Wellstead Primary School
Sowing the Seeds of Success

Wellstead Primary School
Policy for Special Educational Needs and Disabilities (SEND) 2026-27

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (Feb 2013- updated June 2018)
- SEND Code of Practice 0-25 (July 2014 - updated Sept 2024)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance in Supporting Pupils at School with Medical Conditions (2014 - updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 with reference to the new Ofsted framework (September 2019)
- Teacher Standards (2012)
- Children and Families Act (2014)
- Hampshire's SEND Support Guidance for Schools

It should be read in conjunction with the following school policies:

- Safeguarding Policy
- Accessibility Plan
- Equalities Policy
- Anti-Bullying Policy
- Behaviour Policy
- GDPR Policy
- SEND Information Report

Key Staff with Responsibility for SEND

The development and monitoring of the school's SEND policy will be undertaken by the Special Educational Needs and Disabilities Coordinator (SENDCo) in consultation with the Headteacher, the Senior Leadership Team (SLT) and Governors. The SENDCo at Wellstead Primary School is Mrs Emma Street. She has responsibility for coordinating the day to day provision of education for pupils with SEND. Mrs Street can be contacted via the school office on 01489 799351 or by email to sendadmin@wellsteadapps.co.uk. The governor with responsibility for SEND is Susan Perrin, and she can be contacted via the school office.

Our Beliefs and Values

Wellstead Primary School is an inclusive school, which welcomes children with differing abilities and needs. Every child is equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We aim to 'Sow the Seeds of Success, by fostering our core learning values of being *Respectful, Resilient, Aspirational, Responsible, Curious and Collaborative* in all children.

Wellstead Primary School is committed to providing a high quality, inclusive education for all the children attending our school. We believe that all children, including those identified as having Special Educational Needs (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We aim for them to be fully included in all aspects of school life and have equal opportunities to grow and develop.

Aims and Objectives

The primary aims of the school and this policy are:

- To ensure that the needs of each child are met to the best of our ability
- To ensure that all children feel part of our inclusive Wellstead community
- To ensure that all children make rapid and sustained progress, relevant to their starting points and any additional needs.

Objectives

- To identify and provide for pupils who have Special Educational Needs and additional needs
- To remove barriers to learning and achievement
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a pupil-focused approach to the management and provision of support for Special Educational Needs
- To provide relevant support, advice and training for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with pupils and parents
- To ensure access to the curriculum and wider school life for all pupils
- To ensure effective assessment and monitoring of pupils' progress and needs
- To encourage opportunities to develop children's independence, as appropriate to their age and level of need

Identifying Special Educational Needs

The SEND Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (page 15)

Where this relates to children of school age, the child:

• 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 age in mainstream schools or mainstream post-16 institutions
(page 16)

At Wellstead Primary School, we recognise the benefits of early identification. We aim to identify SEND at the earliest point and put in place effective provision that will improve the long term outcomes for the child. Special educational provision in school is that which is additional to or different from that made generally for other children of the same age.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We recognise that there may be a number of factors which impact on children's progress and attainment, and that these may not necessarily mean that a child has a special educational need. We pay particular attention to the provision for and the achievement of different groups of learners. For example:

- Pupils who have difficulties with attendance or punctuality
- Pupils who may be learning English as an additional language

- Pupils who may belong to minority ethnic and faith groups, travellers, service families, asylum seekers and refugees
- Pupils who are disabled
- Pupils who are in receipt of the Pupil Premium Grant
- Pupils who are 'looked after' by the local authority
- Others such as those who are sick, those who are young carers, or those who are in families under stress

A Graduated Approach to SEND Support:

The majority of pupils at Wellstead Primary School make good progress through high quality first teaching provided *in* class, day-to-day. Teachers are responsible and accountable for the progress and development of all pupils in their class, and the school expects that most lessons will be varied or learning scaffolded appropriately to meet the needs of pupils within the class. We have a strong emphasis on children developing their independence in learning, and so this means that we expect all pupils to work independently some of the time, relevant to their needs, age and levels of learning.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline over a prolonged time period
• fails to match or better the child's previous rate of progress
• fails to close the attainment gap between the child and their peers
• widens the attainment gap

This can include progress in areas other than attainment; for instance, where a pupil needs to make additional progress with wider emotional development or social skills in order to make a successful transition to adult life.

The first response to slower progress is high quality inclusive teaching targeted at their areas of development. The Code of Practice suggests that pupils are only identified as having a special educational need if they do not make adequate progress once they have had all necessary adjustments made to good quality differentiated teaching.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. When deciding if a child has a special educational need, and what provision is needed, Wellstead follows an **Assess-Plan-Do-Review** cycle. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular reviews to ensure that support and

intervention is matched to their need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where outside agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. The SENDCo will be involved as needed. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo or other inclusion team staff members.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, and where necessary, their parents. The class teacher, in conjunction with the SENDCo as required, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

The primary tool for implementing and recording the Assess-Plan-Do-Review cycle is the child's SEND Plan, which is updated at least termly.

The SEND Register

SEND Support

Where it is determined that a pupil does have SEND, the child will be added to the SEND register at the 'SEND Support' level. A SEND Plan will be created by the child's class teacher, which is reviewed at least termly. This will be shared with parents. A Wellstead advice leaflet, *SEND: A Guide for Parents and Carers*, can be provided.

The school follows the SEND Code of Practice's criteria for SEND. Within the Code of Practice, SEND is divided into 4 types:

1. Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

3. Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Children may have difficulties in one or more of these areas. These difficulties may be long-term, or transient (short-term).

Behavioural difficulties, slow progress and low attainment do not necessarily mean that a child has a SEND and should not automatically lead to a pupil being registered as having SEND.

As much as possible, and in line with processes detailed above, the school aims to carefully monitor children before adding them to the school's SEND register. Where a concern has arisen about a child's progress, the school may decide to provide short-term additional provision (e.g. small group intervention), with an aim to help the child narrow the gap quickly, so that further SEND provision is not needed.

In general, when the child's needs relate primarily to learning, Wellstead will only look to add children to the school's SEND register if their **learning is <u>at least two</u> chronological years below age related expectations, or standardised scores are shown to be less than 80,** and also that they are not making expected progress with the provision currently in place**.** Whether or not a child is placed onto the SEND register will be discussed with parents with due consideration of the child's individual learning needs.

In addition, the school also recognises that some children may have needs in areas other than the academic. Where these needs require additional to or different from provision, the child may be added to the school's SEND register. Where children have an identified specific learning difficulty or diagnosed condition which is acting as a barrier to their learning, the school will use its discretion in deciding whether a SEND Plan is needed. For children with a specific learning difficulty or diagnosed condition who are working around age related expectations and making expected progress, the main emphasis will be on in-class variation of tasks and relevant strategies to help them access the learning, rather than significant additional adult support. Therefore, they may instead be added to an Additional Educational Needs (AEN) List, which focuses on in-class strategies to remove barriers to learning. This will mean they are not added to the school's SEND register at this time, but will be well supported in class and closely monitored moving forward.

Referral for an Education, Health and Care Plan

If a child has long term, complex and significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school, but can also be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plans will combine information from a variety of sources including school, home, and any outside agencies involved. Information will be gathered, and a decision will be made by Hampshire County Council (or other Local Authority - LA - if the child does not reside within Hampshire) whether the child is eligible for an assessment for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council (or other relevant LA) if it is decided that the child's needs are severe and complex, and are not being

met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal if an EHC Plan is not agreed, and also against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Supporting Pupils and Families

Wellstead Primary School believes that a close working relationship with parents and carers is vital in order to ensure early and accurate identification and assessment of SEND leading to appropriate intervention and provision and continuing social and academic progress of children with SEND. In most cases, parents/carers will have termly opportunities to liaise with their child's class teacher, who is the person with primary responsibility for their support and progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs, and may involve meetings with the SENDCo or other senior leader.

The SENDCo may signpost parents of pupils with SEND to the local Parent Partnership Service (SENDIASS) when impartial advice, guidance and support may be required.

The school's SENDCo runs parent/carer coffee mornings with the Family Support Worker, where parents can access a focus talk each session, based upon an area of home and/or school life. These coffee mornings are open to all parents/carers.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and/or pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, where possible, and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child.

SEND and Disability

Many children and young people who have SEND 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

As a school we observe two key duties:

1. We must not directly or indirectly discriminate against, harass or victimise disabled children

2. We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy can be found on the school website. The school complies with all relevant accessibility requirements. Please see the school's accessibility plan for more details.

SEND and Medical Conditions:

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. 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. Some pupils with medical conditions may also have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Further details about how Wellstead supports children with medical needs can be found under our Supporting Pupils with Medical Conditions policy on the school website.

Links with Other Schools

The school works in partnership with the other schools in the local area as well as the Wildern Primary Partnership, which is part of the Raise Education Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

We have links with local nurseries or preschools, where a large number of our pupils come from when they enter Year R. Information on SEND pupils arriving from other schools or settings is passed on to the Year R teaching staff and/or SENDCo, and consideration is given to how best to ensure a smooth transition to our school. We also work hard on forming good links with secondary schools that our children move on to. SEND staff and teachers from those schools are passed information and records about our SEND pupils, and are invited in to meet with the child's class teacher and/or the SENDCo. Where possible, for our pupils with an EHC Plan, representatives from the school which the child will be transferring to will be invited to the Year 6 Annual Review.

Links with Other Agencies and Voluntary Organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

Wellstead Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils identified as having SEND. The SENDCo is the designated person responsible for liaising with the following:

- Hampshire Education Psychology Service
- Primary Behaviour Support
- Speech and Language Service
- Child and Adolescent Mental Health Service
- Specialist Outreach Services
- Occupational Therapists
- Physiotherapists
- Children's Services and the Early Help Hub (along with other Designated Safeguarding Leads)
- Medical teams
- Specialist Teacher Advisory Service Teams

Staff Development

The governing body has a responsibility to provide in-service training for staff in relation to SEND. This responsibility is largely delegated to the Headteacher and senior leadership team, including the SENDCo. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, will regularly assess the SEND training needs of the staff. This will be done through performance management cycles and also on advice about current best practice from Educational Psychologists and outreach support. This will be met either by whole school INSET or individual training courses.

Roles and Responsibilities

All staff have a responsibility for SEND.

The **school**, as a whole, has the following statutory duties:

- Secure provision for any pupil identified as having SEND
- Ensure that the pupils' SEND are known to all those likely to teach and support them
- Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils
- Ensure that the pupils with SEND engage in activities in the school, together with children who don't have SEND
- Inform parents/carers of decisions made by the school regarding their child's special educational needs
- Plan, over time, to increase access to the curriculum, to premises and to written information
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

The **Governing Body**, the **Headteacher**, the **SENDCo**, **teachers** and **support staff** all have important day-to-day responsibilities.

The **Governing Body** should, in co-operation with the **Headteacher and SENDCo**:

- Determine the school's general policy and approach to provision for children with SEND
- Establish the appropriate staffing and funding arrangements
- Maintain a general oversight of the school's work
- Appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND.

The **Headteacher** has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEND
- Keeping the governing body fully informed
- Working closely with the school's SENDCo

The Headteacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENDCo. The SENDCo, working closely with the head teacher, senior leadership team and fellow teachers, has key responsibilities, which include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Line managing learning support assistants
- Overseeing the records of all children with special educational needs

- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support services, health and social services, and voluntary bodies.
- Updating and informing governors on SEND

Teachers should:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Plan and deliver lessons which meet the needs of all pupils, including those with SEND
- Work with the SENDCo to decide the action or intervention required to assist SEND pupils in making progress
- Create, maintain and review SEND Plans, and provision and targets within them
- Work with the SENDCo to collect all available information on the pupil
- Develop effective relationships with parents of SEND pupils, and keep them informed of progress and how to support their child at home
- Encourage pupils to participate in decision-making and target setting
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the SENDCo to identify their own training needs around SEND

Support staff should:

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend LSA development meetings and undertake appropriate INSET and training
- Work alongside the SENDCo and teaching staff in supporting pupils with SEND.

The school **Senior Leadership Team**, which includes the Headteacher and SENDCo, have responsibility for ensuring that SEND is included within strategic planning where relevant.

Reviewing SEND Provision and Policy

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, informal discussion and through progress meetings with parents.

In school, pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual SEND Plan, which are updated when the intervention is changed and/or targets met. These are updated by the class teacher and are monitored by the SENDCo. SEND Plans are monitored and evaluated at least termly by the class teacher and SENDCo, and analysis of provision is fed back to staff. This helps to identify whether provision is effective. Whole school monitoring and evaluation procedures will include sampling of work, pupil interviews and observations. Outcomes, pertinent to SEND provision and planning, will be taken forward by the whole staff and used to build upon successful practice.

Every year, we analyse the data we have on the percentage of our pupils with very low attainment compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.

- An increase in the percentage of children recorded as having special educational needs meeting National Curriculum end of year expectations.
- Evidence of improved pupil progress for children with SEND
- Well maintained records – SEND register is accurate, parents are informed and consulted about their children's needs and there are termly reviews of individual targets.

The SENDCo will provide information to the Governing Body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, and will ensure that Governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEND Governor on a regular basis to discuss current SEND practice, including areas of strength, and areas for development. The SEND Governor will lead Governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Storing and Managing Information

Wellstead Primary School collects and uses personal information (referred to in the General Data Protection Regulation [GDPR] as personal data) about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information. This includes information relating to SEND.

Please see the school's GDPR policy, available on the school's website.

Procedures for Concerns

We aim for a close working relationship with parents and, if parents have a concern about any aspect of their child's education, they can approach the school. Informal complaints can be discussed with the class teacher by appointment, and this should be the first 'point of call' in most cases, as they will have the best day-to-day knowledge of the child and their needs. Should they require further SEND-specific advice or guidance, parents can also contact the SENDCo.

Formal complaints can be discussed with the SENDCo and/or the Assistant Headteacher or Headteacher, in the hope that a satisfactory resolution can be found. If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on the school website or via the school office.

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2016	BR	FGB	
2	March 2017	HB	FGB	Minor amendments
3	March 2018	MR	FGB	Minor amendments
4	March 2019	MR	FGB	No changes
5	March 2020	TS	FGB	Numerous updates
6	March 2021	AR	FGB	Numerous updates
7	September 2022	AR	FGB	Minor amendments

8	November 2023	AR	FGB	Minor amendments
9	November 2024	ES	FGB	Minor amendments
10	October 2025	ES	FGB	Minor amendments
11	October 2026	ES		Minor amendments

Document Information			
Approved on:	Autumn 2026	Responsibility:	Learning
Last Review:	Autumn 2025	Next Review:	Autumn 2027
Reviewed by:	Learning	Review Cycle:	Annual

