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NOTES	UPDATED TO REFLECT UPDATED GUIDNANCE / LEGISLATION WHERE REQUIRED		

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Whitley Park Primary and Nursery School Special Educational Needs and Disabilities Policy - June 2025

It is our belief at Whitley Park that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We are committed to securing 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 Code of Practice (January 2015).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and physical

Whitley Park Primary and Nursery School has 1 member of staff responsible for the strategic leadership of SEND including the Additional Resource Provisions (ARP's)

- Dr Charmaine Lynch – qualified teacher, SENDCo Accreditation Award, BA (Ed.), MA (Special Needs), Doctorate in Education, Safeguarding team and a member of the schools Senior Leadership Team.

In addition Dr Lynch is supported by a wider SEND team:

- Lisa Smith - SENDCo Assistant for KS2 and Thrive Practitioner
- Chloe Owens - SENDCo Assistant for KS1 and Early Years, Thrive Practitioner and Mental Health Lead
- Clare Hutchison - SENDCo Assistant, Psychotherapist and Therapeutic Plans
- Venetsiana Mavropoulou – SEND Teacher and qualified SENDCo
- Anita Holland – Speech and Language Therapy Assistant
- Elizabeth Hawkins – Speech and Language Therapist

Our named Governor responsible for SEND is Jane Clare. Together they ensure that the Whitley Park Primary and Nursery Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2015), The 2014 Children and Families Act, The Equality Act 2010, the Local Authority and other policies, particularly the behaviour, anti-bullying, medical, safeguarding and teaching and learning policies within the school.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different

from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015).

This SEND policy details how, at Whitley Park Primary and Nursery School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Objective of the policy

To set out how we help children with SEND. Our SEND policy is committed to provide access for all students to a broad, balanced and challenging curriculum. "All teachers are teachers of Special Educational Needs" (SEN Code of Practice, 2015) by:

- creating an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- providing adequate and efficient support and resourcing for all pupils with SEN corresponding with all SEN requirements contained in Part 3 of the Children and Families Act 2014, SEN Code of Practice 2015, The Equality Act 2010 The Special Educational Needs and Disability Regulations 2014.

Equal opportunities and inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Whitley Park Primary and Nursery School we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact 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

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities and ensuring that disabled pupils are not treated less favourably than their peers. For example provision is adapted for all learning activities, visits and clubs to ensure inclusion for disabled pupils.
- Helping individuals to manage their emotions, particularly trauma or anxiety and to take part in learning
- Helping children to manage and own their behaviour and to take part in learning effectively and safely

Identification, assessment and provision

At Whitley Park we understand that **all teachers are teachers of children with special educational needs**. The Governing Body, the Headteacher, the SENDCo, SENDCo Assistants, Class Teachers,

Teaching Assistants and all other members of staff have important day-to-day responsibilities to ensure the provision for children with SEND.

At Whitley Park, we recognise that all children learn at different rates and that there are many factors affecting achievement. We will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the baseline and ongoing assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Children are identified as needing extra support through a variety of ways across any of the four areas identified within the Code of Practice (2015) including the following:

- Concerns raised by parents/carers
 - Concerns raised by teachers through discussion with SENd Team
 - Concerns raised by pupils
 - Pupil tracking
 - Regular year group pupil progress meetings every 6 – 8 weeks
 - Liaising with health and social care professionals
 - Liaising with previous schools or settings
 - Using our in-house specialist services (accredited SENDCo, speech and language therapist, psychotherapist, THRIVE)
1. Communication and Interaction. This includes children with speech and language delay/disorder, hearing impairments and those who demonstrate features associated with autism
 2. Cognition and Learning. This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties
 3. Social Emotional Mental Health. This includes children who may be withdrawn or isolated, anxious, dysregulated, hyperactive or lacking concentration
 4. Sensory and Physical. This includes children with sensory, multi-sensory and physical difficulties.

If a parent feels that their child may have a special educational need then the first step is to talk to the child's teacher as this is the person who spends most of their time with the child at school. Later on, a discussion may also be needed with a member of the SENd Team.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

For pupils who join Whitley Park Primary during the school year we will make contact with a previous school SENDCo to ensure a smooth transition and discuss appropriate provision. Wherever appropriate observations may be undertaken.

The role of the SENDCo

The SENDCo role is a strategic one working within the Senior Leadership Team to review and refresh the SEND policy and then with the classroom teacher to review practice to ensure every child with SEND gets appropriate support. The role involves:

- overseeing day-to-day operation of school's SEND policy
- coordinating provision for children with SEN
- liaising with designated teacher where a Looked after Child has SEND
- advising on graduated approach to SEND Support
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND
- links with other education settings and outside agencies, including health and social services and voluntary bodies
- liaising with pre-schools and secondary schools to ensure smooth transitions;
- working with Head and governors on Equality Act
- ensuring that SEND records are up to date
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- monitoring the progress of children on the SEND register
- safeguarding children offering feedback at meetings and providing reports
- SEND resources

The role of the SENDCo Assistant

The SENDCo Assistants support the SENDCo with the SEND provision at Whitley Park Primary and Nursery. They report to the SENDCo - Dr Lynch . Their role is varied but includes:

- Liaising with parents
- Referrals e.g CAMHS, Primary Mental Health
- Supporting Therapeutic Support Plan (TSP) meetings
- 1:1 or small group support
- In class support for individual children
- Classroom observations
- Advising teacher on supporting individual children within the classroom
- Offering training and advice to staff
- Supporting children at break and lunchtimes
- Safeguarding children feedback at meetings and providing reports
- Undertaking Thrive programme interventions and assessments
- Liaising with outside agents to support child and/or parent
- Advocating for children

Monitoring children's progress

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Quality First Teaching (QFT), scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. In order to help children with special educational needs, Whitley Park Primary and Nursery School will adopt a graduated response. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. If a teacher continues to be concerned about the progress of a child, he/she will complete a SEND/Mental Health record of concern for the SEN Team, stating the areas of concern and what has already been put into place to support the child. Discussions will also take place at termly pupil progress meetings. The SEND Team and teacher will then consider what else might be done. A pupil conference may also be held and parent views sought. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the class and

interventions may be put in place for a given time period. At this stage the pupil will be placed on the SENd register with the consent of the parent/carer.

The key test of the need for action is that current rates of progress are not adequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, SEMH or personal skills
- Demonstrates improvements in the child's behaviours

At Whitley Park Primary and Nursery School we meet the needs for identified pupils through the use of an ILP (Individual Learning Plan) and/or Therapeutic Support Plan depending on the needs of the child.

If we refer a child for an assessment as part of an Education Health and Care Plan (EHCP) request, we will provide the LA with a record of our work with the child, to date.

Reasons for a child being on the SENd register may include the fact that he/she:

- Makes little or no progress, despite quality first teaching approaches being targeted to a child's identified area of difficulty
- Is consistently working significantly below the level expected for a child of the same age, despite making expected or accelerated progress.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Shows a social and/or emotional health need
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques and support systems usually employed in school
- Has sensory or physical difficulties and continues to make little or no progress, despite the provision of specialist resources
- Has communication and/or interaction difficulties and continues to make little or no progress

Evaluating the effectiveness of provision for pupils with SEND

- Provision and policies are monitored and evaluated by the SENDCo, the SEND Governor and the Headteacher. This process includes undertaking learning walks, lesson observations and book scrutinies.
- The SENDCo acts as advocates for pupils with special educational needs during pupil progress meetings and evaluates the effectiveness of provision.
- Individual Learning Plans (ILP's) and interventions have clear expected outcomes and are evaluated for impact against the outcomes
- Data is used to evaluate and monitor the progress of all pupils with special educational needs
- Reports from outside agencies who regularly work with the child (e.g Speech Therapist), consultations with parents and feedback from the children themselves are also used to monitor provision.

Partnership with parents/carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or

during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND. All parents of children with special educational needs and disabilities will be treated as equal partners. Parents/carers are encouraged to play an active role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school will keep parents/carers fully informed and involved. We take account of their wishes, feelings and knowledge at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Although the first point of contact should be the class teacher if a parent has concerns, parents always have access to the SENDCo through a school email address, by telephone or through an appointment via school reception.

The nature of intervention

The SENDCo and the child's class teacher, along with any other professional involved, will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve children being withdrawn for a given amount of time to work on targeted outcomes e.g. Emotional Literacy Support Assistant groups (ELSA)
- staff development and training to introduce more effective strategies

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a regular basis and ensuring delivery of any individualised programme. Interventions take place both inside and outside of the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and meetings can also be arranged with the SENDCo. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of specialist SEND support

At Whitley Park Primary and Nursery School we provide our own specialist support on site in the form of a speech and language therapist and assistant and Psychotherapists. They will use the child's records in order to establish which strategies have already been used and which targets have previously been set.

Where necessary the use of external specialists e.g. Educational Psychologist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the classroom setting. Overseeing the delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and/or mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class

- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of his peers
- outside agencies include Child and Adolescent Mental Health Service (CAMHS), CYPIT integrated services, Occupational Therapists, Berkshire Sensory Consortium, Educational Psychologist, Physiotherapist, School Nurse, Family Workers, Autism Resource Manager, Behaviour Support Service.

School request for statutory assessment process (Education Health and Care Plans – EHCP)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to support with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous individual learning plans and targets for the pupil
- record of regular reviews and their outcomes
- records of the child's health and medical history where appropriate
- tracking of academic progress
- assessments and advice from outside agency support
- views of the parents
- views of the child

Parents/carers of any child who is referred for an assessment for an EHC plan will be kept fully informed of the progress of the referral.

All children with SEND will have their needs reviewed with parents and teacher at least 3 times per year and outcome based ILP's (Individual Learning Plans) will be written where appropriate. These will include:

- the area(s) of difficulty for the child
- short term targets and long-term targets
- the provision to be put in place in order to ensure success
- the expected outcome
- the review date

Pupils with EHCP's

In line with LA guidance, if an EHCP has been awarded to a pupil, the school is required to carry out an Annual Review. This will involve all those working with the child and their parents as well as the child themselves. At the review any amendments required are considered and passed on to the LA. The review focuses on achievements as well as any difficulties and is there to ensure that what is in place is effectively addressing the child's needs. If the child is in a transition year consideration will be given to their appropriate school placement. In Year 6, the secondary school will be invited to the review.

Allocation of resources

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 Education Health and Care Plans. The Head teacher informs the governing body of how the funding allocated

to support special educational needs has been deployed. The Head teacher and the SENDCo meet annually to agree on how to use funds directly related to Education Health and Care Plans.

The role of the governing body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Admission arrangements

Children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. Pupils identified with low level SEND have the same rights of admission as all other prospective pupils. Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the SENd Code of Practice (2015).

Medical information

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Medical information is passed on from previous settings or from parents and care plans are written in consultation with all concerned. The school database is updated as and when information comes into school. A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Discussions between parents and professionals and specialist services are essential to ensure the best outcomes for children.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school and provide staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers to provide appropriate, effective Individual Learning Plans, one page profiles and behaviour plans for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

Complaints

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo/Head Teacher, the Governing Body and the LA. All complaints are recorded and a response made.

Date: June 2025