

# Special Educational Needs and Disability Policy

Werrington Primary School



<b>Written by:</b>	A Woodward (SENCO) in collaboration with parents, carers and governors	<b>Date:</b> 24 <sup>th</sup> February 2026
<b>Approved by:</b>	Caroline Prince	
<b>Last reviewed on:</b>	February 2026	<b>Next review due by:</b> September 2027



## Introduction & Legislation

This policy outlines how we will meet the special educational needs of the young people in our school. It provides a framework for the earliest possible identification and assessment of SEND as well as outlining the timely support that will be put in place for each child. It will explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

This policy summarises the involvement of parents and carers and demonstrates the value that we place on working with young people and their families to ensure the very best outcomes for the child. It also provides guidance on how we collaborate with other agencies, including but not exclusive to, health and social care, local authority support services and voluntary sector organisations in meeting pupils' special educational needs and supporting their families.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy complies with our funding agreement and articles of association.

This information is available by putting the above web address into the browser of a smart phone or tablet.

## Definition of SEND

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE January 2015):

*A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.*

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Our Values & Vision

**Together we will inspire confident learners who will thrive in a changing world.**

Our purpose is to instil in pupils a passionate commitment to learning, preparing them to be happy, productive, responsible, ethical, creative and compassionate members of society. Together, we equip pupils with the mind-set and skills to thrive. We have a culture of mutual respect and acceptance where children are ready to move onto their next stage of learning having mastered the knowledge, skills and values to achieve their dreams. Our school strives to be the heartbeat of the local community fostering positive and effective links to the wider and global communities.

*Together we succeed.*

At Werrington Primary School we welcome children with special educational needs and/or disability. We recognise every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success.

We recognise the importance of early identification and assessment of children with SEND. We are committed to providing full access to the curriculum through quality first teaching. Werrington Primary School believes in equality of opportunity and we aim to create a supportive and stimulating environment that values differences and recognises the achievements of all children.

## **Aims**

Our school aims to ensure that:

- all children have access to a broad and balanced curriculum, with reasonable adjustments made appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in school activities
- our practices are inclusive throughout the school to develop children's independence; as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- we identify special educational needs early
- barriers to learning and achievement are effectively removed
- effective assessment and monitoring of needs routinely takes place
- a relevant graduated response to children's needs is implemented
- appropriate provision is made for children with SEND (Special Educational Needs and Disabilities)
- children feel motivated and empowered to actively contribute to their education
- children feel valued, respected and cared for and are able to share their views with confidence
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEN
- parents are able to play their part in supporting their child's education
- we develop close and effective partnerships between parents, our school and outside agencies
- parents feel supported by the school and know where and when to access support.

## **Admission arrangements**

Please refer to the information contained on our website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

### **Inclusion of pupils with SEND**

The school will seek advice, as appropriate, around individual pupils, from external support services through the Early Help Unit, the Multi-Agency Safeguarding Hub and Behaviour Support. Advice will be sought from Behaviour Support, for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service.

## **Our Provision in Practice**

We are committed to whole school inclusion. The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school

*Together we succeed.*

curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. For a very small percentage of pupils, whose needs are significant and complex and the special educational provision 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 Education, Health and Care (EHC) plan being provided.

#### **A graduated approach:**

At Werrington Primary School we follow the four-part cycle of assess > plan > do > review. All staff can access and are encouraged to follow the advice and guidance provided by the Local Authority in the Graduated Response Toolkit:

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

#### Identifying pupils with SEN and assessing their needs

See definition of Special Educational Needs on page 1 of this policy.

All children at our school receive quality first teaching. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers formatively assess progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- 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 may include progress in areas other than attainment, for example, social needs or emotional health. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Our approach to assessment of need, involves observation of the child in all normal setting situations, liaising with parents/carers and some standardised testing, if we feel this is appropriate to both the age of the child and the difficulties they are experiencing.

Progress records kept by the class teachers provide a profile of a child's learning and highlights areas in which a child may be experiencing difficulty. The Early Years Foundation Stage profile and baseline assessments are added to as the Reception year progresses building into a comprehensive record for each child. The school tracks progress bi-annually during pupil progress meetings across all year groups.

Children with SEN may be identified through parental information, information from other teachers and teaching assistants in the class or through referrals from outside agencies.

Initial concerns voiced by the class teacher are recorded on the Cause for Concern form. This involves describing the nature of the concern and strategies implemented already by the class teacher to support the child. The SENCo will arrange a Solution Circle meeting with the class teacher and other members of the team to gather all of the facts and will carry out an observation of the child. After the observation, where there are still concerns, a meeting will take place with the child's parents and class teacher to discuss strategies in order for the child to make greater progress.

### Consulting and involving pupils and parents

At Werrington Primary School we believe that our partnership with parents and carers is of vital importance. We recognise that parents know their children best and have a great deal to contribute. Parental anxieties can be eased through good communication with the setting. Parents can then appreciate what the school is endeavouring to do and can support and extend work being done in school by a variety of methods.

All parents are offered:

- an “open door” policy, which means parents can approach the class teacher, phase leader, Deputy Head Teacher, SENCo, Head Teacher and all other members of staff whenever they have a concern, and time will reasonably be made available for them
- short meetings before or after school
- scheduled meetings in the form of parent consultation evenings
- telephone conversations and/or dojo messages
- involvement in writing via termly Progress Passports meetings.

We will have an early discussion (at a mutually convenient time) with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

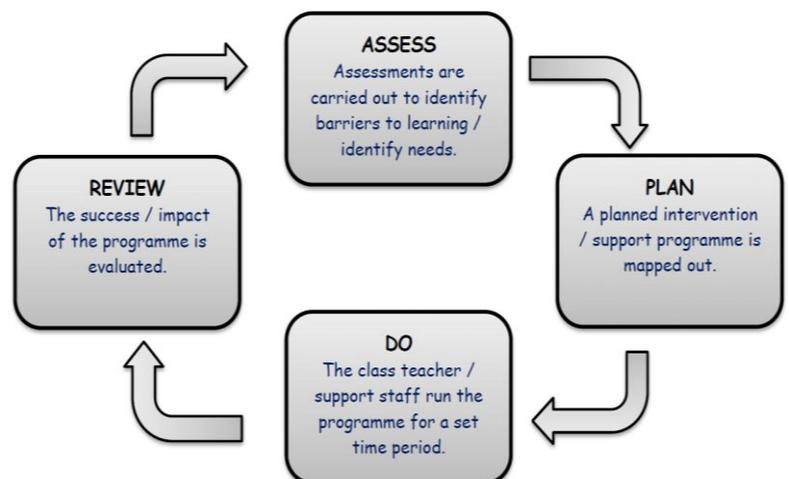
- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account parental concerns
- Everyone understands the agreed outcomes intended for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

### Planned SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. All pupils on the SEND register have a Progress Passport which specifies areas for intervention focus which have been identified through the assessment process. This usually includes 3 SMART targets (see SEND Information Report) which form the basis for subsequent interventions/support programs. These are reviewed every 6-8 weeks dependent on the support in place. This on-going cycle enables the provision to be refined and revised as the

understanding of the needs of the pupil grows. It also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



## Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC needs assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id= 43RqmP6h10>



Or by speaking to an Education, Health and Care Plan Co-ordinator on:

Staffordshire: 0300 111 8010 or information is available from:

SENDIASS at <https://www.staffs-iass.org/home.aspx>

telephone: 01785 396521

email: [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

## **Roles and Responsibilities**

**Headteacher** – Mrs Caroline Prince; responsible for overseeing the provision for children with SEND.

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**SENCo** – Miss Alishia Woodward; responsible for co-ordinating the day-to-day provision of education for pupils with SEND.

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

**SEND governor** – Mrs Anna Latos will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

**Class Teachers** - Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

All staff can access:

- The Werrington Primary School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs (one-page profiles), including pupil passports, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Staffordshire's SEND Local Offer (see page 9)

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

This is achieved during transition meetings with new settings. We also liaise with new settings to agree on an appropriate transition plan, this includes pupils having the chance to participate in induction sessions or be visited in their current class by new support staff.

## **Our approach to teaching pupils with SEND**

Werrington Primary School is committed to inclusion and aims to provide equality of opportunity for all pupils. All teachers are teachers of children with special educational needs. Access to the full curriculum is achieved via the mastery approach to learning whereby all children are able to access the same teaching at their individual level. This means that activities will be carefully planned and scaffolded to enable all children to experience success.

Teaching assistants work closely with class teachers to ensure that all children can access the curriculum at their level. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peer groups enjoy. There are times though when to maximise learning, the children work in small groups or on a one-to-one basis with a member of teaching staff. These sessions are timetabled and planned to support the child's individual need/needs.

Interventions utilised at Werrington Primary include but are not exclusive to:

- Pre and/or post teaching sessions
- Online learning interventions such as; Third Space Learning, Nessy and Number Stacks
- Distributed practice
- Numicon Intervention Programme

## **Facilities, adaptations to the curriculum and the learning environment**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

At Werrington Primary School we continue to invest in a range of equipment and facilities which enable us to effectively support SEND students. This is funded by the school's SEND budget or through applications for grants or special funds. These include:

- A sensory room
- Intervention spaces/rooms
- Technology – chromebooks and iPads
- Individual learning materials e.g. coloured overlays, writing slants, wobble cushions, visual timetables etc.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it: For example, by grouping, 1:1 work, teaching style, etc.
- Adjusting our teaching: For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, simplifying instructions etc.

## **Staff Training**

Continued professional development is a high priority at Werrington Primary School. Each member of staff is encouraged and supported in developing themselves as a professional, particularly with reference to improving our knowledge and provision for the direct benefit of SEND students and their individual needs.

Our SENCo has completed the NASENCO qualification and is committed to attending further relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focussed external training opportunities for all staff. Our SENCo also provides regular updates and information as part of our weekly professional development meetings.

## Evaluating the effectiveness of SEN provision

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 provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by teaching staff and the SENCo and information is shared between all relevant parties. This helps to identify whether provision is effective.

We also evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil, parent and staff questionnaires or holding sessions where stakeholders can have their voice heard
- Monitoring and observations by the SENCo and SEND Governor
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly Parent meetings

## Working with other agencies

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 and partners 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 SENCo who will then liaise with the child's parents.

The school works in partnership with the other schools within the Potteries Educational Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Werrington Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Staffordshire Education Psychology Service
- Behaviour Support Service
- Social Services
- CAMHS
- Caudwell Children
- Occupational Therapy Service
- Speech and Language Service
- SENIS Service



- Specialist Outreach Services e.g Autism Inclusion Team
- School Nurses
- Hearing and Visual Impairment Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

## Complaints about SEND provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or SENCo, who will be able to advise on formal procedures for complaint.

## The local authority Local Offer

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors, more information following the link below. The Local Offer provides information on local services to help children, young people, parents and carers make choices about the support they receive.

At Werrington Primary School, we have pupils and families who reside in either Staffordshire or Stoke-on-Trent local authorities. As we are a Staffordshire school, most services for our students will come from the Staffordshire Local Offer (see link below). However, there are instances whereby families who have a Stoke on Trent postcode may need to access the Stoke-on-Trent Local Offer (see link provided). If you are unsure as to which Local Offer to access, please feel free to contact the SENCo who can advise further or use the postcode checker below to see which Local Authority you reside in.

Staffordshire Local Offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Stoke-on-Trent Local Offer

<https://localoffer.stoke.gov.uk/>

Find your local council postcode checker

<https://www.gov.uk/find-local-council>

## Links with other policies and documents

This policy links to the following documents:

- |                                      |  |
|--------------------------------------|--|
| › Accessibility plan                 | › Safeguarding Policy                      |
| › Assessment policy                  | › Teaching and Learning Policy             |
| › Relationships and Behaviour policy | › Online Safety Policy                     |
| › Equality objectives policy         | › Exclusion policy                         |
| › Intimate Care Policy               | › Restrictive Physical Intervention Policy |

## Policy Development and Implementation

This policy along with the SEND Information Report was developed by the SENCo in consultation and collaboration with parents and carers, the SEND governor, Headteacher and senior leaders of Werrington Primary School.

An initial draft was shared with all invested parties in July 2022 and this was reviewed and amended in **July 2023**. All considerations were taken into account before a final draft was agreed.

This policy will be reviewed annually, ensuring that all stakeholders are appropriately consulted.

It is the responsibility of the Headteacher and SENCo to ensure that this policy is implemented in the school's day-to-day provision for SEND students.