



“Together we learn, Together we succeed”

SEND Policy

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
4 th March 2024	R Cappello	4 th March 2024	FGB	R. Moffat	March 2025

Introduction:

This policy takes full regard of the [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#). Further information regarding SEND at Welbourne can also be found in the SEND School Information Report, which is also on the website.

Aims of this Policy

- To communicate how the school will have regard to the SEND Code of Practice when carrying out its duties to all pupils with special educational needs and disabilities.
- To define special educational needs and the school's provision for pupils with special educational needs or children with a disability.
- To inform parents how Welbourne Primary School will ensure that the necessary provision is made for any pupil who has special educational needs or a disability.

Review Arrangements:

This policy will be reviewed annually by the SENCO and SEND provision evaluated as part of the school review cycle and a summary reported to the Governing Body annually by the SENCO.

Legislation and Compliance:

This policy complies with the statutory requirements in the [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) 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 Co-ordinators (SENCOs) and the SEN Information Report.

Welbourne School Vision:

At Welbourne Primary School, we value all children equally and understand and accept that we have a real impact on shaping children's lives and futures.

*Our children are **ready** to learn and **ready** to succeed. They reach their academic potential.*

*Our children are **respectful** citizens. They champion our community and are empowered to make positive change.*

*Our children are **kind** to each other. They bring smiles to their own and others' faces.*

*Our children feel **safe** at school. They have a go and are fearless to make mistakes.*

Welbourne's School Vision for Special Educational Needs and Disability:

At Welbourne, we are committed to providing an inclusive and supportive learning environment for all our students. Our Special Educational Needs and Disabilities (SEND) provision is designed to ensure that every child, regardless of their individual needs, can thrive academically, socially, and emotionally. Our dedicated team of teachers and support staff work collaboratively to identify and address the unique requirements of each student, tailoring our approach to suit their needs.

We believe in early intervention and employ a range of strategies to identify and support children with SEND. Our Special Educational Needs Coordinator (SENCO) works closely with teachers, parents, and external specialists to develop personalised plans that cater to the specific needs of each child. Parents are integral partners in our approach to supporting children with SEND. We encourage open communication and collaboration, holding regular meetings to discuss progress, set goals, and address any concerns. Our aim is to create a positive and inclusive environment where every student feels valued and supported to reach their full potential.

Objectives for Special Educational Needs and Disabilities:

The school team is committed to realising the school's vision for Special Educational Needs and Disabilities (SEND) by continually developing expertise in adaptive teaching strategies, ensuring high-quality teaching (Quality First) for all children, refining planning and curriculum content, contemplating ways in which school environments can be adapted to support inclusion, actively involving all stakeholders in the development of SEND provision, and consistently seeking to enhance best practices through the exploration of new evidence and research.

Definition of Special Educational Needs:

Children have special educational needs if they have a *learning difficulty* or a disability that calls for *special educational provision* to be made for them that is different from or in addition to that provided for other pupils.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education area.

Children will have needs and requirements that may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of needs are:

- **Communication and interaction (difficulties in language development either understanding what they hear or being able to express themselves)** for example, Autistic Spectrum Condition (ASC), speech, language and communication needs (SLCN).
- **Cognition and learning (processing or retaining information)**, for example, Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia, or Moderate Learning Difficulties (MLD).
- **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.

Children will not be regarded as having a learning difficulty solely because the language of their home differs from the language in which they will be taught or due to behaviour and regulation needs.

Trauma informed practice - regulation and SEND:

All staff have received training on trauma-informed practice. By acknowledging the widespread impact of trauma on individuals and emphasising the creation of a safe and supportive environment, the school takes a proactive and compassionate approach. This trauma-informed practice reflects a commitment to creating a nurturing and accessible educational environment for all students. It contributes to a positive school culture that values diversity, fosters understanding, and supports the individual needs of each student. If there are specific challenges or concerns related to behaviour, the staff's training in trauma-informed practices can provide them with valuable tools and perspectives to address these issues in a supportive and empathetic manner.

All children are expected to follow the Behaviour Policy, however, reasonable adjustments may be made to support full inclusion of a child with SEND. This will be done in conjunction with parents/carers and external professionals where necessary. If a teacher has concerns that challenging behaviour may be related to SEND, it will be logged on CPOMS and shared with the SENCO. The child will then be discussed at Inclusion Team meetings, and further actions are suggested. A member of the team may observe the child and there will be work done with the class teacher to develop supportive strategies.

When a child presents with persistent and recurring behaviour incidents, and with the permission of parents/carers, we may involve outside agencies to advise and support with this behaviour.

Please refer to the Behaviour Policy.

Whole School Responsibility:

Provision for children with SEND is a matter for the school as a whole. All members of staff have important day-to-day responsibilities, as do the Governing Body, the Head teacher and the SENCO.

Key Stakeholders:					
Governors	Headteacher	SLT	SENCO	Subject Leads	SIT Team
Teachers	TA	SEN TAs	Family Support Worker	Parents	Pupils
External agencies					

The role of the teacher:

All teachers are teachers of children with SEND. Class teachers play a crucial role in supporting children with Special Educational Needs and Disabilities (SEND) within the classroom. Their responsibilities include:

- Actively participating in the identification and assessment process to recognise students with SEND in their class.
- Collaborating with the school's Special Educational Needs Coordinator (SENCO) to gather relevant information about students' needs.
- Using planning aids such as 'SEND at a Glance', implementing adapted teaching strategies to address the diverse learning needs of students in the class.
- Adapting lesson plans, materials, and assessments to accommodate individual learning styles and abilities.
- Developing and implementing individual SEND Support Plans or equivalent personalised plans for students with SEND.
- Collaborating with the SENCO and parents to set achievable targets and monitor progress.
- Creating an inclusive classroom environment that promotes a sense of belonging for all students.
- Encouraging peer support and fostering positive relationships among students.
- Working closely with Teaching Assistants and other support staff to coordinate additional support and provision as needed.
- Collaborating with external specialists, such as speech therapists or occupational therapists, when necessary.
- Regularly monitoring the progress of students with SEND and adjusting teaching strategies accordingly.
- Conducting formative assessments to track student development and identify areas for improvement.
- Maintaining open and transparent communication with parents/carers of students with SEND, keeping them informed about progress, challenges, and support strategies.
- Collaborating with the SENCO to ensure that relevant information is shared with all stakeholders.
- Encouraging independence and self-advocacy skills among students with SEND.
- Providing support and reasonable adjustments that enable students to participate fully in class activities.
- Engaging in ongoing professional development to enhance knowledge and skills related to inclusive teaching practices and specific learning needs.
- Participating in the review process for students with SEND, leading Assess, Plan, Do, Review meetings and contributing insights into the effectiveness of support strategies.
- Being flexible and responsive to the evolving needs of students with SEND, adjusting instructional methods and resources as necessary.
- For pupils with an EHCP, teachers are expected to have knowledge of the outcomes in Section E, gather evidence to support pupil progress for each target,

ensure the Provision specified in section F is in place and monitored, supported by the SENCO.

- Attending and contributing to Annual Review meetings for those children with EHCPs in place.

By fulfilling these responsibilities, class teachers contribute significantly to creating an inclusive and supportive learning environment that meets the diverse needs of all students in their care.

The role of Subject Leads:

- To provide advice and support to class teachers around how to support pupils who are not making the required progress in their curriculum area.
- To remain up to date with innovations and research which details how to support SEND learners in their curriculum area.
- To signpost class teachers to appropriate interventions in the curriculum area.

The Role of the SENCO:

Ms Cappello serves as the Special Educational Needs Coordinator (SENCO) at the school, undertaking a vital role with the following responsibilities:

- Overseeing the day-to-day operation and ensuring the effective implementation and adherence to the school's Special Educational Needs and Disabilities (SEND) policy.
- Monitoring and coordinating the provision of support for pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Collaborating and liaising with fellow educators and staff, parents and other agencies providing advice to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Managing the documentation and records of all children with SEND, maintaining and overseeing an up-to-date SEND register.
- Establishing effective communication with parents of children with SEND and collaborating with external agencies, such as Local Authority support, educational psychology services, health and social services, and voluntary bodies, attending meetings where necessary.
- Providing guidance on the allocation of the school's budget and other resources to effectively meet the needs of pupils with SEND.
- Serving as the primary contact for external agencies, particularly the local authority and its support services.
- Collaborating and liaising with potential next providers to ensure compliance with the Equality Act 2010, particularly regarding reasonable adjustments and access arrangements.
- Regularly reporting to the Governors on matters related to SEND.
- Acting as the link staff member for the school counsellor and other external pastoral support services, facilitating communication and coordination.

- Managing and supporting the continuing professional development of Teachers, Teaching Assistants, and other staff working with children with SEND and those with EHCPs.
- Actively contributing to the in-service training of staff to enhance their skills and knowledge in supporting children with SEND.

The Role of the School Family Support Worker

The Family Support Worker is Ms. J. Lambert.

The Family Support Worker is responsible for:

- Liaising with all parents and offering support and advice.
- Liaising with external agencies including social services, housing and benefit agencies and other voluntary bodies and charities.

The Role of the Special Educational Needs (SEND) Governor:

The role of the SEND Governor is pivotal in shaping and overseeing the school's approach to Special Educational Needs and Disabilities (SEND). The responsibilities include:

- Collaborating with the Headteacher and the SENCO to contribute to the strategic development of the school's SEND policy and provision.
- Regularly assessing and monitoring the quality and effectiveness of the school's SEND provision.
- Providing updates to the governing board on the quality and effectiveness of the school's SEND provision and relevant information concerning SEND.
- Supporting and assisting the governing body in fulfilling its responsibilities related to SEND, ensuring compliance with relevant regulations and policies.
- Contributing to the evaluation of the success of the education provided to pupils with SEND, providing insights and recommendations to enhance outcomes.

The Graduated Approach

Identification and Assessment:

High-quality and adaptive teaching constitute the core of each classroom's activities, forming an integral part of an ongoing cycle encompassing planning, teaching, and assessment. This approach takes into consideration the diverse abilities and interests of children, with the majority expected to learn and progress as anticipated. However, for those whose overall attainment in specific subjects falls below significantly from the expected range, and who consistently fail to make the expected progress despite the implementation of high-quality and adaptive teaching strategies, the possibility of special educational needs arises. In such instances, teachers will engage in discussions with parents, implement adaptive teaching strategies, and, if necessary, consult with subject leads and the SENCO to explore additional measures. The class teacher will

proceed to complete a Welbourne Inclusion Form. These concerns will be discussed in Inclusion Team Meetings, leading to further actions that will be discussed with parents and documented by the Inclusion team, initiating further collaborative efforts to address the child's needs. At this point, they may be placed on the SEND Monitoring list.

Expected progress can be defined by various indicators such as:

- Closing the attainment gap between the child and their peers.
- Preventing the attainment gap from widening.
- Achieving progress similar to that of peers who started from the same attainment baseline, albeit potentially less than the majority of peers.
- Matching or surpassing the child's previous rate of progress.
- Ensuring access to the full curriculum.
- Evidencing improvement in self-help, social, or personal skills.
- Demonstrating enhancements in the child's emotional and mental health.

If a child is not making the expected progress, the class teacher, supported by the SENCO, can examine:

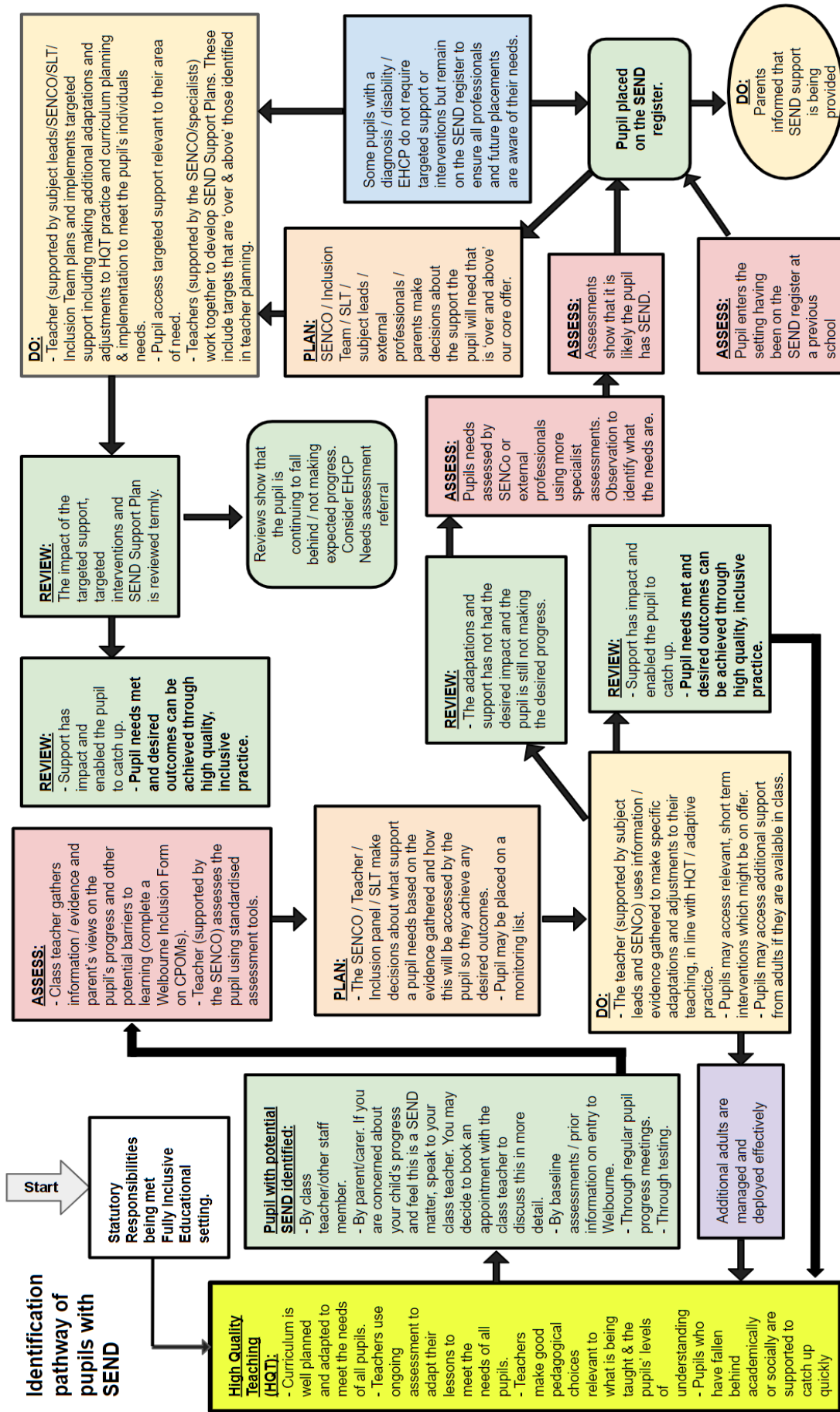
- classroom organisation,
- teaching materials,
- teaching style,
- and adaptive teaching strategies

to determine if improvements can be made to facilitate effective learning.

If these adjustments do not yield satisfactory progress, the child may be placed on the SEND Register.

Every class teacher is responsible for the tracking of their child's progress and this is reported on Impact Evaluations. These are shared termly with the Senior Management Team.

Identification pathway of pupils with SEND:



Assessment and Provision in the Early Years

The school is committed to the early identification of special educational needs, with a particular focus on closely monitoring progress during the Early Years Foundation Stage (Nursery and Reception). During this stage, the government's Early Learning Goals serve as a benchmark, outlining the expected achievements for most children by the end of the Foundation stage or school Reception year.

Recognising that children progress at different rates in the Early Years Foundation Stage, the primary indicator for the need for action is evidence that a child is not making the expected progress. In such cases, alternative approaches to facilitate or accelerate learning will be considered. If, despite these efforts, a child continues to fall behind, they will be identified as having special educational needs, and targeted intervention will be implemented.

In addition to the school's efforts, Welbourne Children's Centre is also dedicated to early identification of a child's needs and will initiate a Single Agency Referral Form if necessary.

In Reception all children have a pre-admission meeting. This is a good way to identify any additional needs and speak to the parents/carers to gather information about how best to support their child.

Prior to starting school, parents/carers of children with an Education Health and Care Plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

This collaborative approach ensures a comprehensive and timely response to the diverse needs of children during their crucial early developmental years.

Assessment and Provision in the School:

The school is committed to a thorough assessment of each child's current levels of attainment throughout the academic year, conducted termly through ongoing assessments in reading, writing and mathematics. Progress is assessed using Welbourne assessment grids. Additionally, pupils in Year 2 and Year 6 will undergo assessments based on the standard Key Stage 1 (KS1) and Key Stage 2 (KS2) SATS.

The assessments serve multiple purposes, aiming to:

- Provide starting points for the development of an appropriate curriculum tailored to each child's needs.
- Identify and focus attention on actions to support the child, ensuring adequate progress within the class.
- Utilise the assessment processes to identify any barriers to learning and individual strengths.

- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences, forming the basis for planning the next steps and targets for the child's learning.
- Involve parents in implementing a joint approach at home and school, fostering a collaborative effort to support the child's education.

This comprehensive assessment strategy is integral to the school's commitment to individualised and effective education, fostering a holistic understanding of each child's progress and needs.

Personalised planning, target setting and Assess, Plan, Do, Review meetings:

Children and young people with SEND have a personalised SEND Support Plan that sets individual goals targets for each term, over and above those identified in teacher planning. Each term the class teacher and parents have an Assess, Plan, Do, Review meeting to review progress and set new targets. These meetings are an opportunity to discuss what progress has been made in the past term in their identified areas of need, what is the evidence of this progress, what support had the most impact, set new targets, areas where less than expected progress has been made, the reasons for this and what will be done to help improve progress going forward.

Inclusion and provision of support:

The school is committed to providing support in the most inclusive manner possible, aiming to ensure that children with special educational needs and disabilities (SEND) actively participate in lessons alongside their peers. While the primary goal is inclusion within the classroom setting, the school acknowledges that separate provision may be necessary for specific purposes or as a short-term solution to meet the diverse needs of all children and secure their entitlement to an appropriate curriculum.

The child's class teacher and the SENCO collaborate to determine the necessary actions for the child's progress based on earlier assessments. The actions may encompass a variety of strategies and support mechanisms, including:

- Identifying and providing different materials or special equipment tailored to the child's individual learning needs.
- Allocating additional adult time to offer support, along with monitoring their effectiveness.
- Arranging staff development and training sessions to introduce more effective strategies for supporting the child's learning and development.
- Facilitating access to Local Authority support services for one-off or occasional advice on specific strategies or the use of specialised strategies or equipment.
- Providing additional support, either in a group setting or individually, based on the child's specific needs.
- Referring the child to external agencies when specialised expertise or services are required to address the child's needs.

- Initiating referrals to internal support agencies within the school, such as Counselling services, to provide specific assistance based on the child's requirements.

These actions are designed to be responsive and tailored to the unique needs of each child, ensuring a comprehensive and individualised approach to support their progress and development. Regular review and assessment help to refine and adapt these strategies as needed.

Inclusive support measures include:

- Children with SEND may engage in small group sessions with a TA, using individualised programs to accelerate their learning and develop skills that enable them to actively participate in class activities.
- The goal is to reintegrate all children with SEND into all class activities with initial support. This support is designed to encourage and enable children to apply the skills and independence they have developed.
- Over time, there will be a gradual reduction of support and encouragement, promoting the full involvement of all children as deemed appropriate based on their progress and needs.
- Ongoing discussions occur at weekly Inclusion Panel meetings, where support measures are reviewed, and adjustments are made based on the individual needs of the children.

School request for Statutory Assessment:

In instances where a child is on SEND Support and continues to exhibit significant concerns, the school may initiate a request for statutory assessment from the Local Authority (LA). The school is committed to providing the LA with comprehensive evidence concerning the child's progress over time and documentation related to their special educational needs, along with details about actions taken to address those needs, including any implemented resources or special arrangements. The information provided may include:

- Documents outlining the specific provisions and support strategies in place for the child.
- Assessments and evaluations of the impact of interventions and support measures on the child's progress.
- Records and outcomes of the Assess, Plan, Do, Review process involving assessment, planning, implementation, and review of adaptations and adaptive strategies, recorded on SEND Support Plans.
- Documentation related to the request for additional funding to support inclusion, particularly in the Early Years.
- Detailed records of meetings with parents or carers, including discussions and outcomes.
- Relevant information about the child's health and medical history, particularly if pertinent to their educational needs.

- Documentation outlining the child's levels of attainment in all subjects based on the National Curriculum.
- Results and reports from educational assessments, including those conducted by an educational psychologist.
- Perspectives and insights from both the parent/carer and the child regarding their educational experience and needs.
- Information about the involvement and recommendations of other professionals, such as those from health, social services, or education welfare.
- Feedback from school staff regarding the effectiveness of adaptations and support strategies.

Statutory Assessment of Special Educational Needs:

When the evidence presented to the Local Authority (LA) indicates that the child's learning difficulties have not been adequately addressed through relevant and purposeful measures within the resources available to mainstream schools, the LA may consider initiating a Statutory Assessment of the child's special educational needs.

The LA, upon careful consideration, may determine that the extent of the pupil's learning difficulty and the nature of the required provision go beyond what can be reasonably provided within mainstream school resources. In such cases, the LA may decide to formulate the child's special educational provision through an Education, Health and Care Plan (EHCP) or Inclusion Funding, especially in the Early Years.

An EHCP will be collaboratively developed in consultation with the child, parents, the school, and other relevant professionals. Long-term targets for children with EHCPs will be established after consultation with the parent/carer and relevant agencies. These targets, outlined in the EHCP, will be implemented, at least partially and to the extent possible, in the regular classroom setting. The responsibility for delivering the adaptations and interventions documented in section F of the EHCP will continue to lie with the class teacher.

Annual review of an EHCP:

The school adheres to a comprehensive annual review process for all Education, Health, and Care Plans (EHCPs). The key points of this process include:

- The school will organise an annual review meeting, inviting parents and any professionals involved in the child's support. The meeting will assess whether amendments are needed to the description of the child's needs or the specified special educational provision in the EHCP.
- The school actively seeks the feelings and opinions of the child before and after the review meeting. When appropriate, the child will be invited to attend the meeting.

- The annual review will focus not only on difficulties and challenges, but also on the child's achievements. This approach provides a holistic view of the child's progress.
- If the Annual Review coincides with a transition year (e.g. year 2 or 6), the Local Authority will be invited to attend. This is particularly relevant for assessing progress and planning for transitions.
- The Local Authority will be invited if there is a change of placement being requested for a child. This ensures that decisions regarding placement changes are made collaboratively and in the best interest of the child.
- Progress towards the targets set in the EHCP is planned for by the class teacher. Frequent monitoring allows for timely adjustments and ensures that the child is progressing in line with their individualised targets.

Involving Children:

Recognising the unique perspective and knowledge that children with special educational needs (SEND) possess about their own requirements, the school places a strong emphasis on involving these students in discussions about their needs. The belief is that even the youngest children should be encouraged to express their thoughts and opinions regarding the type of help they believe would be most beneficial in maximising their educational experience.

As part of this commitment, children with SEND are actively encouraged to participate in all meetings and Assess, Plan, Do, Review meetings. This provides opportunities for them to contribute their insights, preferences, and concerns, fostering a sense of agency and ensuring their voices are heard.

Links with Other Schools:

The SENCO plays an active role in staying informed and connected by regularly attending Haringey SENCO/SEND meetings. These meetings serve as a valuable source of information, offering insights into the developments and provision made in other schools and centres within the Haringey community.

Additionally, when pupils are transferring to other schools for any reason, the school is committed to providing comprehensive support for a smooth transition. The records of all pupils, along with any pertinent information that could support the new placement, will be passed on to the receiving school. This transfer of information aims to facilitate continuity of support and ensure that the receiving school is well-informed about the child's needs and progress.

Furthermore, recognising the importance of transparency and collaboration with parents/carers, they are entitled to access any records or information related to their child that is being shared with the receiving school.

Links with Other Professionals:

The school maintains extensive links with support agencies and other professionals and uses them for individual support and to advise teachers. Professionals currently involved with the school include:

- Early Help Team/Forum
- Educational Psychologist
- Educational Welfare Officer
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapist
- School Nurse
- Speech, Language and Communication Services
- Social Services
- Child Development Centre
- School Counsellor
- Family Support Team (Under fives)
- Learning Mentor
- Language and Autism Support Team (LAST)
- Occupational Therapists
- Visual Support Team

Who to contact for more information or to discuss a concern:

- The **first point of contact** is the **child's class teacher**.
- The SENDCo, Ms Cappello.
- The Family Support Worker, Ms Lambert.
- You are also welcome to speak with other senior members of staff - Mr Lane. (Headteacher), Ms Ejiogu (Deputy Head), Ms Stone (Deputy Head)
- The Governing Body.

Complaints procedures:

The school follows the standard procedures for complaints as outlined in the school's Complaints Policy and Haringey's Guidelines for schools.