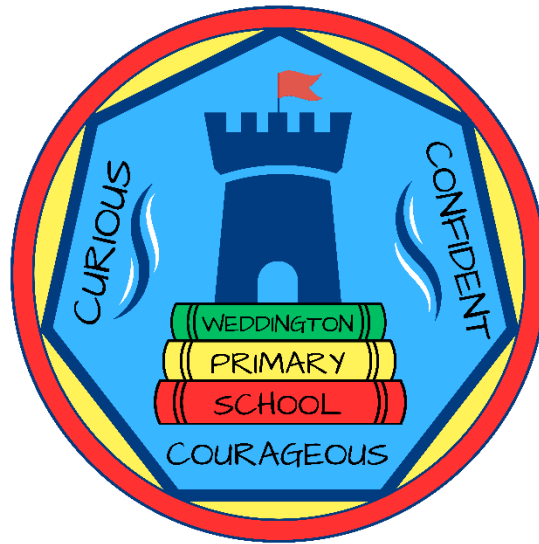


WEDDINGTON PRIMARY SCHOOL

Special Educational Needs (SEND) Policy



Approved: October 2025

Review: October 2026

Headteacher: Mr Mitesh Patel

SENDCo: Ms Fiona Robertson

SEND Governor: Mr Jack Collins

Introduction

At Weddington Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able 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 provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (2015):

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

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have Education, Health and Care Plans (EHCP), require high needs.

Aims & Objectives

'Every Teacher is a Teacher of SEN'

Aims

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils' achievement.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD).
- To develop a close working relationship with parents.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be coordinated by the SENDCo and Headteacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents 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 SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and gain support of outside agencies when the pupils' needs cannot be met by the school alone. At Weddington, some of these services currently include but are not exclusive to the Educational Psychology Service, Speech and Language Therapy, Integrated Disability Service and STS.
- Create a school environment where pupils can contribute to their own learning by encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through wider opportunities such as membership of School Council, sports teams and clubs, and school productions.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus, on our website and in our Admissions Policy.

All SEN paperwork should be passed to the SENDCo by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Identification of Pupils' Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

'A child or young person has SEN 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 or mainstream post-16 institutions.

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'.

At Weddington, children are identified with Special Educational Needs in a number of different ways:

- Referral from a GP, health visitor, Speech and Language Service, etc.
- Concerns raised by parents/carers about the level of progress being made by their child.
- Paediatric assessments or concerns raised by the school nurse.

Teachers and support staff may identify that a pupil is failing to make expected progress by noting:

- Difficulties in developing reading, writing or mathematics, working significantly below age-related expectations.
- Limited or no progress despite targeted, differentiated teaching approaches.
- Persistent emotional or behavioural difficulties not improved by usual behaviour strategies.
- Sensory or physical needs with limited progress despite specialist equipment.
- Communication and/or interaction difficulties, with ongoing academic and social impact.

Responsibility for the Coordination of SEN Provision

The person responsible for overseeing the provision for children with SEN is Mr Mitesh Patel (Headteacher).

The person coordinating the day-to-day provision of education for pupils with SEN is Ms Fiona Robertson (SENDCo).

The SENDCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools to support transition for Year 6 pupils.
- Liaising with external agencies including the LA's support and educational psychology services, health and social care services, and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN Register.

The SENDCo will hold details of all SEN Support records such as the SEN/Inclusion Record, Personal Learning Plans (PLPs, previously known as IEPs), class/group provision maps and structured conversation minutes for pupils with an EHCP.

All staff can access:

- The Weddington Primary School SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' needs (pupil profiles, targets, provision maps, strategy sheets).
- Practical advice, teaching strategies, and information about types of SEN and disabilities.
- Personal Learning Plans.
- Information available through Warwickshire's SEND Local Offer.

By accessing the above, every staff member has up-to-date information about pupils with special needs and their requirements, enabling provision for individual needs. Information for parents can be found in the SEN section on the school website.

Weddington Primary School also has a named Governor responsible for SEN (Mr Jack Collins). They ensure that this policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority, and other current school policies.

The School's Approach to Teaching Pupils with Special Educational Needs

'Every Teacher is a Teacher of SEN' — Provision for children with special educational needs is a matter for the whole school. The governing body, Headteacher, SENDCo and all staff, particularly class teachers and TAs, have day-to-day responsibilities.

1) Quality First Teaching

'The baseline of learning for all pupils' — class teacher input via excellent targeted classroom teaching. All children should receive this as part of classroom practice.

- Teachers have the highest expectations for every child.
- Teaching builds on what a child already knows, can do and can understand.
- A range of teaching approaches ensures each child is fully involved (e.g. practical learning).
- Specific strategies are used to support each child to learn.
- Teachers check progress carefully and provide extra support to close gaps where needed.

2) SEN Support – Assess, Plan, Do, Review (APDR)

Pupils falling significantly outside expected attainment or progress will be monitored. Where a pupil is identified as having SEN, parents are formally notified before inclusion on the SEN Register. The aim is to ensure effective provision and remove barriers to learning.

APDR is an ongoing cycle enabling provision to be refined and revised as understanding grows, identifying interventions most effective for progress and outcomes.

Reviews of pupil progress occur termly through Pupil Progress Meetings, data checks and progress reports. Children at SEN Support have additional 'small step' outcomes recorded on a Personal Learning Plan (PLP). PLPs are shared with parents in Autumn, revisited in Spring, with a further Summer review. The class teacher and SENDCo revise the PLP in light of progress; interventions and support are adjusted as necessary.

The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved. Targets for the next 12 months are identified and implemented.

3) SEN Support with External Agency Involvement

For specific barriers to learning that cannot be overcome through Quality First Teaching and school-led interventions, the school will draw on the support of outside agencies (e.g., Speech and Language Therapy) to deliver small-group or 1:1 programmes.

Provision is agreed with specialists and delivered as recommended, with outcomes monitored via APDR.

4) Specified Individual Support via an EHCP

Available for pupils with significant needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support. These pupils usually require specialist external support in school.

The following are not SEN but may impact progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of Pupil Premium
- Looked-after child (LAC) status
- Child of a service family
- Gypsy, Roma or Traveller heritage

These issues are monitored for all children where relevant.

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

The Local Authority (LA) is provided with information on current provision, actions taken and preliminary outcomes. Documentation includes the child's needs and the strategies/resources in place. Evidence may include:

- Previous Individual Education Plans/PLPs and targets.
- Records of regular reviews and their outcomes.
- Relevant health and medical history.
- National Curriculum attainment in literacy and numeracy and progress over time.
- Assessments from advisory teachers or educational psychologists.
- Parents' views.

Once an EHCP is agreed, it forms part of the pupil's formal record and is reviewed at least annually with staff, parents and the pupil. Year 5 Annual Reviews consider suitable secondary provision and transition arrangements for Year 6.

If an assessment is not agreed, the LA may ask school to continue SEN Support. Parents have the right to appeal. Further information about EHCPs is available via the SEND Local Offer.

Where appropriate, families may be offered Early Help — a multi-agency approach supporting problem-solving with coordinated input for the child and family.

Adaptation of the Curriculum and Learning Environment for Pupils with SEN

We aim to offer excellence and choice to all children, with high expectations for every learner. We remove barriers to participation so all pupils feel valued members of our community.

Through appropriate provision, we recognise that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Strategies to Support/Develop Literacy

- Quality literacy teaching and support from class teachers and TAs.
- Differentiated curriculum for pupils with SEND where necessary.
- Individual and group support in class from TAs and the class teacher.
- Use of a range of literacy resources, including laptops, to reinforce concepts and understanding.
- Individual support for pupils with EHCPs.
- Targeted support for individuals, pairs and small groups from the Learning Support teacher.
- Weekly phonics support focusing on spelling and sentence construction for small groups of SEND pupils.
- Voluntary reading support with a variety of children, including SEND pupils.
- Termly assessments of all pupils to monitor progress and identify need.
- Specific 'Wave 3' interventions such as Toe by Toe; Read Write Inc.
- Additional adult time to plan, deliver and evaluate interventions.
- Staff CPD to introduce more effective strategies.
- Resources to enhance independence (e.g., sand timers, easy-grip scissors, colourful semantics, finger spacers, phonics mats, HFW lists).
- Access to laptops/Chromebooks to support writing and provide alternative recording methods.

Strategies to Support/Develop Numeracy

- Quality numeracy teaching and support from class teachers and TAs.
- Targeted withdrawal of small groups, pairs or individuals by Learning Support Assistants.
- Individual support for pupils with EHCPs.
- Small-group, paired and individual support in class from teachers and TAs.
- Use of a wide range of mathematical resources across all year groups, including laptops.
- Differentiated activities where necessary.
- Termly assessments to monitor progress and identify need.
- Pre-teaching of new concepts and vocabulary.

- Use of resources including Numicon and Cuisenaire rods.

The school site is wheelchair accessible. We have disabled toilets large enough for changing and suitable for wheelchair users (near Year 1 in KS1 and next to the ladies' toilets in KS2). We have allocated support rooms for pupils with SEN to access.

Building regulations compliance is maintained with relevant accessibility requirements. Our Accessibility Plan is available online.

Allocation of Resources for Pupils with SEN

All pupils with SEND have access to Element 1 (basic entitlement within the school's delegated budget) and Element 2 (additional funding through the delegated national SEN budget). For those with the most complex needs, additional funding may be allocated by the Local Authority using its SEND funding matrix.

The SENDCo manages resourcing for special needs provision, including for pupils with statements/EHCPs. The Headteacher informs governors how SEND funding is used. The Headteacher and SENDCo meet termly to agree the deployment of funds directly related to statements/EHCPs.

Support for Pupils with Social and Emotional Needs

Supporting social and emotional well-being is integral to our curriculum for all children. We have a caring, understanding team who look after all of our children. Provision may include:

- Nurture groups.
- Social skills and friendship groups.
- Personalised behaviour programmes with tailored rewards and sanctions.
- Themed assemblies and lessons.
- Support from outside agencies for social, emotional and mental health.
- A wide variety of before- and after-school clubs, with Pupil Premium used to support access where appropriate.
- 1:1, paired or group interventions focused on social and emotional development.
- Programmes delivered by the educational psychologist where appropriate.
- Intervention from CAMHS on referral, delivered in clinic or in school.
- Buddy systems/play leaders at playtimes and lunchtimes.
- Collaboration with external professionals (e.g., consultants, GPs, CAMHS).
- Regular safeguarding/child protection training for all staff.
- Daily greeting and open-door communication with parents/carers.

Access to Medical Intervention

For pupils with medical needs, please refer to our Medical Needs and Intimate Care policies. In summary, strategies may include:

- Initial liaison with Compass staff and parents to establish needs and develop care plans as appropriate.
- Staff training for administration of support/medication (e.g., epilepsy, diabetes, adrenaline auto-injectors).
- Liaison with medical professionals providing ongoing treatment.
- Individual protocols for pupils with significant medical needs.
- Risk assessments as required.
- First Aid-trained support staff.

Inclusion of Pupils with SEN

The Headteacher and SENDCo oversee inclusion and ensure effective implementation. Activities outside the classroom and school trips are accessible to all. Risk assessments are completed for each trip; adult ratios are adjusted and 1:1 support provided if necessary. Parents/carers may be invited to accompany their child to ensure access.

After-school clubs are available to all pupils; vulnerable pupils are prioritised and adjustments made to support participation. Equipment used is accessible to all. Health and safety audits are conducted as appropriate.

We celebrate achievements and talents, irrespective of individual differences within the protected characteristics of the Equality Act 2010, through assemblies and awards. Our broad, balanced curriculum and enrichment activities provide opportunities for everyone to achieve and succeed, encouraging active involvement and reducing barriers to learning.

Monitoring and Evaluating the Success of Provision

To secure continuous improvement, the school encourages feedback from staff, parents and pupils throughout the year via questionnaires, discussions and progress meetings. Pupil progress is monitored termly in line with the SEND Code of Practice.

SEND provision and interventions are recorded on PLPs and updated when interventions change. These are monitored and evaluated termly by the SENDCo and Headteacher; findings are shared with staff, parents and governors to judge effectiveness. The SENDCo monitors movement on the SEN Register and reports regularly on impact.

Expertise and Training of Staff/CPD

We aim to keep staff up to date with training and developments in teaching pupils with SEN. The SENDCo attends relevant courses and network meetings, and signposts training for all staff. A core part of the SENDCo's role is to support teachers in planning for pupils with SEND.

The school recognises the need for ongoing CPD and allocates funding accordingly. Whole-school training includes topics such as autism and speech and language. Staff attend external training relevant to pupils' specific needs (e.g., through STS). Staff also engage in shadowing/peer observation and receive medical training (e.g., epilepsy, adrenaline auto-injectors). Training aligns with school priorities and provision management.

Specialist SEN Provision & Links to Support Services/Outside Agencies

We build strong relationships with external support services to fully support our pupils and aid inclusion. Sharing knowledge and information with outside agencies is crucial for effective provision. Agencies may become involved where a child:

- Continues to make little or no progress over a sustained period;
- Works substantially below age-related expectations;
- Has ongoing difficulty developing literacy and mathematical skills;
- Has emotional or behavioural difficulties which significantly interfere with learning;
- Has sensory or physical needs requiring specialist equipment or regular specialist advice;
- Has communication/interaction difficulties that impede social relationships and learning;
- Continues to fall behind peers despite intervention.

The SENDCo liaises with:

- Educational Psychology Service
- Integrated Disability Service (IDS)
- Speech and Language Service (class teachers also liaise)
- Specialist Outreach Services
- Occupational Therapy
- Hearing Advisory Team
- Complex Needs Team (Teaching and Learning)
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service (CAMHS)
- Education Service for Blind & Partially Sighted Pupils
- Compass (School Nursing)
- Early Help Support Service

For pupils under observation or as a cause for concern, focused meetings are arranged with the appropriate agency.

Working in Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. We believe that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEN with appropriate intervention and provision;
- Continuing social and academic progress;
- Effective setting and meeting of personal and academic targets.

Class teachers are available to discuss progress or concerns and to share strategies between home and school. The SENDCo can also meet with parents. Information from external professionals is shared with parents directly or via reports. PLPs are reviewed termly with an invitation for parental involvement. A home–school contact book may be used to support communication. The SENDCo may signpost parents to the Local Authority for specific advice and support.

Where assessment or referral indicates additional learning needs, parents and pupils are consulted regarding future provision. Parents are invited to meetings with external agencies and are kept up to date on action points regarding provision.

The school’s SEN Governor (Mr Jack Collins) may be contacted regarding SEN matters. The school website contains an Inclusion section with this SEND Policy, the Accessibility Plan and relevant policies. The Local Offer provides further information and support.

Links with Other Schools

We work in partnership with schools in the Nuneaton and Bedworth cluster to share resources, advice, training and expertise.

Transition Between Phases of Education

Transitions can be challenging for pupils with SEND; we plan carefully to ensure smooth transfer to new settings or year groups.

When moving to another school, we contact the receiving school’s SENDCo to share information and support arrangements. Records are transferred promptly.

When moving classes within school, information is shared in advance. A planning meeting takes place with the new teacher and PLPs are shared. Pupils visit new classrooms and staff during summer term; transition booklets are provided where helpful.

In Year 6, pupils receive focused learning about transition. Secondary staff visit; pupils attend transition days; and additional visits are arranged where needed. The SENDCo meets the secondary SENDCo to pass on information (PLPs, reports, agency involvement) so support is in place from the start of Year 7.

Reception: induction events run in summer term. The Reception teacher visits pre-school settings to gather information. Where a child is identified with SEND, the SENDCo attends pre-school meetings. Children visit the school and meet staff; a staggered entry supports a smooth start.

Complaints Procedure

Parents should first discuss concerns with the class teacher. Most issues are resolved at this stage. If concerns remain, an appointment can be made with the Headteacher, who will investigate thoroughly. If unresolved, the school's Complaints Policy (available on the website) should be followed.

The Role of the Governing Body

The school budget includes funding for supporting children with SEND. The Headteacher decides on the SEND budget in consultation with governors, based on need.

The Governing Body, Headteacher and SENDCo consider information on pupils receiving support, pupils needing support, and those not making expected progress, to determine resourcing, training and support. These are reviewed regularly and adjusted as required.

The Governing Body ensures the school works with external agencies when pupils' needs cannot be met by the school alone. At Weddington, this includes services such as the Educational Psychology Service, Speech and Language Therapy, and the Specialist Teaching Service. Governors challenge and support the school to secure necessary provision, ensure staff understand their responsibilities and that funds are used effectively.

The Governing Body reviews this policy annually and considers amendments in light of the review findings. The Headteacher reports the outcomes of the review to the full governing body.

Links to Other Policies

- Inclusion Policy
- Mental Health and Wellbeing Policy
- Home–School Agreement
- Equal Opportunities Policy
- Complaints Policy and Procedure
- Communication Policy

- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- Admissions Policy
- Accessibility Plan