SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Reviewer: SENCo

Review: December 2025

Updated: December 2026

HEADTEACHER	**Miss A Butler**
SENCO	**Mrs J. Quinn**
SEND GOVERNER	**Mrs P Monks**

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework documents Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Headteacher and SENCO with the SEN Governor in liaison with the school's stakeholders.

The SEN Aims of the School

Whitegrove Primary School values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning. Each teacher is a teacher of every child or young person including those with SEND.

- To ensure that all pupils have access to a broad and balanced curriculum
- To identify, at an early age, pupils who need extra help and attention.
- To ensure that there is a focus on outcomes for pupils, not on provision or support.
- To enable each pupil to partake in, and contribute fully, to school life.
- To endeavour to meet the individual needs of each child.
- To develop a feeling of self-esteem within the individual.
- To foster an atmosphere in our school which promotes a happy, sensitive and secure environment to ensure the most effective learning for all children.
- To provide for children's individual needs by supporting them in various ways: whole class, small groups and individual.
- To monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- To work with parents and other agencies to provide support and opportunities for those children with SEND.

- To use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- To assist all staff in the delivery of educational entitlements and ensuring all staff are aware of a child's individual needs.
- To ensure access to a range of resources to support staff in their teaching of children with SEND.
- To include the voice of the child in monitoring and reviewing IEP's (Individual Education Plans).

We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Objectives

- To identify and provide for children who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.

What are Special Educational Needs and Disability?

(Extract from SEND Code of Practice July 2014)

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled

children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.'

The four broad areas of need described within the SEND Code of Practice July 2014 are:

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

The school's Equality Policy, Equality Duty and Objectives and Accessibility Plan can be found on the school's website.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to children's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

All teachers are responsible for identifying children with SEND and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage. In identifying potential SEND needs, reference is made to the 2014 SEND Code of Practice which describes in detail the four broad categories of need. The purpose of identifying a child's special educational needs is to work out what action the teacher and school need to take, not to fit the child into a category. At Whitegrove, staff identify the needs of children by considering the needs of the whole child, which will not just include the special educational needs of the child.

Whitegrove recognises that many other factors may impact on progress and attainment but **these are not special educational needs;**

- Disability (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)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or one who has previously been
- Being a child of Service Personnel

A child's SEND needs can be identified through use of assessment. Whether or not a child is making progress against national curriculum expectations, is seen as a significant factor in considering the need for SEND provision. Pupil progress is discussed each term at meetings with the SENCo. Needs can also be identified by the use of checklists, screening tools and diagnostic tests provided by the SENCo, for example Salford Sentence Reading Test, Strengths and Difficulties questionnaires or Helen Arkell Spelling Test.

Where concerns are raised, the SENCo will consider additional internal support provided by our own specialists or the needs to bring in the support of outside professional agencies (eg, Speech and Language Therapy (SALT) or the Educational Psychologist Service).

Where parents have concerns about their child, they talk initially to their child's class teacher sharing their concerns and agree relevant actions with the class teachers. The date for a follow up meeting is made with the class teacher to revisit their concerns and discuss any progress that has been made. If there has been little improvement, then the class teacher will refer the parent's concerns to the school's SENCo.

A Graduated Approach to SEN Support

See Annex A – A Graduated Approach to SEN Support

At Whitegrove, we adopt a 'high quality teaching' approach. The key characteristics of high quality teaching are:

- Highly focussed lesson design with sharp objectives
- High demands of child involvement and engagement with their learning
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- An expectation that children will accept responsibly for their own learning and work independently
- Regular use of encouragement and authentic, specific praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated and/or scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each child's current skills and levels of attainment on entry, building on information from previous settings key stages where appropriate.

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

- Is significantly slower than that of their peers starting from the same baseline
- 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

The first response to such progress should be high quality teaching targeted at their area of weakness.

This can also include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of the four-part cycle Assess-Plan-Do-Review, through which earlier decisions and actions are revisited, redefined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

See Annex B – 'Assess, Plan, Do, Review' cycle.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENCo, should carry out a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the school's own assessment and information on how the child is developing.

The SENCo may feel that the needs identified meet the threshold requirements for a referral to an outside professional. Referrals are made by the SENCo with input from the teacher and parents, including their consent. Parents are cautioned that there is a waiting list for many specialist services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a child with SEND support, the parents are formally notified. The teacher and SENCo should agree, in consultation with the parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the child. They work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class or subject teacher, working with the SENCo, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Where a child has an Education and Health Care Plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, the Assistant Headtecahers and SENCo
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal.

Managing Children's Needs on the SEND Register

See Annex A – A Graduated Approach to SEN

The school lists it's SEN provision in it's contribution to the Bracknell Forest LA Local Offer. This can be viewed on the school website.

Children placed on the SEND Register will have an Individual Education Plan where appropriate, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals will all contribute to the IEP. It is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan and are responsible for maintaining and updating IEPs. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a child continues to make less than expected progress, despite evidence-based reports and interventions that are matched to the child's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

For children who have an Education, Health Care Plan (EHCP) their targets, progress and the support outlined in their EHCP will be reviewed annually. Other professionals will contribute to this, especially if the child has a medical condition or disability. When EHCP pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered for secondary school education.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, child and parents need to be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the child off the SEND register then all records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the schools monitoring, procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance then the procedures set out in this policy will be followed.

Supporting Children and Families

Information for parents on support available locally can be found on Bracknell Forest's SEND Local Offer website:

http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/home.page

For parents of children with SEND, Whitegrove publishes its SEND Information Report on the school website.

For details of admission arrangements for children with SEND, see the Bracknell Forest LA website:

https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-admissions

Where children have identified SEND needs, access arrangements may be put in place to allow them to access exams and tests. These provisions may include being prompted to remain on task, having someone read to the child or scribe for them, or by giving additional time to complete the test. Access arrangements are assessed for eligibility and made by the class teacher, in consultation with the SENCo.

The SENCo will liaise with the SENCo of their secondary school to ensure that effective arrangements are in place to support children at the time of transfer. When a child moves to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education Regulations 2000.

Supporting Children at School with Medical Conditions

Whitegrove School recognises that children 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 may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a Single Equality policy and Accessibility plan, as required by the Equality Act 2010, which places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans.

See the policy on Supporting Pupils with Medical conditions for more details.

Monitoring and Evaluating of SEND

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and other senior leaders and Subject Leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Scrutiny of teacher's planning and child's work
- The views of parents and pupils

- Regular monitoring by the Governing Body and Local Authority
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENCo and class teachers, Senior Leadership Team and LSAs

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Training and 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. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCo regularly attends the Bracknell Forest LA SENCo network meetings in order to keep up to date with local and national updates in SEND. Local cluster meetings sharing best practice also take place termly.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any child with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Children with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- They have regard to the requirements of the SEND Code of Practice July 2014
- Parents are notified if the school decides to make SEND provision for their child
- They are informed about SEND issues
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Headteacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo
- The deployment of all special educational needs personnel within the school

- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Coordinator (SENCo)** is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating the provision for children with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify children with special educational needs
- Arranging or carrying out assessments and observations of children with specific learning problems
- Supporting class teachers in devising strategies, drawing up IEPs, setting targets appropriate to the needs of the children and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, eg. class-based assessments, end of year NFER tests, SATS etc
- Contributing to the in-service training of staff
- Liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class Teachers are responsible for:

- Providing high quality teaching for all children
- Assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the child (in liaison with the SENCo parents and child)
- Regularly reviewing the impact of these adjustments, interventions and support, including children with SEND in the classroom, through providing appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

Learning Support Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for children with SEND
- Regularly give feedback to teachers about pupil's progress

LSAs work as part of a team with the teachers supporting children's individual needs and the SENCo in ensuring inclusion of children with SEND within the class. They play an important role in implementing IEPs and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in secure filing cabinets. They are also available on the school's SharePoint to those who need access to it. All SEND records will be passed on to a child's next setting when he or she leaves Whitegrove. The school has a Confidentiality policy which applies to all written pupil records and those saved in files on the school's SharePoint.

Linked Policies/Documents

- Accessibility plan
- Behaviour policy, including the Anti-bullying
- Complaints policy
- Confidentiality policy
- Data Protection policy
- Equality policy
- Local Offer
- Positive Handling policy
- Supporting Pupils with Medical Conditions in School policy

Reviewing the Policy

This policy will be reviewed by governors every year.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Whitegrove's Accessibility Plan and Equality policy can be found on the school website.

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Annex A – A Graduated Approach to SEN Support

Action	Who is involved?	What's involved?	Next Steps
Differentiation	The class teacher is responsible for differentiating/scaffolding learning for all children as part of Quality First Teaching	The teacher plans for the learning of all children with adaptations to ensure that progress towards next steps is achieved for all. Progress and next steps are discussed with the child and their parents.	If a child is not making progress in a variety of contexts over time, the teacher will discuss their concerns with the child and their parents. Similarly parents may raise concerns with the class teacher. Discussions will lead to the clearer picture of needs which will mostly be met through differentiation of short term small group intervention. The class teacher may refer to the SENCo for advice.
SEN Support	The child's name is entered on the SEND register by the SENCO. Appropriate provision is identified in consultation with the parents and the child. The class teacher implements this alongside quality first teaching.	An IEP is written describing the intended outcomes for the child in the next term and detailing the provision which will be made to achieve the outcomes. A review date is set. Ways in which parents may support their child at home are discussed.	Most children make good progress with SEND Support in place. Progress towards intended outcomes is reviewed in consultation with the child and their parents. The SENCo may be involved where progress is less than that intended to offer advice. Where progress is sufficient for the child to 'catch up' with their peers and their identified needs no longer impact on their progress, their name is removed from the SEND register. With each successive review, a clearer picture of the child's SEND needs is understood, so that provision towards the intended outcomes becomes sharper and more focussed. The SENCO may advise referral to an outside agency for further assessment of need and advice if progress remains unsatisfactory.
	The SENCo, in consultation with the parents, the child and the class teacher requests advice from an outside agency. The external specialist writes a report describing the SEND identified and offers suggestions on how these needs may be met.	An IEP is written describing the intended outcomes for the child in the next term and detailing the provision, based on advice from the external specialist may be made to achieve the outcomes. The external specialist may be involved in review depending on the service.	The majority of children make good progress with SEND support in place, backed by the advice of external specialists. Progress towards intended outcomes is reviewed in consultation with the child and their parents. The SENCo may be involved to offer further advice and to liaise with the external specialist where they are not present. With each successive review, a clearer picture of the child's SEN needs is understood, so that provision towards the intended outcomes becomes sharper and more focussed. Where progress remains unsatisfactory over time and a child's needs and attainment meet the thresholds for SEN

			statutory assessment, an application for an EHCP may be made in consultation with the child, their parents, the class teacher, SENCo and any external specialists involved.

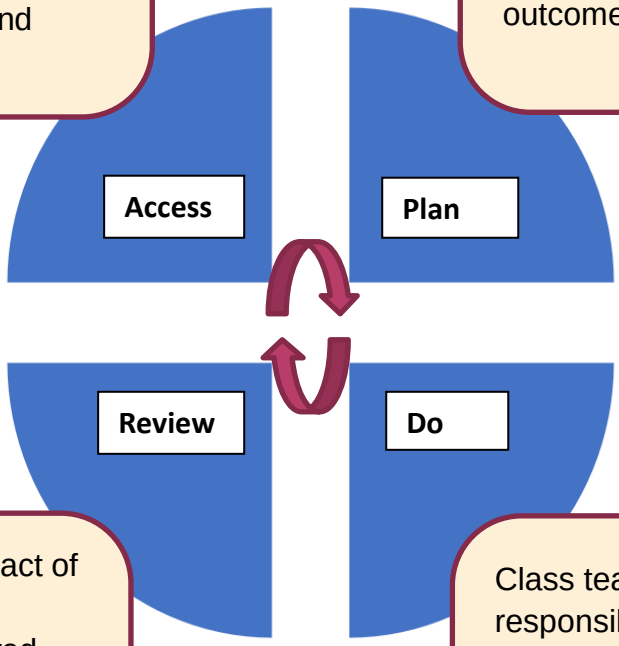
Annex B - 'Assess, Plan, Do, Review' Cycle

Needs analysis: input from class teacher, SENCO, parents & child, external professionals

Draws on: teacher's assessments & experience of child, progress and attainment.

Parents notified of SEN support in first instance

Teacher and SENCO, with parents & child, agree adjustments, interventions and outcomes planned.



Effectiveness & impact of adjustments & interventions reviewed

Feedback evaluations into needs assessment to refine understanding of barriers to learning

Class teacher remains responsible for progress

Adjustments and interventions implemented, supported by LSAs and specialist staff inc. SENCO