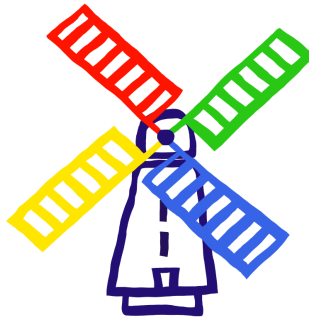


Special Educational Needs Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



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

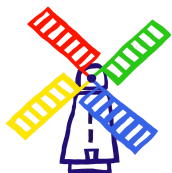
Policy Revised: **September 2026**

Policy Review Date: **September 2027**

Headteacher: **Mrs Gemma Hillier**

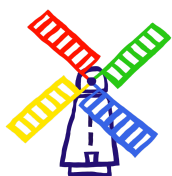
Inclusion Lead & SENDCo: **Mrs Louise Ross-Wood - National Award for SEN (NASENCo award):**

send@widmerend.bucks.sch.uk



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Widmer End Community Combined School & Pre-School

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At Widmer End, we are committed to creating an inclusive, welcoming and ambitious learning community in which every child is valued, included and supported to fulfil their potential. We recognise that children learn and develop in different ways and that some pupils may require additional or different provision to enable them to thrive. We have a high-profile, whole-school approach to SEND. Inclusion is a shared responsibility across the school, with strong collaboration between leaders, teachers, support staff, families and external professionals. Special Educational Needs and Disabilities (SEND) is therefore not viewed as a separate area of school life, but as an integral part of our whole-school approach to teaching, learning, wellbeing and inclusion.

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 SEND Code of Practice 2015 and wider government policy and guidance.

1. School Aims

At Widmer End Community Combined School, we believe that educational inclusion is about equal opportunities for all learners and access to a broad, ambitious, and rigorous curriculum supported by compassion, understanding, and high expectations.

Our aims for pupils with Special Educational Needs and Disabilities (SEND) are:

- Ensure all pupils, regardless of need or disability, access a broad, ambitious, and adapted curriculum that prepares them for secondary transition.
- Remove physical and emotional barriers to learning by building strong, safe relationships between staff and pupils.
- Develop learner autonomy, curiosity, and essential life skills.
- Identify needs early and work in close, active partnership with parents, carers, and external agencies.
- Foster a whole-school ethos where all staff act as 'teachers of SEN'.

2. Objectives

- Implement standard classroom adaptations and reasonable adjustments through universal provision to ensure pupils with SEND access the full curriculum alongside peers.
- Support keep-up and catch-up without narrowing curriculum breadth.
- Embed a clear Assess, Plan, Do, Review cycle to monitor and review support across all levels.
- Train and deploy Teaching Assistants and key adults effectively to foster classroom independence and facilitate positive social interactions during unstructured times.
- Provide targeted pastoral support, including ELSA interventions, and programmes like MHST 'Team of Life', Young Carers and The Mulberry Curriculum to build emotional resilience and self-advocacy.



- Engage proactively with external professionals e.g. NHS therapy (SLT, OT), Educational Psychologists, Specialist Teachers, and CAMHS to secure timely support, EHCP provision and exceptional support when needed.
- To provide suitable training for staff working in support of pupils with special educational needs.

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 co-occurring needs that span more than one area. If a pupil has, or may have special educational needs, the class teacher and SENDCo will decide on appropriate next steps.

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.

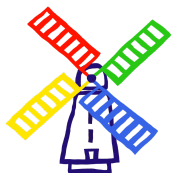
However, the school recognises that pupil progress and attainment can be affected by the areas outlined above.

4. A Graduated Approach to SEN Support

A decision to place a child on the school SEN Register ensures all children (with or without a formal diagnosis), who have or may have a special educational need, receive targeted support and provision as set out in a SEN Support Plan.

Support Level 1

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)



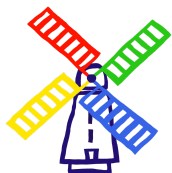
- Teachers are accountable and responsible for the progress and development of the pupils in their class, including where they have access to teaching assistants or specialist staff.
- Teachers will be expected to utilise the 'Ordinarily Available Provision' document to plan the adaptations necessary in support of children in their class ([Appendix 1a](#), [Appendix 1b](#))
- High quality inclusive teaching, adapted for individuals, 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.
- It may be possible for some pupils with a formal diagnosis of need, to have these met at Support Level 1 (Universal Provision).
- SEN Training will be provided to ensure that teachers and support staff have a good understanding of effective strategies that can be used during whole class, group and 1:1 teaching.
- The school regularly reviews the quality of teaching through coaching, monitoring, training sessions, learning walks, pupil voice, book looks, 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 emerging SEN need(s).
- An APDR monitoring provision map is frequently 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 more targeted intervention/adjustments alongside quality first teaching from the class teacher.
- Where there is already sufficient external or diagnostic evidence demonstrating significant SEN need, this monitoring period at Support Level 2 may be bypassed, allowing the pupil to move straight to Support Level 3 for more targeted, long term intervention.

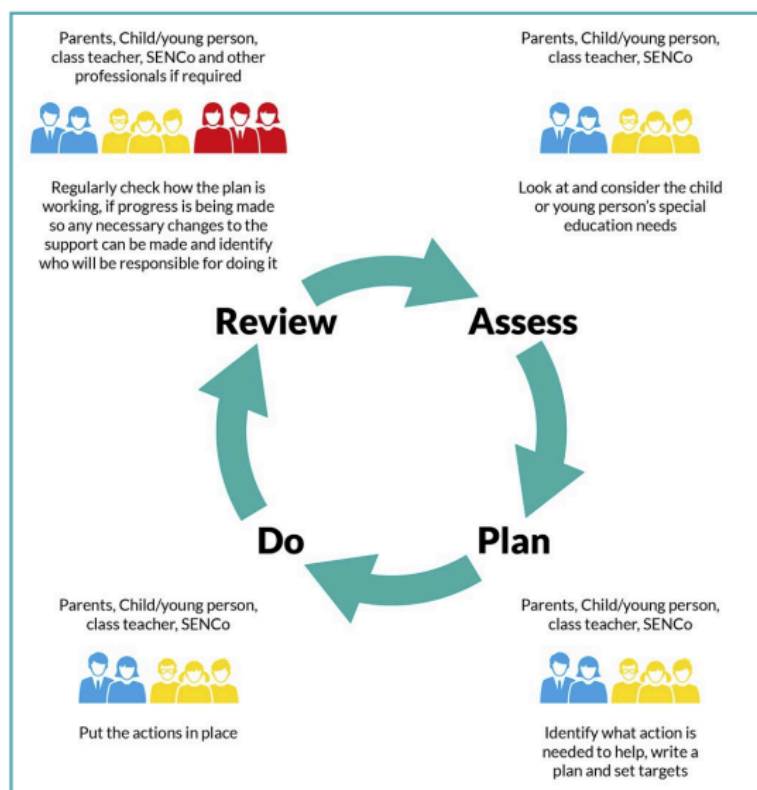
Support Level 3

- 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 - this will not solely be based on a parental request.
- 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 very small percentage of pupils whose needs are significant and complex, and where 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 needs assessment being agreed by the Local Authority.



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5. Managing Pupils' Needs on the SEN Register

- A child who is placed on the SEN Register will be recorded in the category of **SEN Support (K)**, unless they are at the monitoring stage or have an **Educational Healthcare Plan (E)**.
- 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 SEN register will be reviewed by the SENDCo on a termly basis and can be removed if school data (qualitative and quantitative) shows that a child has made progress and whose ongoing need(s) can be met through ordinarily inclusive practice. 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 difficulties, despite access to high quality inclusive practice

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:

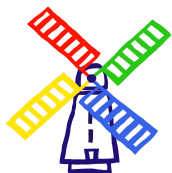
- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning.

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 and teacher assessment. 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/carers, teacher(s) and SENDCo, and



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could involve getting support from the Pupil Referral Unit, Speech and Language therapy, Occupational Therapy or Educational Psychologist. The school is expected to provide the first £6000 per year 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. Educational Health Care Plan (EHC Plan)

If, after intense provision, a child's progress is still **significantly** below age expected levels of progress, or needs are complex and having a significant and sustained impact, an application might be made for an EHC Plan. The SENDCo will need to provide significant internal evidence alongside evidence sought from other professionals to support this process. The view of the child and parent/carer must also be included in the application.

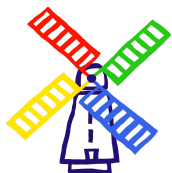
8. Assessment procedures

- 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.

9. Roles and Responsibilities

Class teacher

1. Through **high quality inclusive teaching**, all staff will provide a broad and balanced curriculum with appropriate adaptations to tasks for all children in their class.
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 Specialists.
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 provide general, in class support implementing the planned adaptations for direct work with SEND pupils.
3. Provide 'feedback', either orally or in written form, 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 liaise with external agencies including the local authority and/or education, health and social care services.
10. To prepare and apply for Educational Health and Care Plans and to carry out Annual Review meetings for those children with an EHCP.
11. To apply for access arrangements for children completing examinations.
12. To liaise with the Senior Leadership Team and the SEN governor to develop and oversee the school's SEN strategy and policy.



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Headteacher

1. Ensure the school complies with statutory requirements under the SEND Code of Practice and Equality Act.
2. Provide strategic leadership that promotes inclusive practice and high expectations for all pupils, including those with SEND.
3. Appoint, support, and work closely with the SENCO (Special Educational Needs Coordinator) to deliver effective provision.
4. Monitor the quality of teaching and learning for pupils with SEND, ensuring appropriate adaptations and support are in place.
5. Allocate resources, including staffing and budget, to meet the needs of pupils with SEND effectively.
6. Foster positive relationships with parents and carers, ensuring they are engaged in decisions about their child's education.
7. Collaborate with external agencies and local authority services to secure appropriate support for pupils.
8. Report to governors on SEND provision, pupil outcomes, and compliance with statutory responsibilities.

10. 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.
- Meet regularly (once a term) to discuss progress towards outcomes that form part of the SEN Support Plan.
- Parents provide consent where wider agencies are consulted, and have access to relevant records 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.



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11. Governing Body

The governing body must:

1. Ensure the school complies with the statutory requirements of the Children and Families Act 2014 and the SEND Code of Practice (2015).
2. Oversee the school's SEND policy, ensuring it is up to date, implemented effectively, and published on the school website.
3. Monitor how well pupils with SEND are achieving and ensure they have access to a broad and balanced curriculum.
4. Hold the headteacher and SENCO to account for the provision and outcomes of pupils with SEND.
5. Ensure that sufficient resources (staffing, training, and budget) are allocated to meet the needs of pupils with SEND.
6. Ensure the school engages effectively with parents, carers, and external agencies to support pupils with SEND.
7. Appoint a named governor with responsibility for SEND to provide a link between the governing body and the SENCO.

12. Supporting Pupils at School with Medical Conditions

- The school ensures compliance with the Equality Act 2010 by making reasonable adjustments so pupils with medical conditions or disabilities are not disadvantaged.
- The school will implement and regularly review health and care plans and risk assessments in partnership with parents, pupils, and healthcare professionals.
- The school will provide appropriate training for staff so they can meet pupils' medical and care needs safely and confidently.
- Full participation in school life (including trips, clubs, and activities), ensures pupils with medical conditions or disabilities are included where safely possible.
- Further details can be found in the school's policy for supporting pupils with medical conditions.

13. Provision for SEN

- We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have full access to a broad, balanced, and inclusive curriculum.
- Individual needs are identified early, and targeted support is planned for in partnership with children, parents/carers, and relevant professionals.



- A wide range of interventions, resources, and specialist support to help pupils achieve their potential academically, socially, and emotionally is planned for.
- Teaching Assistants (TAs) are deployed effectively to support learning, provide targeted interventions, and help students make progress and meet identified targets.
- 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.

14. Training/Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are required to undertake training and professional development.
- The SENDCo works closely with link specialists to our school and coordinates suitable training to meet the needs of staff and children.
- Individual/whole staff training needs in relation to SEND are identified and planned for through informal professional dialogue, professional development meetings and observation.
- EHCPs will outline funding 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**. 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 liaison meetings in order to keep up to date with local and national updates in SEND.

15. 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
- The PRU



- Social Services
- Educational Welfare Service
- Child Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)

16. Transfer to Secondary School

- Contact with our local schools is intended to ease the transition of pupils, including those with SEN, to Secondary school.
- Pupils are offered the opportunity to experience Secondary school life on an induction day in the Summer term. For pupils on the SEN register, secondary schools may offer an enhanced transition with further visits scheduled.
- The SENDCo from receiving secondary schools make visits to primary schools in the Summer term before transfer to discuss pupil needs and to meet children face to face.
- All paperwork, reports, and SEN Support Plans must be sent to the Secondary schools at transfer.

17. Transfer of Pupils with an EHCP

- For pupils with an EHCP, a transition review (Year 5) and transfer review (Year 6) is held to ensure outcomes sought for pupils' are suitable for the next phase of education. The SENDCo will invite the SENDCo from placement schools to attend the transfer review meeting.
- All records, annual review paperwork and EHCP information is included in the transfer records.

18. In-service Training

It is important that all staff have access to In-service training relating to Special Educational Needs. The SENDCo attends SEN liaison meetings and local area briefings to ensure the most relevant and up-to-date SEN information is available. Following the outcome of internal SEN monitoring, training can be planned for more strategically depending on the needs of staff and as relevant to the needs of pupils.

19. 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



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appointment at a mutually convenient time. Further information can be found in the [Complaints Policy](#) which can be found on the school's website.

20. Bullying

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

21. Management

The education of pupils with Special Educational Needs is a high priority at Widmer End School. The Special Educational Needs Co-ordinator works closely with the Senior Leadership Team, attending SLT meetings to work together to ensure and coordinate the strategic management of Special Educational Needs.

22. Admissions

Our school is committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), have equal access to high-quality education.

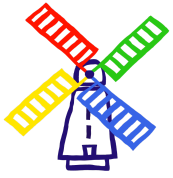
- Admissions arrangements for pupils with SEND follow the statutory guidance in the School Admissions Code and the Equality Act 2010.
- No child will be refused admission solely because of their additional needs, and we will make every reasonable effort to provide the appropriate support and adjustments required to meet individual needs.
- Where a child has an Education, Health and Care Plan (EHCP), the Local Authority will consult with the school to determine a suitable placement
- We will work in close partnership with parents, carers, and relevant professionals to ensure a smooth transition into our school community.

Close liaison is encouraged with local Pre-schools, Nurseries and other school settings to gain relevant information about children who have SEN. Visits to settings may take place to gain further insight and advice on supporting the pupil with special educational needs in our setting.

23. 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.



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- The attainment and progress of pupils in judging 'value added' factors.