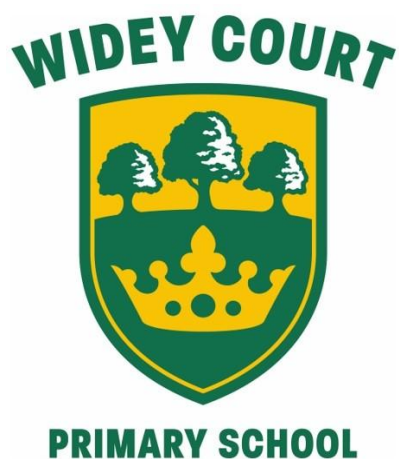


WIDEY COURT PRIMARY SCHOOL

Special Educational Needs and Disability policy



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<i>Policy reviewed on:</i>	<i>10.09.2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Miss Taylor</i>

Miss Heidi Taylor is the Special Educational Needs Co-ordinator (SENDCo) at Widey Court Primary School.

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Miss Taylor is a member of the Senior Leadership Team (SLT)

Compliance

Widey Court Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory guidance on supporting Pupils with Medical Conditions 2014
- Teacher's Standards 2012
- Equality Act 2010 : advice for schools DFE Feb 2013
- Schools SEN Report Regulations 2014
- Accessibility Plan
- Safeguarding Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document September 2020.

This policy was created by the school's SENDCo in collaboration with the SEND Governor, staff, parents and pupils. A special thank you to the parents who have contributed to this report.

Widey Court Primary School Special Educational Needs and Disabilities Policy

Our School Vision

Our vision is for all children to receive an outstanding education. To receive the very best teaching and support to be the best they can be

What is a Special Educational Need?

The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015) defines SEN as: "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 him or her. A child of compulsory school age or a young person has a learning difficulty or

disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Aims

At Widey Court Primary School we believe:

- ☐ all children should have a broad and balanced education, which is planned to ensure there are high expectations of all children, enabling them to achieve their best and make as much progress as possible.
- ☐ in integrating all children with Special Educational Needs into mainstream school.
- ☐ the education of children with Special Educational Needs is a whole school responsibility; all class teachers are teachers of children with Special Education Needs
- ☐ parents/carers should be involved in planning the support for their child
- ☐ in seeking the views of the child and according to their developmental understanding allowing them to have ownership of the strategies put in place to support them.
- ☐ in following the procedures set out in the SEND Code of Practice: 0-25 years (May 2015).

Role and Responsibility of the SENCO

The Special Educational Needs Co-ordinator is responsible for:

- ☐ Overseeing the day-to-day operation of the school's SEN Policy
- ☐ Developing and reviewing the school's SEND policy
- ☐ Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- ☐ Liaising with parents of children with SEND
- ☐ Liaising with all the other people who may be coming in to school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychology
- ☐ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of pupil's progress and needs are kept
- ☐ Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- ☐ Liaising with early years providers, other schools and potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

Role and Responsibility of the Class teacher

- ☐ Providing high quality teaching for all children in their class, including those with SEND
- ☐ Writing, monitoring and reviewing Individual Education Plans (IEPS), based on SMART targets and sharing and reviewing these with parents and children
- ☐ Monitoring the progress of children and identifying, planning and delivering additional support they may need and letting the SENCO know as necessary
- ☐ Planning personalised learning, as identified on the provision map

- Ensuring that the school's SEND policy is followed in their classroom and for all children they teach with SEND.

Role and Responsibility of the SEND Governors

- Monitor the effectiveness of the SEND Policy within the school by regularly meeting the SENCO
- To do their best to ensure that the necessary provision is made for any pupil with SEND
- Monitoring the progress made by children with SEND in comparison to those without SEND
- Having regard to the SEND Code of Practice (2015), when carrying out its duties towards all pupils with SEND
- Reporting back to the governing body any changes to the policy.

The Governor responsible for Special Educational Needs is Mr Barry Sullivan.

Identification of children with SEND

Through internal assessments, daily learning and observations of children learning, class teachers alongside the SENCO will identify children as needing extra support in specific areas. The class teacher will attend a clinic meeting with the SEND team to discuss concerns and the child will be added to the Concern List.

At this point, it is the class teacher's responsibility to consider any modifications, which need to be made to the curriculum, or strategies, which need to be in place to support the child. This may be done with advice from the SENCO or other members of the teaching team.

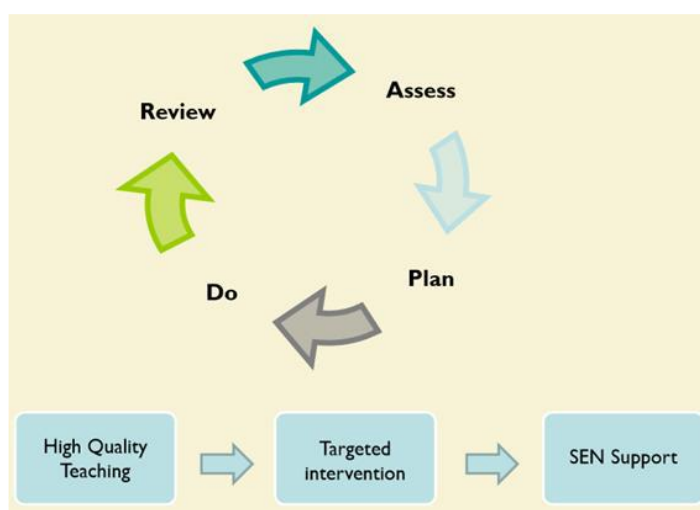
The progress of the child is carefully monitored by the class teacher through Additional Provision Tracker and at Pupil Progress Meetings. If the strategies put in place are not having an impact over a period of time, discussions will take place involving the class teacher, SENCO and parents, to make a decision about identifying the child with SEND.

The provision of Special Educational Needs at Widey Court Primary School is often identified by looking at the following criteria:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

These may present with a varying degree of difficulty. The child may have a need in one or more of these four areas.

Where it is decided the child does have SEND, the child will be added to the school's SEND register as needing SEN Support. An Individual Education Plan (IEP) will be written for the child and reviewed in collaboration with the class teacher and parents, using the "graduated Approach" (Assess, plan, do, review)



The graduated approach is a flexible model of support for children with SEND.

The SEND Pathway

The SEND Pathway is used as guidance for planning support for children with SEND



Step 1: Single-agency response

Every class teacher is responsible for teaching and providing support for children with SEND within their class. They will be supported by the SENCO. The child and parent/carer will be regularly involved in planning this provision and an Individual Education Plan will be written (IEP). Progress will be regularly checked, monitored and reviewed.

Step 2: Early SEND Request for Involvement

If a pupil is identified as needing some specialist support in school from a professional outside of the school, a referral may be made to a range of professionals including Speech and Language Therapists, Educational Psychologists or parents may be advised to contact their GP in regard to health concerns. The child and parent/carers will be involved in the planning of this provision.

Step 3: Team Around Me/ Multi-Agency Support Plan

If there are a range of multi-agencies involved a multi-agency 'Team Around Me' meeting will be arranged with the Parents/Carers and child, if appropriate, to give the opportunity to share information and plan together. A Multi-Agency Support Plan will be written, which will include advice from all services involved. This will be regularly reviewed with the professionals involved and parents. There will be a person-centred approach to 'Team Around Me' meetings, with the views of the child taken into consideration and acted upon.

Step 4: Assessment for an Education, Health and Care Plan

When a child's needs are deemed to be significant and long-term, a request will be made to the Local Authority for Statutory Education, Health and Care Assessment (EHCP), this will be done alongside Parents/Carers and all professionals involved. Not all EHCP needs assessments will lead to an EHC Plan. The information gathering during an EHCP needs assessment may indicate ways in which the school can meet the child's needs without an EHCP. The whole process of an EHCP needs assessment and EHC plan development until the final draft plan is written, will take no more than 20 weeks.

Step 5: An Education, Health, Care Plan

Following the assessment, an Education, Health and Care Plan may be written for the child. The targets on the Education, Health and Care Plan will form the basis of the child's Individual Education Plan. This statutory document will be reviewed annually in an 'Annual Review' meeting. If significant changes occur, an interim review may be called.

Involving Parents and Pupils

We actively seek to involve children and their parents in discussions about strategies and interventions which could meet their SEND.

At times children are involved in creating their own One-Page Profile, identifying what is important to the child from their point of view, their strengths and qualities from other people's views and how they like to be supported. Children are invited to attend their Team Around Me meeting, prior to their meeting they will spend time with a member of the teaching team preparing how they are going to share their views at the meeting.

Parents are involved in all aspects of planning for their child with SEND, we value their contributions. We have discussions with parents when a concern is raised, similarly parents are encouraged to express concerns to the school. We will discuss the concerns raised, the difficulties and strengths of the child, the parent's perspective and agree outcomes for the child and next steps.

Our Family Support Adviser, Sarah Maiden, is available to support parents at meetings held internally and externally to school. She has an open-door policy, whereas parents are welcome to drop-in to see her at any point throughout the school day.

Parents are regularly sign-posted to Plymouth Information and Advice for SEND (PIAS) for a wide-range of impartial advice and the Plymouth Online Directory, which outlines all provision and support available for children with SEND across Plymouth.

The Widey Court Primary School SEND Information Report is published on the school website.

SENDCo Signature.....

Governor Signature.....

Sign Date.....

Sign Date.....

