered relating to the current provision, 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 or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## **Education, Health and Care Plans**

Following Statutory Assessment, an EHCP will be provided by West Berkshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents 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 and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHCPs can be found via the SEND Local Offer:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/advice.page?id=WcZN9I4jMAI>

## 7. Admission arrangements

Please refer to the information contained in our school prospectus. All school admissions are dealt with via West Berkshire admissions team. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil, where appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil (if appropriate) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## 8. Reviewing Pupils' Progress Towards Outcomes

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

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

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

Each pupil's provision and assessment data will be reviewed regularly. Progress will be recorded on a provision map alongside their Support and Achievement Plan (SAP). All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

## 9. Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

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 and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and within the local authority. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group teaching is available where it is felt pupils would benefit from this provision for the core academic areas of reading, writing and maths, and also for social, emotional and behavioural areas. Adaptions to grouping, teaching style, content of the lesson and use of resources (including support staff) will be made, where appropriate, to meet the needs of the pupil. Where necessary, teaching about safeguarding, including online safety, is adapted for pupils with SEND.

Pupils on the SEND register, are set appropriate individual targets through the use of SAPs (Support and Achievement Plans). The SAPs include the professional views of teachers, SENCo, parents and the child (where appropriate). The plan identifies the pupil's strengths and areas of development. They are a working document which is used to ensure effective provisions for the pupil. The targets are reviewed termly and new targets are set accordingly.

#### 10. **Our approach to Emotional and Social Development for Children with SEND:**

All school staff are aware of the importance of the emotional and social development of children and our PSHE (Personal Social & Health Education) curriculum lessons are used to support this in the classroom.

Our SENCo and ELSA (Emotional Literacy Support Assistant) are able to work with children who need help and can deliver specific targeted interventions.

All our extra-curricular activities, before- and after- school clubs, residential trips, special workshops and school plays ensure that children of all abilities can fully enjoy the experience.

We have a zero tolerance approach to bullying, as evidenced by the importance we put on living by our core Christian values.

#### 11. **Physical Accessibility**

The school complies with all relevant accessibility requirements. Our school site does have steps to access the main hall, although for children with individual needs, provisions will be made to ensure they have access to all areas. Please see the school accessibility plan for more details.

#### 12. **Allocation of Resources for Pupils with SEN**

All pupils with SEND will have access to the school's budget. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through EHCP. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo, senior leadership team and governors to agree how the allocation of resources is used. Some pupils who have dual needs (SEND and Pupil Premium) will get additional funding through the Pupil Premium Grant (PPG). The allocation of funds for PPG is decided by West Berkshire and the school decide how the grant is spent

to support the needs of the child.

### 13. **Links with Other Agencies**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and facilitate whole school inclusion. Sharing knowledge and information with our support services is critical to the effective and successful SEND provision within our school.

Our school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Headteacher, SENDCo and class teachers are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Team
- Social Care Services
- Speech and Language Service
- Cognition and Learning Team
- Sensory Consortium
- Autistic Spectrum Social Communication

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### 14. **Complaints About SEND Provision**

Complaints about SEND provision in our school should be made to the class teacher or SENCo in the first instance and then the headteacher. They will then be referred to the school's complaints policy (which can be found under '[Other Statutory Policies](#)' on the website). The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: exclusions, provision of education and associated services, making reasonable adjustments, including the provision of auxiliary aids and services.

### 15. **Local Authority, Local Offer and SEND Report**

Our contribution to the local offer is on our school website:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/results.page?qt=Woolhampton+primary+school&term=&sorttype=relevance>

Our local authority's local offer is published here:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/home.page>

Additional SEND support and our SEND Information Report can be found here:

<https://www.woolhampton.school.co.uk/send/>