Walverden Primary School

Send Policy 2025

Approved by:	Governors	Date: November 2025
Last reviewed on:	November 2024	
Next review due by:	November 2026	

Contents

1. **Aims** .....
2. **Legislation and guidance** .....
3. **Definitions** .....
4. **Roles and responsibilities** .....
5. **SEN information report** .....
6. **Monitoring arrangements** .....

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards

- School's Accessibility Plan
- Current Keeping Children Safe in Education guidance

At Walverden Primary School we are committed to ensuring equality of education and opportunities for pupils with special educational needs and disabilities (SEND). We pride on the fact we treat all our children with care, dignity and respect.

We are a vibrant, multi-cultural primary school with delightful pupils and an enthusiastic and committed staff. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. We provide a fully inclusive mainstream primary provision, our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. Outlined below are the ways in which Walverden Primary school supports all of our pupils including those with Special Education Needs and Disabilities (SEND) in order that they realise their full potential.

Our SEN policy intent:

- Work within the guidance provided in the SEND Code of Practice 2015
- Define special educational needs and disabilities (SEND)
- Identify the roles and responsibilities of everyone involved in providing for pupils with SEND
- Create an inclusive curriculum for all children
- Ensure each child receives their full potential through high quality teaching and learning
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus for outcomes for children

1. Aims

At Walverden Primary school our goal is to:

- Provide a safe, caring and nurturing learning environment
- To provide a creative curriculum which is rich, diverse, purposeful and one that connects with our local community.
- Maintaining excellent standards of behaviour- following the Walverden Way.
- Developing and embedding the LORIC principles.
- Fostering and celebrating diversity and inclusion within school and the wider community
- Creating opportunities for all children including Special Educational Needs and Disabilities (SEND) to engage in the same activities that all other learners do
- Through developing curiosity, inquisition and resilience, we empower our children to become ambitious learners who can work independently, are empathetic and supportive of others and have the self-belief needed for a successful future
- Provide high quality, inclusive learning to assist all children to reach their individual potential as learners and to develop their capabilities to their full
- Ensure early identification and assessment of SEND.

- Ensure that a child with special educational needs and disability should have his/her needs met through personalised learning and have a targeted learning plan in place.
- Creating a positive relationship with parents
- Ensure a close co-operation between all the agencies concerned and a multidisciplinary approach to the resolution of issues.

2. Legislation and guidance

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 2014 6.1)

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos') and the SEN information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and quality first personalised teaching. At Walverden Primary we realise the importance of early identification of pupils who may have special educational needs to ensure early intervention. Assessment will be regarded as a continuing process. The purpose of identification is to ascertain what action the school needs to take, not to fit a student into a category. The needs of the student are to be identified by considering the needs of the whole child. This will include not just the special educational needs of the child.

The Code of Practice (2015) states that a child or young person has a special educational need (SEN) or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2015, p16).
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;
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The needs of pupils with SEND usually fall into one of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory, and /or Physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people may have difficulty with:

- Speech and language delay- speech and language development which isn't what would be expected for a child of that age.
- Expressive language difficulty- issues with using language to express ideas, needs or feelings.
- Receptive language difficulty- problems with understanding words, sentences or instructions.
- Speech or articulation difficulty- a difficulty saying words clearly using the correct sounds.
- Social interaction difficulty- problems following the rules of communication and difficulty interacting socially with others.
- Autism Spectrum Disorder (ASD) is a condition related to brain development that impacts how a person perceives and socialises with others, causing problems in social interaction and communication.

Cognition and Learning

Children and young people with cognition and learning difficulties will find it hard to keep up in most, or all, of the academic areas of the curriculum. They are likely to face challenges with developing basic

literacy or numeracy skills and may find listening, paying sustained attention and comprehending difficult. Many pupils will also struggle with both long and short-term memory.

A pupil with cognitive difficulties may also have problems with gross motor skills, such as throwing a ball, and fine motor skills, such as holding a pencil or cutting with scissors. Some may also have poor organisational skills. If pupils become frustrated with their learning because of these challenges, they may start to use avoidance techniques or demonstrate restless or disruptive behaviour. Pupils with cognitive difficulties are unlikely to progress as quickly as their peers, and there will be a tendency for any gaps in attainment to widen as pupils get older.

Social, Emotional and Mental Health Difficulties (SEMH)

Children display challenging behaviour for numerous reasons and their behaviour does not necessarily mean they have a SEND need. It is important to look beyond the behaviour to identify an underlying cause.

Children and young people can experience a wide range of social and emotional challenges that manifest themselves in different ways, for example they may become:

- Withdrawn
- Passive
- socially isolated
- disruptive (low level/extreme)
- aggressive
- hyperactive

All children and young people may demonstrate these behaviours at certain points in their lives. However, if these behaviours are severe, persistent and long term they could well be the result of an SEMH difficulty. Pupils with SEMH issues may struggle to cope with school routines or even resist going to school in the first place. They can have difficulties making and sustaining relationships or concentrating on their work. They may be the target of bullying, or engage in bullying-type behaviours themselves. A child's SEMH challenges can cause a barrier to their learning.

Sensory, and /or Physical

Within the SEND code of practice, sensory and physical is defined as "*some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided".* These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Attendance and Punctuality

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty, or another factor as noted above. School staff will endeavor to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

4. Roles and Responsibilities

Here at Walverden Primary School we believe that every teacher is a teacher of pupils with special educational needs as set out in the Code of Practice (2015).

The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Keep the Local Governing Committee fully informed and also work closely with the SENDCo. Inform the Local Governing Committee of how the funding allocated to support special educational needs has been employed. The headteacher and Local Governing Committee should consider the school's strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

The SEND Governor

Farhan Khaliq is the current Governor with responsibility for SEND. His role is to ensure:

- 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 SENDCo to determine the strategic development of the SEND policy and provision in the school

The Special Educational Needs Coordinator (SENDCo)

Mrs. Zaman is our SENDCo and is responsible for the arrangements for SEND provision throughout the school. This includes:

- Work with the headteacher, deputy headteacher and the Local Governing Committee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- coordinating provision for pupils with SEND including looked after children (LAC)
- Work with the headteacher and senior leadership team to analysise the assessment information of SEND pupils and monitor the provision of SEN pupils through pupil progress meetings
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other parent to meet pupils' needs effectively
- Advise on the graduated approach to providing SEN support
- liaising with parents of pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Class Teachers

They have the responsibility to:

- Set high expectations which inspire, motivate and challenge pupils

- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four-part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEND e.g., the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils' achievements and pupils' well-being

Support Staff

Teaching Assistants (TAs) support individuals and groups of pupils at SEND support level of provision, both in class and through targeted interventions/ programmes. They are directed by the class teachers and supported for interventions by the SENDCo.

The Pastoral Team

Our pastoral approach at Walverden Primary school supports and promotes child and family emotional health and well-being. We support all aspects of child development i.e., social, emotional, behavioural and academic progress. The Pastoral Team consists of Ms. Humma Ahmed (Headteacher), Mr. Graham Donnan (Deputy Headteacher), Mrs. Atefa Zaman (SENDCo), Miss Shaista Arshad, Mrs. Jayne Kitching (Family Support Workers) and Ms. Nicola Blundell (Behaviour Support). They are proactive in supporting children and parents in a variety of ways, including home visits, liaising with agencies, recording all incidents onto CPOMs, organising activities and facilitating and delivering training. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

Mental Health Lead

Miss Iveson is our Mental Health Lead and is responsible for:

- Developing a whole school approach to support mental health and wellbeing in conjunction with the PSHE Lead and SENDCo
- Ensuring staff can recognise signs and symptoms of mental health needs in pupils and know what they should do if they have a concern
- Supporting SENDCo to identify and refer those pupils with Mental Health Needs to the appropriate specialist agencies
- Knowing what local and national help and support is available in order that there can be signposted to pupils and their parents
- Creating and managing a safe and productive playground environment for all pupils

- Supporting Parents Carers

Walverden Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Lancashire Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education and provides independent support for families in the process of getting an Education Health and Care Plan-(https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/#:~:text=Lancashire%20SEND%20Information%2C%20Advice%20and,and%20young%20people%20with%20SEND). Parents are fully involved in the review process. Interpreters can be available upon request for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. We use our school website/class dojo to support our parents with information and support about our curriculum.

5. The SEND Information Report

The SEND Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities and their families in our school. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015, which outlines:

- the SEND provision at the school
- the school's policies for the identification and assessment of pupils with SEND and making provision for pupils with SEND
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities to work with parents and young people as part of the assessment and review

Our school currently provides additional and/or different provision for a range of needs, including:
(Please see section 3 for additional information and the SEN Information Report).

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- 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
- Moderate/severe/profound and multiple learning difficulties

6. Monitoring arrangements:

At Walverden Primary we monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The SEND Governor will meet with the SENDCo termly. The SENDCo reports termly and meets with the governors annually to discuss the outcomes of provision for children with special educational needs.

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the senior management team
- Movement of pupils on/off the SEND register
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils. Assessment records that illustrate progress over time – e.g., reading ages
- Success rates in respect of individual targets through pupil progress meetings, EHCP outcomes and targeted learning plans
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive.
- Regular meetings between SENDCo, Class Teachers, Teaching assistants, SENDCo and headteacher/SLT, SENDCo and the Governing Body and regular Pastoral Team meetings.
- Provision Maps are being developed to use as a basis for monitoring the impact of interventions.