



“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.

Policy Agreed	Reviewed by	Ratified on	Next Review
March 2026	R Cappello	12/03/26	March 2027

Introduction: Vision and Commitment

At Welbourne, we are committed to creating an inclusive learning environment in which every pupil is supported to achieve their full potential. Our approach to Special Educational Needs and Disabilities (SEND) is underpinned by the belief that all pupils are entitled to a broad, balanced, and inclusive education that enables them to develop academically, socially, and emotionally.

Early identification and effective support are central to our practice. Staff work collaboratively to ensure that pupils with SEND are able to access learning and participate fully in school life.

Welbourne recognises parents and carers as key partners in their child's education. We are committed to maintaining open communication and collaborative relationships to set appropriate targets, monitor progress, and review provision. In line with the graduated approach outlined in the SEND Code of Practice (2015) — Assess, Plan, Do, Review — provision is regularly monitored and evaluated to ensure it remains effective and responsive to pupils' needs.

Welbourne aims to:

- Ensure that pupils with SEND have access to a high-quality, inclusive education.
- Promote Quality First Teaching through adaptive teaching strategies and inclusive classroom practice.
- Identify pupils' needs early and accurately to provide timely and effective support.
- Develop staff expertise through ongoing professional development in SEND and inclusive practice.
- Work collaboratively with parents, carers, pupils, and external professionals to support pupil progress and wellbeing.
- Continuously review and develop SEND provision in line with current research, best practice, and statutory guidance.

Legislation and Statutory Guidance:

This policy is based on the statutory requirements and guidance outlined in:

- **Children and Families Act 2014**
- **SEND Code of Practice: 0–25 years (2015)**
- **Equality Act 2010**
- **Special Educational Needs and Disability Regulations 2014**
- **Keeping Children Safe in Education**
- **Supporting Pupils with Medical Conditions (DfE)**

The policy should be read alongside other school policies including:

- Behaviour Policy; Safeguarding Policy; Accessibility Plan; Equality Policy; Complaints Policy.

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.

Definition of Special Educational Needs:

In accordance with the SEND Code of Practice (2015), a child is considered to have Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made that is *additional to or different from that normally available to pupils of the same age*.

A child is regarded as having a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

The SEND Code of Practice identifies four broad areas of need. Pupils may experience difficulties in one or more of these areas, and many may have interrelated needs.

Communication and Interaction - This includes pupils who have difficulties in language development, either understanding what they hear or being able to express themselves, including those with Autistic Spectrum Condition (ASC) or Speech, Language and Communication Needs (SLCN).

Cognition and Learning - This includes pupils who experience difficulties with learning processes such as processing, retaining, or applying information. Examples include Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia, as well as Moderate Learning Difficulties (MLD).

Social, Emotional and Mental Health (SEMH) - This includes pupils who may experience difficulties with emotional regulation, behaviour, or mental health, including conditions such as Attention Deficit Hyperactivity Disorder (ADHD).

Sensory and/or Physical Needs - This includes pupils with visual impairments, hearing impairments, sensory processing difficulties, or physical disabilities, including medical conditions that impact access to learning.

The school recognises that some factors may affect pupils' progress but do not necessarily constitute SEND. Pupils will not be identified as having SEND solely because:

- The language spoken at home is different from the language of instruction in school; or
- Behaviour or emotional regulation needs occur without an underlying learning difficulty or disability.

Trauma-Informed Practice, Regulation and SEND:

Welbourne adopts a proactive and compassionate approach to pupil wellbeing through trauma-informed practice. Staff receive training to understand the impact of trauma on behaviour and emotional regulation, enabling them to respond in a supportive and informed manner and maintain a nurturing school culture.

All pupils are expected to follow the school's Behaviour Policy. However, the school recognises that some behaviours may be linked to underlying needs, and reasonable adjustments are made to support the full inclusion of pupils with SEND.

Where a teacher suspects that behaviour may be related to an underlying need, the incident will be recorded on CPOMS and reviewed by the Inclusion Team. This may lead to:

- Observations of the pupil
- Collaboration with the class teacher to develop supportive classroom strategies
- Additional monitoring or targeted support

Where behaviours are associated with SEND, personalised behaviour support plans are developed collaboratively with parents and relevant professionals to ensure reasonable adjustments are in place, promoting positive outcomes and reducing exclusions. With the consent of parents or carers, the school may involve external agencies to provide further advice and support.

Whole School Responsibility:

Provision for pupils with SEND is a whole-school responsibility. All members of staff play a role in supporting pupils with additional needs, supported by the leadership of the Headteacher, SENCO and Governing Body.

Key stakeholders include:

- Governing Body
- Headteacher
- Senior Leadership Team (SLT)
- SENCO
- Subject Leads
- School Improvement Team (SIT)
- Teachers
- Teaching Assistants (TAs)
- SEND Teaching Assistants
- Learning Mentor
- Parents and carers
- Pupils
- External agencies

The Role of the Class Teacher:

All teachers are teachers of pupils with SEND and have primary responsibility for all pupils' progress within the classroom.

Class teachers are responsible for:

- Identifying pupils who may have SEND and contributing to the initial assessment process.
- Working closely with the SENCO to gather comprehensive information about pupils' specific needs.
- Participating in "Assess, Plan, Do, Review" meetings to ensure a holistic view of the child's progress.
- Using planning tools (such as provision maps or individual profiles) to support adaptive teaching.
- Developing and implementing SEND Support Plans where appropriate, ensuring they are "living" documents.
- Adapting lesson plans, materials, and assessments to meet individual needs without lowering expectations.

- Providing support and reasonable adjustments that enable students to participate fully in all class activities.
- Creating an inclusive classroom environment that promotes a sense of belonging and active participation for all, learning environment are calm and considered.
- Working effectively with Teaching Assistants and support staff to deliver targeted interventions.
- Promoting independence and self-advocacy (and encouraging these skills) so students can navigate their own learning.
- Monitoring pupil progress in real-time and adjusting teaching strategies immediately where necessary.
- Working collaboratively with parents and the SENCO to set and review meaningful targets.
- Maintaining clear, regular communication with parents and carers regarding progress, wins, and support strategies.
- Collaborating with external specialists, such as Speech and Language Therapists or Occupational Therapists, to integrate their advice into the classroom.
- Engaging in professional development (CPD) to strengthen inclusive teaching practices and stay updated on SEND research.

For pupils with Education, Health and Care Plans (EHCPs), teachers are responsible for:

- Understanding outcomes identified in Section E of the EHCP.
- Ensuring provision outlined in Section F is implemented and monitored, supported by the SENCO.
- Gathering evidence of pupil progress.
- Attending and contributing to Annual Review meetings.

The Role of Subject Leads:

Subject Leads support inclusive practice within their curriculum area by:

- Advising teachers on strategies to support pupils who are not making expected progress.
- Remaining informed about research and developments in supporting SEND learners.
- Signposting appropriate interventions and resources within their subject area.

The Role of the SENCO:

The SENCO is responsible for coordinating SEND provision across the school. Key responsibilities include:

- Overseeing the day-to-day operation of the SEND policy to ensure statutory compliance.
- Meeting with the Senior Leadership Team (SLT) to discuss individual pupils and families for whom further action is required.
- Attending Pupil Progress Reviews to enable whole-school planning for SEND provision.
- Reporting regularly to the Governing Body on the effectiveness and impact of SEND provision.
- Coordinating and monitoring support for all pupils with SEND, with specific oversight of those with Education, Health and Care Plans (EHCPs).
- Supporting the allocation of resources to ensure pupils' needs are met efficiently.
- Managing and maintaining the SEND Register and ensuring all records for children with SEND are accurate and up-to-date.

- Line managing support staff through annual appraisal target setting and performance reviews.
- Supporting staff training and professional development (CPD) to build school-wide capacity for inclusive teaching.
- Acting as the main point of contact for external agencies, Local Authority services, and specialist providers.
- Liaising with other schools and providers to ensure smooth transition arrangements for pupils entering or leaving the school.
- Working closely with external professionals, such as therapists and psychologists, to ensure specialised provision is integrated into the pupil's school day.
- Working closely with parents to ensure they are involved in the decision-making process and feel supported in their child's educational journey.

The Role of the SEND Governor:

The SEND Governor supports the strategic oversight of SEND provision by:

- Working with the Headteacher and SENCO to review SEND policy and provision.
- Monitoring the effectiveness and quality of SEND support.
- Reporting to the Governing Body on SEND provision and outcomes.
- Ensuring the school meets its statutory responsibilities regarding SEND.

The Graduated Approach:

Identification and Assessment

High-quality teaching and adaptive classroom practice form the foundation of learning at Welbourne. Most pupils will make expected progress through this approach.

However, if a pupil's attainment is significantly below expected levels or they fail to make expected progress despite high-quality teaching, additional support may be considered.

In these circumstances:

- Teachers will discuss concerns with parents or carers.
- Adaptive strategies will be implemented.
- Advice may be sought from Subject Leads or the SENCO.
- A CPOMS concern log may be completed.

Concerns are reviewed in Inclusion Team meetings, where next steps are agreed and recorded. Pupils may be placed on the SEND Monitoring List at this stage.

We recognise that some pupils progress and attainment is affected by factors other than a special educational need, for example, attendance and punctuality, health and welfare, having English as an Additional Language (EAL), being a Looked After Child (LAC).

Expected progress can be defined by various indicators such as:

- Closing or preventing the widening of attainment gaps.
- Making progress comparable to peers with similar starting points.
- Matching or improving previous rates of progress.
- Accessing the full curriculum.

- Improvements in social, emotional or personal skills.
- Improved emotional wellbeing and regulation.

Teachers may also review classroom organisation, teaching materials, and teaching approaches to remove barriers to learning.

If these adjustments do not lead to satisfactory progress, the pupil may be placed on the SEND Register. We will endeavour to identify pupils with SEND at an early stage in their education, although we recognise that some pupils' needs will only become evident as they develop.

The **Assess, Plan, Do, Review (APDR)** cycle is the graduated approach recommended in the **SEND Code of Practice (2015)** to support pupils with Special Educational Needs and Disabilities (SEND). It is a continuous process used by schools to identify pupils' needs, plan appropriate support, implement strategies, and regularly review their effectiveness.

All teachers track pupil progress, which is reviewed during termly Pupil Progress Meetings with the Senior Leadership Team.

Early Identification in the Early Years:

Welbourne prioritises early identification of SEND, particularly during the Early Years Foundation Stage (EYFS).

Children's progress is monitored against the Early Learning Goals, recognising that children develop at different rates.

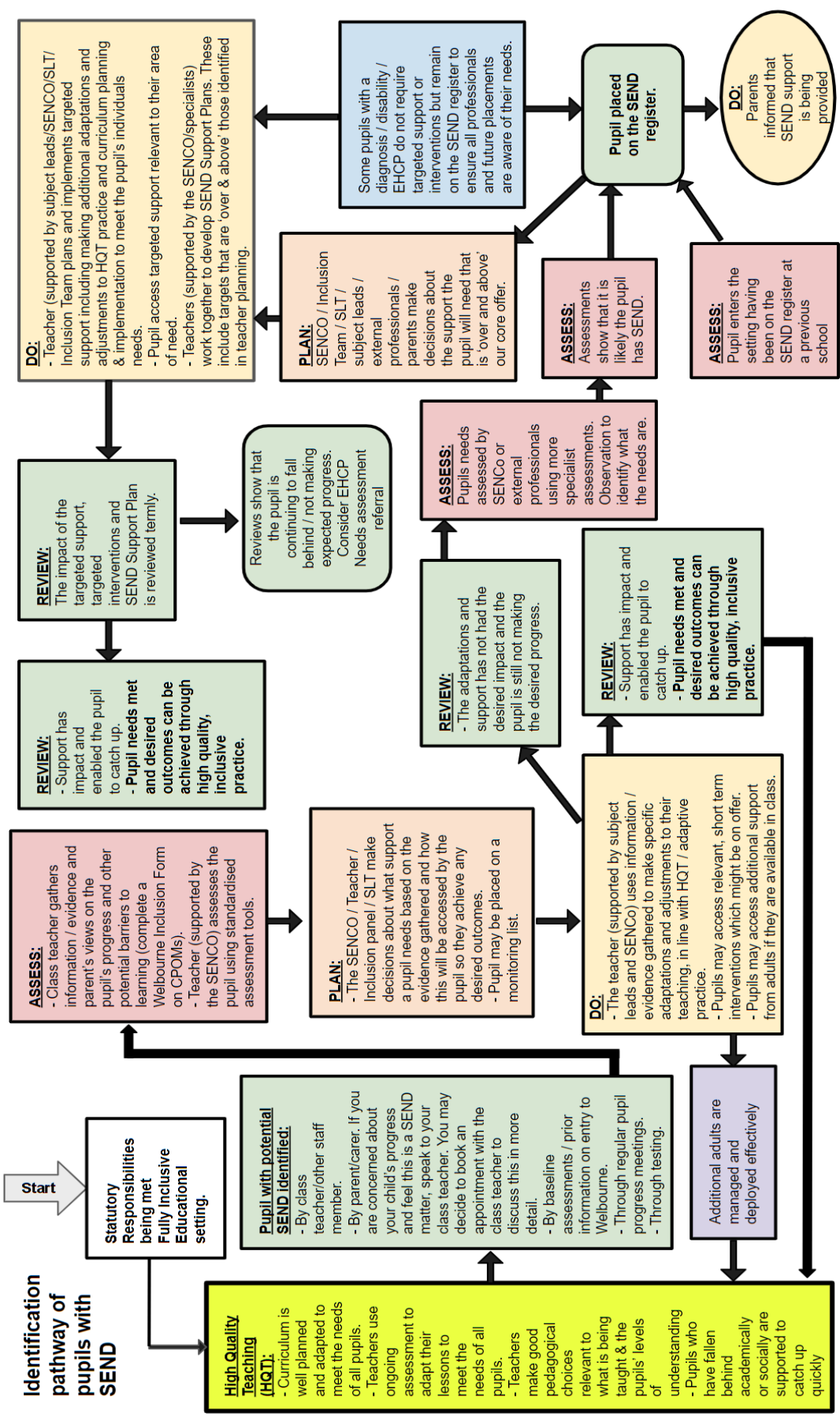
Where concerns arise:

- Alternative teaching strategies may be implemented.
- If progress remains limited, targeted intervention will be introduced.

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.

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

Where a child has an EHCP or pending assessment, parents are invited to discuss provision prior to admission.



Assessment and Monitoring in School:

Pupil progress is assessed throughout the year using:

- End-of-unit mathematics assessments
- PUMA and PiRA reading assessments
- Teacher assessments in reading, writing and mathematics
- Welbourne assessment grids
- Foundational Tracker
- PIVATS for pupils working significantly below age-related expectations
- Statutory assessments take place in Key Stage 1 and Key Stage 2.

Assessment data and SEND monitoring outcomes are regularly analysed by the SENCO and Senior Leadership Team to identify trends, inform resource allocation, and support targeted professional development.

Assessment data is used to:

- Identify barriers to learning
- Inform curriculum planning
- Set personalised targets
- Monitor progress
- Support collaborative work with parents

Personalised Planning and Review:

Pupils on the SEND Register receive a SEND Support Plan, outlining individual targets and strategies. SEND Support Plans are co-produced with parents and, where appropriate, pupils to ensure shared ownership and understanding.

Each term, parents and teachers participate in an Assess, Plan, Do, Review meeting, where they:

- Review progress against targets
- Evaluate the impact of support strategies
- Discuss evidence of progress
- Identify areas requiring further support
- Set new targets for the following term

In some instances the SENCO will attend these meetings, and oversees the SEND Support Plans.

Inclusive Provision:

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. Two additional support spaces are available within Reception and Key Stage 1 for targeted provision, Wiltshire Room and Banksy Hub.

Where necessary, additional support may include:

- Small group or individual intervention
- Adapted resources or specialist equipment

- Additional adult support, mindful of the challenges posed by fewer TAs and reduced intervention capacity.
- Access to specialist advice from Local Authority services
- Support from the Learning Mentor.

Provision is regularly reviewed during Inclusion Team and Senior Leadership Team meetings.

Statutory Assessment and EHCPs:

Where a pupil continues to experience significant difficulties despite SEND Support, the school may request a Statutory Assessment from the Local Authority.

Evidence submitted may include:

- SEND Support Plans and review records
- Assessment data outlining levels of attainment and intervention outcomes
- Reports from professionals
- Parent and pupil views
- Records of meetings and support strategies
- Relevant information about the child's health and medical history, particularly if pertinent to their 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.

An EHCP will be collaboratively developed in consultation with the child, parents, the school, and other relevant professionals. Long-term outcomes for children with EHCPs will be established after consultation with the parent/carer and relevant agencies. These outcomes, outlined in the EHCP, will be implemented, at least partially and to the extent possible, in the regular classroom setting. 1:1 support is not assumed to be necessary for all children with EHCPs.

The responsibility for delivering the adaptations and interventions documented in section F of the EHCP will continue to lie with the class teacher, overseen by the SENCO and Senior Leadership Team.

Where a pupil in Nursery or Reception is identified to have SEND, Early Years Top up funding will be requested. The Inclusion Lead and/or Class teacher will meet with parents to share their concerns and to seek permission to apply for Early Years Top Up Funding – this is only applicable to pupils who live in Haringey.

Annual Review of EHCPs:

All EHCPs are reviewed annually.

The review process includes:

- A meeting involving parents and relevant professionals
- Consideration of amendments to outcomes or provision in the EHCP.
- Pupil views and participation where appropriate
- Review of progress and achievements
- Planning for transitions where necessary

The class teacher remains responsible for delivering provision outlined in the EHCP, supported by the SENCO.

Pupil Voice:

Welbourne recognises the importance of pupil voice in shaping effective SEND support.

Pupils are encouraged to share their views and participate in meetings about their learning and support wherever appropriate, such as pupil interviews, questionnaires, or inclusion in review meetings.

Working with Other Schools and Agencies:

The SENCO maintains strong links with Haringey SEND networks and local services, attends SEND training and SENCO network meetings termly to keep up to date with local and national updates in SEND.

The SENCO and relevant staff will coordinate transition arrangements for pupils with SEND moving between year groups or schools, including sharing information and planning support to promote continuity.

Parents and carers have the right to access these records. The school works with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Child and Adolescent Mental Health Service (CAMHS)
- GEMHS (Formerly Trailblazers)
- School Nursing Services
- Social Services
- Occupational Therapists
- Physiotherapists
- Streetz Ahead - Mentoring Service
- Language and Autism Support Teams
- Early Help Services
- Language and Autism Support Team.
- Visual Support Team
- Fostering, Adoption and Kinship Team

Further Information and Concerns:

If parents/carers are worried about their child they should in the first instance speak to the class teacher. If parents/carers still have concerns they can then make an appointment with office staff to speak to our SENCO, Ms Cappello.

Parents may also contact:

- Ms Taylor – Headteacher
- Ms Ejiogu – Deputy Headteacher

For details of Haringey Local offer, click here

<https://www.haringey.gov.uk/children-and-families/local-offer>

For details of SENDIASS, who support families of pupils with SEND, click here:

<https://markfield.org.uk/sendiaass/>

For details of SEND Power, who support parents of children with SEND, click here:

[Home - SEND Power in Haringey | Haringey's Parent Carer Forum](#)

Complaints

Any concerns regarding SEND provision should follow the procedures outlined in the school's Complaints Policy and Haringey Local Authority guidance.