



Special Educational Needs Policy

Date agreed by Governors: July 2025

Review Date: July 2026

At Wickham Church of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our pupils, whatever their needs and abilities. Our educational aims for children with Special Educational Needs and/or Disabilities (SEND) are the same as those for all children in the school. We strive to ensure that all of our children are fully included as active participants of their learning and all parts of school life.

Definition of Special Educational Needs:

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*

Special Educational Needs and Disability Code of practice 2015, p15-16.

Disabled children and young people:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Children and young people with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Legislation and Guidance

This policy, and the linked information report, 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, SEN coordinators (SENCOs) and the SEN Information Report

It pays due regard to:

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission

Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England (2023): statutory guidance from Department for Education

Related policies:

Behaviour policy

Restrictive Physical Intervention in Schools Policy

Safeguarding Policy

Admissions Policy

Supporting Children with Medical Conditions

Suspension and Permanent Exclusion Policy

Our school aims to:

- Provide realistic, challenging and attainable tasks that match and develop the ability and learning styles of each child.
- Provide carefully planned opportunities to broaden the children's learning experiences.
- Develop self-esteem, pride and sense of achievement in all our children, leading to a positive culture of success for all.
- Develop independence in thinking and learning.
- Provide opportunities for speaking and listening and team work with peers.
- Ensure full entitlement and access for SEND pupils to a high-quality education within an inclusive curriculum (including access to the National Curriculum), so that they can reach their full potential and enhance their self-esteem.
- Identify and assess children with individual needs as early as possible in accordance with the Code of Practice, 2015.
- Meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- Work closely with parents concerning their child's needs through regular meetings and feedback.
- Involve pupils in the setting and reviewing of their individual targets.
- Strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- Provide a Special Educational Needs Coordinator (SENCO) and learning support team, who will support children and teachers in our school to promote inclusion. The role of SENCO is fulfilled by the Inclusion Leader – Hollie Shilling.

- Provide support and advice for all staff working with special educational needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.

Identification

Throughout the school, teachers continuously adapt work to support each child's needs and arrange additional interventions as required. If following this support, a pupil continues to make significantly slower progress than other children or works at a level well below the expected standard for their age, then their needs will be further reviewed.

A child's special needs will be considered within the four categories identified in the Code of Practice 2015:

- **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 saying 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 in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
- **Cognition and Learning.** Support for learning difficulties may be required when children learn at a slower pace than others. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), which includes dyslexia (word), dyscalculia (number) and dyspraxia (movement).
- **Social, Emotional and Mental Health (SEMH) Difficulties.** Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs.** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided, e.g. a child with vision impairment (VI) or hearing impairment (HI) or physical difficulty (PD). These difficulties can be age related and may fluctuate over time.

Provision – A Graduated Response

Within school, pupils with SEND are identified on the school SEND Register so that provision to meet their needs can be planned for and monitored. Good special needs practice reflects good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

There are various stages to the graduated response. They are as follows:

Graduated Response Stage One

High Quality Teaching / Universal Provision

All children benefit from high quality teaching by their class teacher, and work is carefully planned by the class teacher to support children at varying levels of ability to be actively involved. It is our aim that all children are

included with their class for the majority of the day, including educational visits, with respect to their needs. Teachers will make subtle modifications to the organisation of their classroom or delivery of the curriculum to ensure to maximise pupil engagement.

Graduated Response Stage Two

Early Intervention Support

If a pupil is not making progress in any one area, then appropriate interventions will be provided to support their development. This may include a specific intervention that may be small group work, referral to counsellor, family support or further professional assessment. Parents will be consulted about the type of any intervention through discussions with their class teacher, key stage leader or SENCO and will be involved in ways they can help to support their child's progress. A record of this meeting can be provided for parents on request and strategies will be recorded on a pupil profile.

Graduated Response Stage Three

Targeted Additional and/or intensive support

Following a review of the initial intervention, the class teacher and inclusion leader will look at any evidence of the impact. The pupil's progress and outcomes will decide consequent actions. If a pupil continues to make significantly slower progress than other children or works at a level well below the expected standard for their age, then further provision may be agreed. In discussion with parents / carers a further support plan will be put in place.

At this point a child would be identified on the SEN Register. A pupil passport or behaviour plan will be created in which targets for progress, parents' views and the child's views are recorded. These targets will be shared with parents. Whilst the class teacher carefully matches the curriculum to the pupil's needs, we can also provide a wide range of high-quality SEN interventions to develop an individualised programme of specifically targeted support.

A child's intervention may be one of or a combination of the following:

- Adjustment to the environment such as different furniture to support access to the curriculum
- Teaching strategies and differentiation to ensure inclusion, e.g. multi-sensory programme for teaching spelling
- Additional time to complete tasks
- Targeted approaches such as precision teaching to address gaps in maths or literacy learning.
- Pre-teaching of key skills and vocabulary
- An individual programme of activities such as a motor skills or phonics programme
- Speech and Language Therapist programme
- Additional adult support
- Support plan to regulate emotions
- School Nurse support
- Education Welfare Officer support
- Family Support Worker, who may advise individually or provide group programmes such as Incredible Years
- IT programmes
- Emotional Literacy Support Assistant (ELSA) programme
- Education and Health Care Plan request discussed with parents/carers

There may also be a need for external agencies such as the Educational Psychologist and Primary behaviour support to further assess the specific needs of the child.

Graduated Response Stage Four

Provision for Complex Needs – Education Health and Care Plan

An application for an Education, Health and Care Plan (EHCP) may be considered if, after taking action to meet the identified difficulties, a child's needs remain very high and cannot be met effectively within the resources normally available to the school. Parents will always be involved in this decision. The school will make a clear written referral. Parents can also make applications directly. Please see <http://www3.hants.gov.uk/sen-home/ehc-assessment.htm> for further details.

Once assessed and approved, an EHCP about the special educational needs and/or disabilities will document the support required and the school will provide the support described. The support can incorporate some one-to-one work with the teacher or learning support assistant, small group work and general class support. They may also include therapy sessions if required and the balance of these strategies will depend on the specific identified needs.

Co-ordinating Provision

At Wickham Church of England Primary School, we aim to follow a cycle of Assess, Plan, Do, Review for pupils identified on the SEN Register, as referred to in Code of Practice 2014.

Assess

Teachers are responsible for assessing pupils' needs in the first instance, whether learning, emotional or medical needs. This information may be enhanced with further assessments from specialists in school e.g. ELSA or inclusion leader. Outside agencies may also contribute to the assessment cycle, although parents are always consulted and permission sought. Any concerns will be shared with parents.

Plan

Following this, interventions are designed by the inclusion leader and class teacher to support the ongoing progress of a child. Parent meetings are held a minimum of three times per year with the child's class teacher where there is an opportunity for parents and teachers to share an understanding of the pupil's progress. During these discussions we aim to gain parents' views and support them to be involved in the planning of the next steps for progress. As a school we encourage parents to discuss their child's progress between these times.

Do

The class teacher, under the supervision of the inclusion and key stage leaders, will set targets to focus on an agreed outcome and so improve progress. Teachers will liaise with learning support staff when extra provision is needed for a child to achieve the targets. The targets are recorded on a pupil passport and provision written into the class provision map. This information will be shared with the parent by the class teacher. Parents may have targets identified on which they can work at home.

Review

Teachers are responsible for recording the review of targets on the pupil passport at least termly. The progress of all pupils is reviewed at least half-termly if not more regularly through formative assessment and observation. Progress review meetings are held with the class teacher, the inclusion leader and other senior leaders each term. Some children will have their progress towards meeting a target reviewed more frequently and some children will have their progress assessed using specific reading, spelling or maths assessments. The teacher will discuss the outcomes with parents.

If a pupil continues to make little or no progress following such a programme of support, or if a pupil continues to work at levels well below the national expectations, then a specialist service may be involved or further interventions provided. Parents will always be consulted in any decision to involve outside agencies. The inclusion leader is responsible for liaising with external agencies.

The governors, under the guidance of the headteacher, determine staffing and funding arrangements to provide for children with SEND.

One governor is appointed to take particular interest in children with SEND. The headteacher is responsible for the management and provision for children with SEND, working closely with the SENCO (Inclusion Leader), school staff and other agencies.

Governors

The governing body will discharge its statutory duty towards pupils with SEND by:

- Doing its best to provide the necessary provision for any pupil who has SEND under the guidance of the Headteacher
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by receiving reports each term about the work of SEND in the school and encouraging the SEND governor to undertake moderation activities. The governors will also receive reports from moderation and monitoring activities carried out by the LA and other educational bodies
- Ensuring that relevant information on pupils with SEND is made available to all those involved with that child
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND
- Consulting with the LA and the governing bodies of other schools when it seems necessary or desirable in the interests of co-ordinating special educational provision in the area as a whole
- Ensuring that pupils join in school activities with pupils who do not have SEND, so far as is reasonably practical and compatible with pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- Having regard for the Code of Practice when carrying out their duties towards all pupils with SEND
- Ensuring this policy and its related documents are available to parents
- Hearing complaints from parents of a child with SEND who may feel that the type and/or amount of provision is not appropriate

Role of the Inclusion Leader – Special Education Co-ordinator (SENCO)

- The day-to-day operation of this policy
- Liaising with and advising teachers and other members of staff
- Co-ordinating provision
- Maintaining the SEN register and overseeing records
- In partnership with other staff, liaising with parents
- Contributing to the in-service training of all staff
- Liaising with external agencies including Educational Psychology Service and other support agencies and provide in-service education

Our SENCO is Hollie Shilling (working days Monday – Thursday)

Meetings are held to co-ordinate provision, liaise with staff and other agencies and provide in-service education.

Role of the class teacher

It is the class teacher's responsibility to change their practice to meet the needs of the child. They will:

- Use information from the child's previous educational experience to provide appropriate starting points for the development of an appropriate curriculum and teaching style for the child.
- Discuss the child's skills with their parents and highlight areas for targeted teaching.
- Inform the SENCO of any concerns regarding the child's progress using the record of concern form.
- Work with the pupil, learning support assistants, parents and SENCO to devise, implement and monitor provision and/or behaviour plans
- Evidence the child's progress towards their targets in the SEN pupil passport
- Encourage and instill an independent and positive attitude to learning in children with SEN.
- Involve parents in implementing a joint learning approach at home and in school.

Role of Learning Support Assistants and ELSA

Additional adults supporting children with special educational needs will support them under the direction of the class teacher and SENCO.

Support may include:

- Working with identified children on the IEP/IBP targets under the direction of the class teacher, outside agency or SENCo either in small groups or individually.
- Using a speech and language programme, supported by the SENCo and speech therapist.
- Using an Occupational Therapist's programme, supported by SENCo and Occupational Therapist.
- Preparation of materials to support a child with their learning difficulty.
- Supervision/support of medical need as identified.
- Supporting children at playtime and unstructured times of the day.

Partnership with parents

We believe that parents should have knowledge of their child's entitlement within the SEND framework.

Parents are kept well informed about the SEND of their children through:

- Parent/teacher meetings – here they have access to information, advice and support during any assessment and any related decision-making process about SEND provision
- Regular informal discussions with class teachers, LSA's and/or the SENCO
- Communication through a communication book or communication system – as agreed with individual families
- Termly reviews of their child's targets, progress and impact of interventions
- Where an EHCP is in place, an annual review will take place with all agencies involved in a formal meeting to review targets.