



“Let’s Love to Learn and Thrive Together”.

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

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Qualification Status:

Undertaking NPQ in Special Educational Needs Coordination

Date Agreed	Prepared By	Agreed By	Comments
July 2026	Pip Gilbody	FGB	July 2027

1 Introduction

- 1.1** This policy was reviewed and updated in July 2026 in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015).
- 1.2** This school provides a broad and balanced curriculum for all children. The National Curriculum and Guidance for the EYFS are our starting points for planning that meets the needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3** These requirements are likely to arise as a consequence of a child having special educational needs or a disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need ‘additional or different help from’ that given to other children of the same age.
- 1.4** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children’s special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child’s education;
 - to ensure that our children have a voice in this process.

3 Educational Inclusion

3.1 In our school we aim to offer excellence and choice to all our children whatever their ability or needs and we aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our children and we want them all to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, behavioural and physical needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and learning strategies;
- have a range of experiences outside of school and different aspirations.

3.2 Teachers respond to children by:

- providing support for children who need help with communication and language, literacy and numeracy, and physical or emotional barriers to learning;
- planning activities that develop children's understanding through a variety of teaching styles and strategies;
- planning a varied and scaffolded approach that enables the child's full participation in learning by incorporating all learning styles and experiences into the school day;
- helping individuals manage their behaviour and emotions in order to take part in learning effectively and safely.

4 Special educational needs

4.1 Children with special educational needs or disabilities (SEND) have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they fall within the definitions above and are under school age.

4.2 Many of the children who join our school have already attended an early education setting and, in many cases, their needs have already been assessed. Prior to joining Wherwell Primary School, transition information is collated so that we are aware of any additional needs. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Once settled into school additional assessments may be carried out to provide a current profile of the child's needs.

4.3 If a teacher suspects that a child may be having learning difficulties, they will discuss this with parents and the Special Educational Needs and Disabilities Co-ordinator (SENDCo). This is not a formal stage of intervention, but ensures that the child receives additional support in class and that all parties have a shared understanding of the child's needs.

4.4 The SENDCo will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments in order to ensure early identification of need. We then respond by using a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer support which is 'additional to and different from' those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This is known as SEND Support and is a formal stage of intervention and the child may be added to the SEND register.

- 4.5** Children on the SEND register receive an individual education plan (IEP) which parents receive each term. IEPs provide pupils with targeted support and details of any interventions they will receive. Interventions are recorded on a school provision map which identifies the LSA who will be supporting the child and managing the intervention. Provision is reviewed termly through IEP reviews, pupil progress meetings and through discussion between the SENDCo, class teacher and LSA.
- 4.5** If the review identifies that additional support is needed, for example from outside services, the SENDCo will consult parents prior to any referrals being submitted. Wherever possible, children will be seen in school by external support services and a written report will be sent to the parents. This report may lead to additional or different strategies being used which will be included in the Provision Map and then incorporated into the child's school day.
- 4.6** If the child continues to demonstrate significant cause for concern, in discussion with the parents and class teacher, an application for an Education, Health and Care Plan (EHCP) will be made to the Local Authority. This is a lengthy process involving collating evidence over time from all involved in the child's education and care and the child is able to give their views.
- 4.7** In our school the SENDCo:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - liaises with parents;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body, either verbally, in writing or through the headteacher;
 - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
 - contributes to the formulation of the School Improvement Plan;
 - contributes to the professional development of all staff.

5 The role of the governing body

- 5.1** The governing body has due regard to the Special Educational Needs and Disability Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs.
- 5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- 5.2** The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1** The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs and disabilities has been employed.

6.3 The headteacher and the SENDCo meet regularly to agree on how to use funds directly related to EHCPs.

7 Assessment

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The Local Authority seeks a range of advice before issuing an ECHP. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience rates of progress and levels of understanding that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school works closely with parents in the support of those children with special educational needs or disabilities. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

9.2 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any additional support or intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil participation

10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the EYFS recognises the importance of children developing social as well as educational skills.

10.2 Children are involved at an appropriate level in setting targets for their learning and in reviewing their achievements. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

11.1 The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with an annual summary of the impact of the policy on the practice of the school based on periodic assessments.

11.2 The SENDCo and the headteacher hold regular discussions to review the provision for SEND across the school. The SENDCo shares information with the named governor and with the governing body at least annually.

11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN Governor reports the outcome of the review to the full governing body.

Statutory	Yes
Website	Yes
Model Policy	No