



SEND Policy 2024-2026

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1	Statutory publication	A	Statutory publication
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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

This Policy has been written with regard to the 2015 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

At Watling Primary School, we believe that all pupils are entitled to a broad, balanced and adapted curriculum. Pupils are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all pupils are important to us, and practical steps are taken to account for pupils' varied life experiences and needs.

The responsibility for the day-to-day implementation of this policy is delegated to the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and overseen by the Headteacher.

Aims

This policy is in keeping with Watling Primary School's ethos and values. We are committed to a culture of inclusion: one in which the teaching, learning, achievements, attitudes and the well-being of all pupils matter, including those identified as having SEND. The practice, management and deployment of the School's resources are designed to ensure all pupils' needs are met through Quality First Teaching and where required, reasonable adjustments.

We believe that all pupils, regardless of ability and behaviour, should be valued equally at Watling Primary. SEND children are not viewed as a separate entity but are part of our whole school approach. The needs of individual pupils are recognised and met through a varied and flexible provision throughout the curriculum.

Objectives

- To ensure that all pupils, irrespective of whether they have SEND, have access to a broad, balanced and relevant curriculum which is adapted to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs or a disability.
- To help every pupil realise their full potential and maintain high levels of self-esteem.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent/carer partnership in developing and implementing a joint learning approach between home and school.
- To encourage and support pupils to participate in decision-making processes that relate to their education to ensure that their views are sought and taken into account.

- To follow the SEND Code of Practice, 2015, which recommends a graduated approach, whereby appropriate actions are matched to the individual pupil's needs.
- To comply with the Equality Act 2010.

Identifying Special Educational Needs

The SEND Code of Practice (2015) explains that 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. This could be because they have greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others.

The four main broad areas of SEND are detailed below:

Communication and Interaction, including:

- SLCN - Speech, Language and Communication Needs
- ASD - Autistic Spectrum Condition

Cognition and Learning - when pupils learn at a slower pace than their peers, even with appropriate differentiation, including:

- MLD - Moderate Learning Difficulties
- SLD - Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- PMLD - Profound and Multiple Learning Difficulties - where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- SpLD - Specific Learning Difficulties affecting one or more specific aspects of learning - this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties, including:

- A wide range of difficulties that manifest themselves in numerous different ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour - this may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained
- ADD - Attention Deficit Disorder
- ADHD - Attention Deficit Hyperactive Disorder
- Attachment Disorder

Sensory and/or Physical Needs, including:

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

At Watling Primary School, the identification of special educational needs is a thorough process, involving the views of teachers, parents or carers, the school's SENDCo and, in some cases, external specialists. This ensures that all areas are considered in order to determine if the pupil has special educational needs or whether the impact on progress and attainment is as a result of other factors.

If a child is formally identified as having SEND by an external agency, they will only be placed on the SEND Register if they require additional and different educational provision in order to meet their needs. Some pupils with an identified SEND can have their needs met through reasonable adjustments and do not need to be placed on the SEND Register.

SEND Code of Practice Graduated Response

Watling Primary School follows the 2015 SEN Code of Practice: 0 to 25 years graduated approach with regard to the identification, assessment and review of pupils with special educational needs.

Within our school, every teacher is a teacher of SEND. Therefore, we believe it is essential to create an inclusive environment for all pupils within the educational setting. All teachers are therefore responsible for the progress and development of pupils in their class.

Watling Primary School will make ongoing assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by:

- progress which is significantly slower than that of their peers starting from the same baseline
- progress which fails to match or better previous rates of progress
- progress which fails to close the attainment gap between the pupil and their peers
- progress which widens the attainment gap

Limited progress or attainment in individual subjects does not in itself indicate a special educational need.

The first response to identified concerns about progress will be high quality teaching targeted at specific areas for development. The Class Teacher will have responsibility for this and for implementing any targeted interventions.

Where progress continues to be less than expected over a sustained period, the SENDCo, in co-ordination with the Class Teacher, will investigate whether the child has SEND through the 'Assess, Plan, Do, Review' system.

The four key actions of the 'Assess, Plan, Do, Review' system used at Watling Primary are:

Assess

The Class Teacher, in co-operation with the SENDCo, should clearly analyse a pupil's needs before identifying a pupil as needing SEND support.

Plan

Parents or carers must be notified whenever it is decided that a pupil is to be given SEND support and an appropriate plan of support is put in place.

Do

The Class Teacher retains responsibility for a pupil's learning, even when a SEND support plan has been identified and possible interventions have been implemented that could involve some specialist support from an additional adult, in or out of the classroom.

Review

The effectiveness of the support and provisions in place will be reviewed regularly.

As outlined within the graduated response, all pupils with identified SEND are supported by Quality First Teaching within the classroom. Identified pupils may access targeted or personalised provision in addition to this, to support their individual progress and development. These provisions and interventions are tracked and monitored using a Provision Map.

Special Educational Needs Descriptors

At the identification stage, pupils may receive short term additional support and their progress will be monitored by the SENDCo and Class Teacher. Such intervention can be triggered through concern, supplemented by evidence that despite receiving adapted teaching, a pupil continues to make less than expected progress. This also applies to pupils who qualify for Access Arrangements in Examinations.

Monitoring

Where pupils are involved in initial interventions organised by the Class Teacher and SENDCo intended as a 'catch up and keep up' programme, they will be included on the SEND Register as 'M' for Monitoring. Some pupils who are included in these groups may not have SEND but will benefit from this support to enable them to make appropriate progress.

Pupils who have been identified as having a Special Educational Need but who are making progress in line with expectations and who do not require support additional to or different from their peers will also be placed on the register as 'M'.

Their progress will be monitored regularly and in accordance with the SEND Code of Practice they may be added to the formal SEND Register, if having followed the graduated approach they later require provision different from or additional to that normally available to pupils of the same age.

If we decide, following consultation with parents or carers, that a pupil requires on-going support that is additional to or different from their peers, the SENDCo, in collaboration with the Class Teacher, will oversee the assessment of the pupil and have an input in planning future support. The Class Teacher will remain responsible for planning and delivering individualised programmes within day-to-day teaching.

SEND Support / External Agency Involvement

Pupils with significant and persistent needs, which may require longer term additional support from teachers, the SENCo or other specialist staff will be placed on the SEND Register.

A pupil on SEND Support may:

- Make little or no progress in specific areas over a long period despite short-term interventions.
- Continue to work at levels considerably lower than expected for a pupil at a similar age.
- Continue to experience significant difficulty in developing literacy and/or numeracy skills.
- Have difficulties relating to social, emotional and mental health that substantially impede their learning.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Where involved, external support services may advise on outcomes for pupils and provide specialist inputs to the support process where appropriate. Parental consent is sought before any external agencies are involved. The recommendations may be implemented by the Class Teacher or involve other specialists.

All pupils on SEND Support will have an 'Pupil Passport/Learning Plan' identifying personalised strategies and targets. These will be written in conjunction with the individual pupils and parents/carers.

High Needs Funding

If, after the involvement of specialist external support and the use of Watling Primary School's own provision arrangement via its Notional Budget, we are still unable to meet the needs of a pupil, we can apply to the Local Authority for extra funding from the 'High Needs Block'. This will be applied for in full discussion and approval with the pupils' parents or carers. The application includes details of the pupil's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Application for additional specialist support from the Local Authority may also involve allocation of a Specialist Teacher to work alongside school staff to support the on-going progress of a pupil. Evidence is submitted showing the 'Plan, Do, Assess, Review' cycle over a period of two terms and will be recorded on the School's individual Provision Map and the allocated Local Authority paperwork.

Requests for Statutory Assessment

Watling Primary School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention and use of allocated notional resources, the progress of a pupil remains a significant cause for concern. We will follow the guidelines, expectations and criteria outlined by Milton Keynes Council.

A request for a Statutory Assessment will only be made by Watling Primary School following consultation with the Local Authority and when it is agreed that there is sufficient evidence to support a successful application. A Statutory Assessment might also be requested by a parent or carer or external agency. As a school we will have the following information available:

- Previous history of interventions.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and, if relevant, medical history.
- Current attainment levels and individual targets.
- Other relevant assessments from specialists such as Specialist Teachers and Educational Psychologists.
- The views of parents or carers.
- Where possible, the views of the pupil.
- Social Care/Educational Welfare Service reports, when relevant.
- Any other involvement by professionals.

Education, Health and Care Plan (EHCP)

An Educational, Health and Care Plan (EHCP) is normally provided where, after a Statutory Assessment, the Local Authority considers that the pupil requires provision beyond what the school can offer without additional support. We recognise as a school that a request for a Statutory Assessment does not inevitably lead to an EHCP being issued.

An EHCP will include details of objectives and strategies for the pupil. These are:

- matched to the short and long term outcomes set in the EHCP
- established through consultation with parents/carers and pupils, where possible
- implemented in the classroom
- delivered by the Class Teacher with appropriate additional support where specified

Reviews of Education, Health and Care Plans

Education, Health and Care Plans must be reviewed annually. The SENDCo will organise these reviews and invite or seek contributions from the following people:

- parents or carers
- the pupil, if appropriate
- Class Teachers and other school staff
- representatives of the SEND Inclusion and Assessment Team, if necessary
- an Educational Psychologist, if necessary
- any other person the SENDCo considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the outcomes on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- set new outcomes for the coming year, if appropriate
- amend Pupil Passports with additional information and relevant strategies

Within the time limits set out in the SEND Code of Practice 2015, the SENDCo will complete the annual review forms and send them, with any supporting documentation, to the Local Authority. As a school we recognise the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

At Watling Primary School, we have a robust system for assessing, planning, delivering, reviewing and recording provision and ensuring that it is personalised to the individual pupil. Progress is tracked from entry to Watling Primary School through progress reports and staff feedback. Interventions are noted for each academic year on our Provision Map and an assessment of progress is made.

Criteria for being removed from the SEND Register

The SEND Register is regularly updated to respond to the needs of the pupils. If a pupil has made good progress and they no longer have needs that are significantly different to the majority of pupils of the same age as them, then they may be moved off the SEND Register.

A decision to remove the pupil from the Register will be made in consultation with parents or carers, the pupil and the SENDCo. A letter confirming the pupil's exit from the register will be sent to parents or carers and we will continue to monitor and track the pupil's progress closely. As a school we expect movement in the SEND Register and consider it an indicator of the success of support and interventions which have been put in place.

Working with Parents and Carers

We involve parents in any school-based response for their child and we aim to ensure that they understand the purpose of any intervention and subsequent programme of action. At Watling Primary, we formally report pupil progress to parents every term through our progress report system. In addition, parents are welcome to talk to the SENDCo, at a mutually convenient time, if they have a concern about their child that cannot be resolved by meeting with the Class Teacher.

Involvement with Educational Support Services

Where necessary, Watling Primary School will refer a child to an external specialist after consultation with parents or carers.

Links with Medical, Social and Voluntary Organisations

As a school we will liaise as necessary with health professionals, including speech and language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them as appropriate.

Transition

When a pupil has been offered a place at Watling Primary, we will meet with the relevant professionals at the current setting to discuss the needs of those joining us. Communication between Watling Primary School and the pupil's previous setting ensures that best practice is shared and that we are fully informed about the pupil's needs and are best able to put into place the correct provision to ensure a smooth transition into primary school.

If a child has an EHCP, where practicable the SENDCo will attend the EHCP review meetings for pupils who are joining Watling Primary School. This helps to ensure that provisions as set out in the plan can be put into place in preparation for the pupil joining us.

We will consider additional transition days or activities for pupils who are deemed to be vulnerable on transfer. Selection for this is based on the advice provided by the previous setting. This provides further opportunities for familiarisation with the

school layout and routines as well as allowing pupils to meet members of staff. If further transition opportunities are needed, an individual transition plan will be designed, in conjunction with parents or carers and the pupil's current setting.

Initial advice regarding a pupil's SEND is circulated to all staff before the pupil starts at the school.

In-school transition arrangements for pupils with SEND are in place at the end of each academic year.

Supporting pupils with medical conditions

Most pupils at some time have a medical condition, which could affect their participation in school activities. This may be a short term situation or a long term medical condition which, if not properly managed, could limit their access to education.

At Watling Primary School, we are committed to ensuring that pupils with medical needs receive appropriate care and support. We firmly believe that pupils should not be denied access to a broad and balanced curriculum or any additional activities simply because they are on medication or need medical support.

Further information regarding how pupils with medical conditions are specifically supported is outlined in the Trust's Supporting Pupils with Medical Conditions Procedure which can be accessed on the policies page on our website.

Monitoring and Evaluation of SEND

This Policy complies with the statutory requirements laid out in the SEND Code of Practice, 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE May 2014
- SEN Code of Practice (2015)
- Special Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at School with Medical Conditions (December 2015)
- Child Protection and Safeguarding Policy (2022-23)
- Teachers Standards (2012 updated 2013)

Policy on SEND training for staff

Whole staff training in SEND will be identified and met through INSET provision.

SEND training sessions will be organised to meet the current needs of staff and will be led by the SENDCo, another member of staff, or by an appropriate outside agency.

Roles and Responsibilities

The key individuals within Watling Primary School who share a responsibility for those pupils identified as having SEND are:

- the Class Teacher
- the Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- the Headteacher

The SENDCo, under the direction of the Headteacher, is responsible for:

- overseeing strategic development, the SEND Policy and provision to raise the achievement of SEND pupils
- co-ordinating provision for pupils with SEND
- developing effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of pupils' needs
- monitoring the quality of teaching and pupil achievements and by setting targets for improvement
- collaboration with colleagues to ensure that learning for all pupils is given equal priority and that available resources are used to maximum effect
- overseeing the records of all pupils with SEND
- liaising with parents/carers of pupils with SEND
- contributing to the professional development of staff
- liaising with external agencies

SEND - Storing and Managing Information

All SEND files are kept in a locked filing cabinet or on secure electronic databases. They are accessible to any member of the teaching staff on request, if appropriate.

Reviewing the Policy

It is important our SEND Policy reflects current practices within the School. The Policy will therefore be reviewed regularly by the SENDCo and Headteacher and updated with amendments taking into account any national, local and school changes.

Accessibility

All pupils, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The school is responsible for ensuring that teaching arrangements and strategies are fully inclusive. The culture,

practice, management and deployment of resources are designed to ensure all pupil's needs are met.

Pupils on the SEND Register mainly receive support within whole class teaching across the curriculum using a variety of strategies. Additional individual or small group support is used to help some pupils to improve specific skills. The Notional Budget will be used to access resources, develop the school environment and support staff, in order to allow all pupils to access the curriculum and to fulfil their development potential.

The school building and premises has wheelchair access, including lift access and toilet facilities for disabled pupils. Arrangements for emergency evacuations are considered for individual pupils.

SEND - Dealing with Complaints

Parents and carers are encouraged to discuss any problems with their child's Class Teacher initially. Most problems can be resolved in this way. If this is not the case, parents may raise their concern with the SENDCo, if appropriate.

If a satisfactory conclusion is still not reached and a parent or carer wishes to make a formal complaint, the Alliance Schools Trust, of which Watling Primary School is a member, has published guidelines detailing the necessary stages in a Complaints Procedure. Further details of this can be found on the school's website under the policies section.

SEND - Bullying and Behaviour

Bullying is any action which hurts or threatens another person, physically or mentally, and which occurs repeatedly over a period of time. It is different from an unpremeditated act of violence, or a disagreement that pupils may experience from time to time. Bullying is either done with the deliberate intention of causing distress or results in causing distress. It usually takes place repeatedly over a period of time. Watling Primary School has a zero- tolerance approach to bullying. All incidents of bullying will be dealt with swiftly.

Further information regarding how incidents of bullying are dealt with within the school can be found in the School's Anti-Bullying Policy which can be accessed on the policies page on our website.

All pupils at Watling Primary School, including those on the SEND Register, are subject to the same high expectations in terms of their behaviour. Further information about behavioural expectations for pupils with SEND can be found in the School's Behaviour Policy which can be accessed on the policies page on our website.

SEND – Safeguarding

At Watling Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems.

Adults who work with children with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children and young people may be vulnerable because they:

- have additional communication needs
- do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

If any behaviour raises a safeguarding concern, procedures and processes will be followed at all times in accordance with the Trust's Child Protection and Safeguarding Policy.