



Special Educational Needs and Disabilities (SEND) Policy

Approval body:	Local Governing Committee of each academy
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Statutory policy or document	Yes
Review frequency	As determined by the local governing committee
Approval by	As determined by the local governing committee
Statutory requirement to publish on website	Yes
If not, agreed to publish on website?	Not applicable

Approval Body Name	Approved Date	Review Frequency	Next Review Due
West Walker Primary School LGC	July 2025	Annual	July 2026

Version Control:

Policy based on NEAT Model Policy Version 1.0			
Author	Creation Date	Version	Status
MSE	July 2025	1.0	08.09.25 Approved by Chair on behalf of the Local Governing Committee for communication to staff, parents, pupils etc.



1. Purpose

The purpose of this policy is to outline our school's responsibilities regarding the provision for pupils with Special Educational Needs and Disabilities (SEND), ensuring all children and young people are fully included, engaged with learning and participating in the school community and to improve their outcomes.

The school is committed to ensuring that all students, regardless of their individual needs, have equal access to a high-quality education in an inclusive and supportive environment. All children wish to belong, achieve and contribute to their school, family and community.

This policy should be read alongside the Accessibility Plan, SEND Information Report, Behaviour Policy and Supporting Pupils with Medical Conditions policy

2. Scope

This policy applies to the governors, employees and pupils of the school.

3. Policy statement

The aim of this policy is to ensure that all pupils, regardless of their SEND, have access to an inclusive, supportive, and high-quality education. Through a relational approach that emphasizes communication, collaboration, and respect, we aim to create an environment where every pupil can thrive academically, socially, and emotionally.

The school adheres to the definition of SEND as outlined in the Special Educational Needs and Disability (SEND) Code of Practice (2015):

- A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) have a significantly greater difficulty in learning than the majority of others of the same age;
 - b) or 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The four broad areas of SEND need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical needs or both

The aims of this policy are to:

- Ensuring SEND is a whole school responsibility requiring a whole school approach
- Ensure that all pupils with SEND are identified, assessed, and supported appropriately in a timely manner
- Foster an inclusive environment where SEND pupils feel safe, valued, and included in all aspects of school life
- Ensure all pupils receive a broad, balanced, ambitious and accessible curriculum.
- Ensure that SEND pupils' needs are addressed, they achieve progress, and they are fully included in all aspects of school life.



- Facilitate enhanced transitions for pupils with SEND, providing tailored support and preparation for key educational milestones, including entry to secondary school, to ensure successful progression into further education, employment, or training.
- Support all pupils with SEND to develop aspirations and understanding of future career pathways, ensuring access to appropriate careers education, information, advice, and guidance.
- Build in regular assessment and monitoring to ensure all learners with SEND make the best possible progress.
- Promote positive and relational approaches to SEND support, focusing on building strong, respectful relationships between staff, pupils, and families, ensuring open lines of communication and involving them in decision making and providing relevant support and resources.
- Liaise with a range of stakeholders and agencies in order to meet learners' needs effectively.
- Provide clear guidelines and quality professional development for staff to support SEND pupils in line with best practices.
- Comply with statutory regulations and relevant legislation.

Based on a body of research, this policy recognises the importance of investing time and resources in development of effective relationships in schools in order to lead to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term (Behaviour in Scottish Schools Research BISSR). In addition, positive teacher-pupil relationships have been shown to be central to the well-being of both pupils and teachers (Sue Roffey University of Exeter) therefore an ethos based around inclusive and compassionate principles is beneficial to the wellbeing of all.

4. Legal considerations

This policy is based on the statutory 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 learners with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs (SEND) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for learners with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The School Admissions Code, which sets out schools' obligation to admit all learners whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education need

5. Roles and responsibilities

- **The local governing committee (LGC)** approves the SEND policy, appoints a SEND Link Governor, and oversees the implementation and effectiveness of the policy. The LGC ensures curriculum accessibility, monitors the progress of learners with SEND, and collaborates with school leaders to improve outcomes.



- **The headteacher** provides strategic leadership and management of SEND within the school, working with the LGC and SENCO. They ensure effective implementation of the SEND policy, allocate resources, and oversee the quality of teaching and support for learners with SEND.
- **The Special Educational Needs Coordinator (SENDCO)** ensures the day-to-day operation of the SEND policy and the coordination of SEND provision across the school. This includes identifying needs, collaborating with staff, parents, and external agencies, and monitoring the progress of learners with SEND.
- **The trust inclusion lead** develops and champions best practice in SEND and inclusion across the trust's schools, ensuring consistently high-quality provision in every school. They support and challenge school leaders, monitor the effectiveness of SEND provision, and facilitate collaboration and training to improve outcomes for learners with SEND.
- **Class teachers** are responsible for the progress and development of all learners, including those with SEND, and for understanding their needs. They plan and deliver inclusive and adapted teaching, set individual targets, and work with support staff and the SENCO to review progress.:
- **Support staff** deliver high-quality, evidence-based support and interventions under the guidance of teachers and the SENCO. They help pupils develop independent learning skills, manage their learning, and monitor progress, contributing to a coordinated approach to meeting individual needs.
- **Parents/Carers** are integral partners in their child's education and are encouraged to actively engage in discussions, decision-making, and the review of their child's SEND provision.
- **Pupils with SEND** are actively involved in expressing their views, participating in the planning of their support, and setting their own aspirations, in an age-appropriate and accessible manner.
- **Key Partners**, including Educational Psychologists (EPs), Local Authorities (LAs), health services, and other external agencies, collaborate with the school to provide comprehensive and joined-up support for pupils with SEND.

6. **Assess-Plan-Do-Review Process**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND:

- **Assess- Early Identification:** As a school, we want to know our pupils well. This includes being aware of any additional learning needs, social and emotional needs and any potential triggers for stress experienced by the pupils. Teachers and staff who are concerned about a pupil's progress or behaviour will refer them to the SENCO. Where appropriate, professionals will help to inform the assessment and parents will be asked to contribute their views. All pupils' needs will be monitored regularly through a variety of assessment methods, including teacher observations, discussions with parents, and standard assessments. It is vital that language, literacy and executive functioning skills are also considered as this may impact on a child's ability to access the learning and social environment and therefore may be impacting on their social and emotional development and wellbeing. If a need is identified, parents will be notified in writing.
- **Plan- SEND Support Plans:** For pupils with significant SEND, a SEND Support Plan will be developed in collaboration with the pupil, their family, and relevant professionals and pupil will be placed on SEND register. These plans will be reviewed and updated on a termly basis.
- **Do-** Teachers will remain responsible for working with pupils on a daily basis and retain responsibility for their progress and outcomes. Teachers will plan and



assess the impact of support and interventions

- **Review-** Progress will be regularly reviewed and interventions/provision adapted to ensure that it is effective, meeting the child's needs and supporting inclusion. We will hold SEND review meetings with parents at least three times each year to set clear outcomes and review progress towards them, and we will liaise with a range of external services where appropriate. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school and parents will consider requesting an Education, Health and Care assessment.

The school's individual graduated response model is outlined in **Appendix 1**.

7. Relational Approach to SEND Provision

At the heart of our approach to SEND is the belief that every pupil, regardless of their abilities or challenges, deserves to be respected, understood, and supported through strong relational practices to develop their sense of belonging. A relational approach to SEND is centred on the following principles:

- High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour.
- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs.
- Natural consequences that can follow certain behaviours should be made explicit, without the need to enforce sanctions that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour. "Natural consequences" in this context refers to the logical and direct outcomes that follow a particular action, allowing pupils to learn from their choices in a supportive environment, rather than through punitive measures. For example, if a child is refusing to share, other children may not want to play with them, helping them understand the value of cooperation.
- Responses to behaviour will ensure that children feel safe and that all needs are met.
- Children need personalised responses to support their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- Our approach to behaviour management for all pupils, including those with SEND, is underpinned by the principles of our Behaviour Policy and focuses on understanding underlying needs, providing appropriate adaptations, and promoting positive behaviour through inclusive strategies. Punitive approaches and exclusion, as detailed in the Behaviour Policy, are considered as last resorts only when all other restorative and relational strategies have been exhausted and in accordance with statutory guidance.
- Punitive approaches and exclusion can sometimes unintentionally reinforce underlying behaviours and may further distress children who have experienced trauma. Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive. Every possible avenue should be explored before considering suspension as a last resort.
- Through person-centred approaches, each SEND pupil is seen as an individual, with unique strengths and needs. The relationship between the pupil, family, and school is central to planning and delivering effective support.



- During an assess-plan-do-review process pupils' views need to be considered at all stages. Pupils will be enabled to describe their difficulties, successes, establish realistic and achievable hopes for the future, identify small steps forward and be involved in planning for support. For those who may struggle with this due to their language and communication needs, young age, lack of emotional maturity, or other social and emotional needs causing avoidance and withdrawal, their views will be carefully elicited by trusted adults in a way which is accessible to them.
- As parents are the experts on their child, their knowledge, views and concerns are vital when establishing a greater understanding of their child's needs and planning the support. Parent's perspective will be instrumental throughout the assess-plan-do-review process.
- Effective collaboration between SEND staff, classroom teachers, parents, carers, and external agencies is essential to ensure a holistic approach to SEND support. The Trust encourages open and transparent communication between all parties involved.
- We will work jointly with education, health and care bodies and professionals to secure best outcomes possible for young people in our schools. If we are unable to meet the needs despite our best efforts, we will request support from the local authority to explore alternative or specialist provision. We will collaborate with the relevant local authority in developing and reviewing our local offer.
- Where there is a need for intervention to support inclusion, support should always have two strands. Firstly, providing support to ensure that the child's difficulties are not blocking their access to the learning or the social environment and secondly ensuring that the child is receiving support to develop their skills in their area of difficulty.
- Positive behaviour and emotional support aim to create an environment that fosters positive relationships and behaviours through proactive strategies and recognising that behavioural challenges may be related to underlying needs. Our approach to supporting pupils is rooted in understanding and empathy.
- SEND provision will not only address academic needs but also focus on developing pupils' social, emotional, and behavioural skills, ensuring that pupils can thrive both in school and in the wider community.

8. **Monitoring and evaluating the effectiveness of SEND provision**

We will regularly monitor the progress of pupils with SEND through ongoing assessment, progress tracking, and feedback from staff, parents, and external professionals.

- **Annual Reviews:** For pupils with an Education, Health and Care Plan (EHCP), an annual review meeting will be held to assess progress and set new targets in consultation with parents, pupils, and relevant professionals.
- **Data Monitoring:** We will collect and analyse data on the progress of SEND pupils to identify trends and ensure that provision is effective.
- **Stakeholder Feedback:** Parents, staff, and pupils will be encouraged to provide feedback on SEND provision to inform the review process.

Quality assurance of the school's SEND provision and policy implementation will be carried out by the SENDCO/SEND Lead, SEND Link Governor, and Trust Inclusion Lead. This will be done using a number of mechanisms such as:

- Learning walks and lesson observations to look at the standard of SEND provision in the classrooms
- Pupil Book Study
- audits of staff knowledge and skills in relation to SEND, in order to inform future training needs



- Analysis of the progress of pupils with SEND
- working closely with curriculum leads to ensure that SEND has distributed leadership.

9. Complaints Procedure

In the event that a parent or guardian has concerns or complaints regarding the provision for their child with SEND, they are encouraged to follow the Trust's complaints procedure. If concerns cannot be resolved at the school level, the matter will be escalated to the central Trust level for review and resolution.

General

This policy is at the discretion of the school and can be varied at any time. In the event of any conflict with primary legislation or statutory regulations, the legal provisions will have precedence over this policy in all cases.

