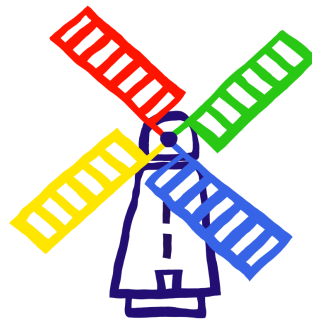




Special Educational Needs Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



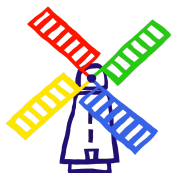
A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **October 2024**

Policy Review Date: **October 2025**

Headteacher: **Mrs Gemma Hillier**

SENDCo: Mrs Louise Ross-Wood - National Award for SEN (NASENCo award): send@widmerend.bucks.sch.uk



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At Widmer End we provide a fully inclusive curriculum that meets the needs of all learners. All learners are equally valued regardless of their needs or disabilities and we strive to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about equal opportunities for all learners and access to a rigorous curriculum that is supported by an ethos of compassion and understanding.

This Special Educational Needs Policy has been produced in consultation with the parents of pupils with SEND, their families, staff and governors of the school. It reflects the new SEND Code of Practice, 0 – 25 guidance, 2015.

We believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. **Every teacher is a teacher of every child including those with SEN.**

1. School Aims

- To support every child to develop their independence as learners, and to become eager and motivated to achieve their potential.
- To provide opportunities to investigate and explore the world around them.
- To value and respect themselves and others.
- To provide a secure and happy environment for everyone in our community.
- To nurture the skills needed for life and to develop a love of learning.

2. Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided by the Local Education Authority (LEA) and SEND Code of Practice, 2015.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who is responsible for the operation of the school's SEN policy.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To identify barriers to learning and participation, and provide appropriate resources to meet pupils' needs.
- To provide support and advice for all staff working with special educational needs pupils.



3. Identifying Special Educational Needs

There are four broad categories of need that have been identified in the SEN Code of Practice, 2015.

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health.
- Sensory and/or physical needs.

Some children will have special needs that cut across more than one category. If a child is found to have specific needs, the class teacher and SENDCo will decide what action to take. This will include considering the needs of the whole child and will not just focus on the special educational needs of the child.

A child **does not have SEN** if they have:

- A Disability.¹
- Below expected attendance and punctuality.
- Health and Welfare needs.
- English as an additional language.
- Receive a Pupil Premium Grant.
- Are a looked after child.
- Are a child of a Serviceman/woman.

However, the school recognises that pupil progress and attainment can be affected by the areas outlined above.

4. A Graduated Approach to SEN Support

There is a specific process that must be completed by school prior to any child being placed on the SEN Register.

Support Level 1

- Teachers are accountable and responsible for the progress and development of the pupils in their class, including where they have access to Teaching Assistants or specialist staff.

¹ The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)



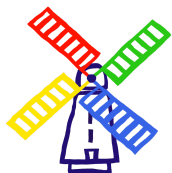
- Teachers will be expected to utilise the 'Ordinarily Available Provision' document to support children in their class ([Appendix 1](#)).
- High quality teaching, adapted for individual pupils, are the first steps in responding to pupils who have SEN or may have SEN and will meet the individual needs of the majority of children.
- We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.
- SEN Training will be provided to ensure that teachers and support staff have a good understanding of support strategies that can be used during whole class, group and 1:1 teaching.
- School regularly reviews the quality of teaching through coaching and training sessions, learning walks, pupil voice, work, and planning scrutiny.

Support Level 2

- Through discussion with all stakeholders, including parents/carers, external agencies, teachers, or a pupil's previous school, an informal, internal monitoring stage may be deemed necessary where there are initial concerns about progress or a possible SEN need.
- An APDR monitoring provision map will be used to identify which provision will be put in place to address identified concern(s), the expected outcomes and a review of any progress made.
- The monitoring stage will include looking at formative and diagnostic assessment, work sampling and teaching staff/SENDCo observations.
- If a monitoring stage is enacted, this will be conducted over a period of at least 6 weeks and may be used as a pre-emptor for a pupil being considered for the SEN Register.
- Pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate intervention/adjustments and quality first teaching from the class teacher.

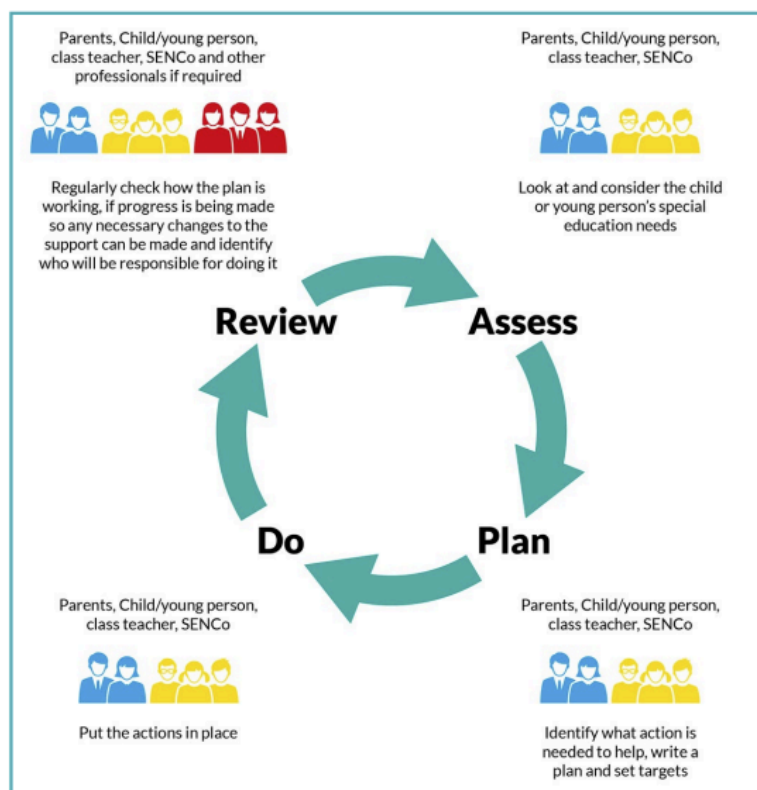
Support Level 3

- The school follows the guidance of the SEN Code of Practice 2015 and uses a **graduated approach** for the identification, assessment and provision of pupils with SEN.
- When a child is added to the SEN register, we will use the **Assess, Plan, Do, Review** model to identify the area(s) of need, long term/desired outcomes and the provision that will be put in place to support the targets set out. This information will be brought together in a SEN Support Plan.



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- Parents/Carers and the child will be involved in decisions that are made about supporting the needs of the child. This might include meetings with the SENDCo, class teacher and/or outside agencies and professionals.
- Targeted intervention/provision will be put in place for a child after there has been careful consideration of the evidence (data) gathered by the class teacher in consultation with the SENDCo.
- For those children with a higher level of need, the SENDCo will seek advice from external agencies and professionals.
- The SEN Support Plan will be set out/reviewed alongside the pupil, parents/carers and all adults working in support of the child at 3 stages of the year (October, February and June).
- For a small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC plan being provided.

5. Managing Pupils' Needs on the SEN Register



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- A child who is placed on the SEN Register will be recorded in the category of **SEN Support**, unless they are at the monitoring stage or have an Educational Healthcare Plan.
- Targets that have been identified in the SEND Support Plan are achievable and presented in small steps. These are **SMART Targets** - Specific, Measurable, Achievable, Relevant, and Time-Bound and should be, so that a child experiences success and is motivated.
- Class teachers hold the responsibility for evidencing progress according to the targets/outcomes described in the SEN Support Plan.
- Children on the register will be reviewed by the SENDCo on a termly basis and can be removed if school data (qualitative and quantitative) is showing that a child has made progress. Parents will be informed of any changes to their child's provision.
- The SENDCo has the responsibility for keeping the SEN register up-to-date.

6. The Decision-Making Process

SEN Support

When to place a pupil at SEN Support.

i. When a child is still having difficulty, even though they are having a differentiated curriculum.

The SEN Code of Practice uses the National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum. These are based on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning.

ii. When a child is not making adequate progress within this differentiated curriculum

This will be ascertained through consultation with the child, class teachers and parents. Use will be made of baseline assessments, school tests, standardised reading tests, national curriculum assessments. This must be evidence-based.

iii. When a child needs additional support from an outside agency

This will happen after discussion has taken place with the child, parents, teacher and SENDCo, and could involve getting support from the Pupil Referral Unit, Speech and Language therapy, Occupational Therapy



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or Educational Psychologist. The school is expected to provide the first £6000 of support for a child who has SEN from the SEN notional budget. Further guidance can be found in the school's Local Offer (see [Appendix 2](#))

7. Local Authority High Needs Block Funding (HNBF)

School can apply for additional funding from the local authority for a period of up to 2 years if a child has a specific short term need that cannot be met within the £6000 of funding, that is provided through the SEN notional budget. This funding might be used to provide additional intervention that school does not have expertise in, or to provide additional support. School will need to provide evidence of what support has already been put in place and what impact it has had. School will also need to include any reports that have been provided by outside agencies when applying for HNBF.

8. Educational Health Care Plan (EHC Plan)

If, after intense intervention a child's progress is still **significantly** below age expected levels of progress (See Bucks CC Guidelines) an application can be made for an EHC Plan. The SENDCo will need to use evidence from other professionals to support this process. The view of the child and parent/carer must also be included in the application.

9. Assessment procedures

- All teachers monitor and review pupil progress using a variety of assessment procedures, in line with our school assessment and record keeping policy.
- At our school, we assess children's progress against national expectations and age related expectations.
- For some pupils with SEND, alternative assessment and/or teacher assessment to measure progress may be used. Additional time or exemption from formal, summative class assessment may be necessary for some pupils.
- For a few children, who are not working at National Curriculum level, The Engagement model is the assessment used.
- In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of pupils' work and achievements across the curriculum. Pupil progress meetings to include the SENDCo,



happen on a termly basis.

10. Roles and Responsibilities

Class teacher

1. Through **quality first teaching**, all staff will provide a differentiated curriculum with appropriate relevant tasks for all children in their care.
2. Teachers are supported to develop their skills through peer coaching, observations, training, planning and work scrutiny.
3. Termly data meetings to discuss pupil progress to help ensure that children who are not reaching targets are identified, and early intervention can be put in place.
4. Teachers are accountable for the progress and development of the pupils in their class, including managing support provided by Teaching Assistants and Specialist support.
5. Teachers consult with the SENDCo, Head teacher or other agencies who may become involved if there is a concern for a pupil who is not making progress or may have a special educational need.
6. Teachers will work with parents to address any concerns regarding their child's progress, and any support that may be put in place.
7. Teachers will follow the The Graduated Approach to support pupils who have or may have SEN as set out in Part 4 of this policy.

Teaching Assistants

1. Work under the direction of the class teacher to support SEND pupils.
2. Work with individual pupils, small groups or by providing general, in class support to support the teacher's work with SEND pupils.
3. Provide 'feedback', either orally or in written form, comments about pupil performance and progress and will contribute to planning and monitoring work for the pupils who they are supporting.
4. Keep records of any interventions undertaken and share information with the class teacher/SENDCo.

Special Educational Needs Co-ordinator (SENDCo)

1. To implement the Special Needs Policy.
2. To support identification of pupils who may have SEN.
3. To work in partnership with parents/families to support the child with SEN.
4. To be responsible for the SEN Register - monitoring progress and review outcomes, updating termly.
5. To oversee the records of all children with SEND and inform staff about new information.



6. To support teachers to set appropriate outcomes for pupils on the SEN register.
7. To meet regularly with Teaching Assistants to share relevant information in support of pupils.
8. To signpost staff to relevant training and/or to contribute to In-Service training relating to SEND.
9. To coordinate appropriate resources/provision and apply for additional funding for children through the High Needs Block when needed.
10. To liaise with external agencies including the local authority and/or education, health and social care services.
11. To prepare and apply for Educational Health Care Plans and to carry out Annual Review meetings for those children with EHCPs.
12. To apply for access arrangements for children completing examinations.
13. To liaise with the Senior Leadership Team and the SEN governor to develop and oversee the school's SEN strategy and policy.

Headteacher

1. To be kept informed of all pupils who have been identified as having special educational needs.
2. To ensure systems are in place and used to identify, monitor and review the SEN register, SEN Support Plans and other related records.
3. To be responsible for mainstream pupils with statements of Special Educational Need/Educational Health Care Plans (EHCP).
4. To ensure that parents are kept informed and involved in the education of pupils with special educational needs.
5. To ensure that the relevant referral documents are completed and implemented at SEN Support for outside agencies to assess individual pupils.
6. To ensure that Special Educational Needs has a high profile in the school and that a happy, sensitive, caring and secure environment is provided to enable all pupils to thrive and make individual progress.
7. To report annually to the Governing body on how the SEN needs of pupils are being met.

11. Supporting Pupils and Families

- Where there is an initial concern about a pupil's progress or possible SEN need, we communicate this clearly with parents.
- Parents are encouraged to work alongside teachers to support their child, to work together on agreed targets and for some, carry out tasks at home that are in support of the child.



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- Meet regularly (once a term) to discuss progress towards outcomes that form part of the SEN Support Plans.
- Parents are kept informed of developments regarding their child, have access to relevant records and to meet with outside agencies as appropriate.
- Open and frank communication between home and school is important to ensure that everyone understands and participates in supporting pupils towards progress.

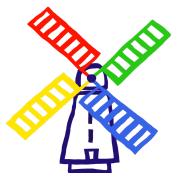
Parents can obtain additional information about SEN from the Bucks LA Local Offer from <http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page> and the school's SEN Information Report posted on the school's website.

12. Governing Body

The governing body must:

1. Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
2. Secure that, where the 'responsible person' - the Head Teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
3. Secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
4. Consult the LA, as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
5. To produce a SEND Annual Report to Governors.
6. Ensure that all new starters are able to participate in school life, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
7. Understand the SEN Code of Practice when carrying out their duties toward all pupils with special educational needs.

13. Supporting Pupils at School with Medical Conditions



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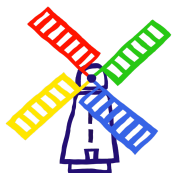
- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some children may also have special educational needs (SEN) and have an Education, Health and Care (EHC) plan which brings together health, social care needs, and special educational provision.
- Further details can be found in the school's policy for supporting pupils with medical conditions.

14. Provision for SEN

- Provision must be flexible and relevant to the needs of the individual and promote self-esteem.
- All children will have access to a carefully differentiated curriculum.
- Teaching assistants may be used to follow a programme of work with identified individuals or groups of pupils at SEN Support, or with EHCPs in the classroom.
- Children are sometimes withdrawn individually or in small groups to work with teaching assistants.
- Identified pupils with EHCPs have designated hours of support to cater for their individual needs.
- Pupils who have been identified as higher attaining and who require special provision to be made to stretch and challenge, benefit from specific adaptation(s) to learning. In Maths, staff are trained in a Mastery Approach. In the Autumn, Spring and Summer term, able mathematicians and writers attend workshops to extend their competencies.

15. Training/Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The training needs of staff in relation to SEND are identified and planned for through informal professional dialogue, professional development meetings and observation.
- The school may provide up to £6000 out of the SEN Notional budget for support and resources. If it is necessary to gain more funding for resources the SENDCo, in collaboration with Parents, Head teacher and Class teacher can apply for additional funding from the Local Authority High Needs Block. The additional funding can be used for specialist equipment, specialist support, or to fund additional LSA/teaching hours.
- EHCPs will outline an amount of money which will be provided by the local authority to deliver provision to a specific child. Parents may request that they are given control of this money called a **Personal Budget**.



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Widmer End CC School will follow Buckinghamshire County Councils guidelines if parents make a request for a Personal Budget. Personal budgets can only be requested when an EHC Plan is issued, or at an annual review.

- The SENCO regularly attends the Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

16. Links with outside agencies

It is important that teachers and parents have advice and support from other professional agencies. These may include:

- School Nurse
- Community Paediatrician
- Specialist Teachers
- Speech and Language therapists
- Occupational therapist
- Educational psychologist
- Woodlands PRU
- Social Services
- Educational Welfare Service
- Child Mental Health Services (CAMHS)

17. Transfer to Secondary School

- Contact with our local schools is intended to ease the transition of pupils, including those with SEN, into Secondary school. As well as informal links between staff, there are meetings involving schools in the Wycombe North Liaison Group to discuss curriculum, SEN and other issues.
- Pupils are offered the opportunity to experience Secondary school life on an induction day in the Summer term.
- The Special Needs teachers from any Secondary school can make visits to this school in the Summer term before transfer to discuss pupil needs and to meet the children face to face. All paperwork, reports, and SEN Support Plans must be sent to the Secondary schools at transfer.

18. Transfer of Pupils with an EHCP



- Pupils who have an EHCP are especially vulnerable and great care is taken at transfer review meetings to ensure that pupils have a successful primary to secondary school transfer.
- All records, annual review forms and EHCP information is included in the transfer records.

19. In-service Training

It is important that all staff have access to In-service training relating to Special Educational Needs. The Head Teacher and SENDCo also attend SEN liaison meetings and receive information regarding relevant courses.

20. Complaints Procedure

The school will make its best endeavours to meet the requirements of pupils with special educational needs. Should parents of children with special educational needs have a complaint about the school's provision it is envisaged that in most cases it should be possible to resolve the matter through informal discussion with the Head Teacher. Parents are welcome to speak to the SENDCo or Head Teacher by telephone or to make an appointment at a mutually convenient time.

Further information can be found in the [Complaints Policy](#) which can be found on the school's website.

21. Bullying

The school's [Anti Bullying Policy](#) can be found on the school's website for stakeholders to access if needed.

22. Management

The education of pupils with Special Educational Needs has a high priority at Widmer End School. The Head Teacher shares the responsibility for the day to day management issues with the SENDCo. The Special Needs Co-ordinator works closely with the Senior Leadership Team thus ensuring that SEN needs and issues form an essential part of the strategic management of the school.

23. Admissions



Children with Educational Special Needs should, where possible, be integrated into the mainstream school and classroom. It is, however, necessary to ensure that such integration does not place an unmanageable burden onto the class teacher such that education of the other class members is disadvantaged. It is, therefore, important that the admission of a child with Special Educational Needs is sufficiently researched to determine the level of additional support which:

- a) Is needed by the child to participate fully in the life of the school.
- b) Is needed by the class teacher to deliver the full range of the curriculum subjects to both the Special Needs pupil and other class members.

Close liaison is encouraged with local Pre-schools, Nurseries and other school settings to gain relevant information about children who have SEN.

24. Evaluating the SEN policy

The SEN policy is reviewed annually at the end of the academic year. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met.
- How effective the SEN provision has been in relation to the resources allocated.
- The attainment of pupils in judging 'value added' factors.
- The comments from the annual parent questionnaire.

In the light of the findings, the policy is revised and amended accordingly.