



SEND Policy

Developed by: Mrs S Loxton

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Review Date: October 2026

Amendments		
Date	Action	Signed
October 21	Amended appendices to add in Wave model to support with graduated approach understanding.	S. Loxton
November 2023	Amended out of date terminology and organisations.	S. Loxton

Binley Woods Primary School and Woodlands Preschool **Special Educational Needs and Disability Policy**

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

Although there are acknowledged links - in some instances - with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

The SEN Code of Practice focuses on meeting these needs in the classroom, and therefore, it is important to recognise that all teachers have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the SENDCo or Intervention Manager should accompany a structured and well differentiated teaching programme. The Special Educational Needs (SEND) Code of Practice provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard.

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day today activities.

When making decisions about SEN or disabilities it is very important to take into account the views, wishes and feelings of children and their parents. Children and their parents should be able to participate as fully as possible in decisions that affect them. It is very important for us to work closely with parents to ensure that children can be supported to do well educationally and socially and can be properly prepared for adulthood.

Where the word school is used in this policy, it refers to Binley Woods Primary School and Woodlands Preschool.

A Graduated Response to SEND

All staff have a responsibility for identifying students with Special Educational Needs (see Appendix One). Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The aim of our Special Educational Needs and Disability Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide differentiation within a balanced and broad curriculum, in a way that supports children with SEND.
- Records relating to SEND follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEND through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.

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- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEND.
- We have an Assess, Plan, Do and Review cycle, as per the Code of Practice.

1. The SEND Aims of the School

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their school journey
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision

2. Definition of SEND

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (LA)

3. The Role of the Special Educational Needs Coordinator (SENDCo)

The name of the school's SEND Co-ordinator (SENDCo): Mrs Sally Loxton

The name of the preschool's SEND Co-ordinator (SENDCo): Mrs Debbie Hicks

The SENDCo works with the Headteacher and Governing Body to determine the strategic development of the policy.

SENDCo duties:

- To oversee the day-to-day operation of the school's SEND Policy.
- To monitor the needs of SEND together with the Head Teacher and class teachers.
- Co-ordinating the provision for students with SEND
- To report to governors on the needs of the SEND children in her care.
- To ensure that the school's SEND Register is updated regularly.
- To assist with and advise on, the teaching and assessment of children with SEND.
- To organise annual reviews for children with Education and Health Care Plans.
- To ensure teachers write and review Individual Education Plans and meet with parents at least termly.
- To ensure that interventions have a good impact.
- To meet regularly with the Head Teacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To lead the review of the Special Educational Needs Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head Teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To work in conjunction with the class teachers.
- To lead/organise INSET on SEND in school as appropriate.

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- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

Other Roles and Responsibilities:

Binley Woods Primary School recognises that provision for children with Special Education Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Head Teacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, support services, parents and pupils.
- To delegate the organisation of review meetings to the SEND Co-ordinator.
- To ensure that the needs of SEND children are met within the school.
- To manage Teaching Assistants.

Intervention Manager:

- To ensure that provision for pupils with SEND is mapped.
- To ensure, along with the SENDCo, that class provision maps are updated regularly.
- To monitor interventions in school.
- To measure and analyse the impact of interventions.

Class Teachers:

- To identify the Special Educational Needs of individual children in their class with the support of the SENDCo and Head Teacher.
- To know which pupils in their class are on the SEND Register (SEN Support or Education and Health Care Plan level - EHCP) and what level of support they require.
- To maintain a SEND section in their class file reflecting this information for each individual child and copies of all relevant IEPs and recent reports.
- To write individual IEPs for pupils who require SEN Support or an EHCP.
- To ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed.
- To ensure that the Head Teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENDCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

4. The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that SEND students are fully involved in school activities

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- Having regard to the Code of Practice when carrying out these responsibilities
- Having a named governor to have responsibility for the implementation of the SEND Policy
- To be involved in developing and monitoring the SEND Policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure the SEND Information Report is updated annually on the school's website.
- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head Teacher, SENDCo and staff

5. Admission Arrangements

Children with SEND are considered for admission to the school on exactly the same basis as for children without SEND. Children who have an Education and Health Care Plan will be accepted, unless the school is unable to meet those needs.

6. Categories of Special Education Need

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, difficulties with English or Maths
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress, is seen as a significant factor in considering the need for SEND provision (see Appendix One for Identification of children with SEND).

7. Education and Health Care Plan (EHCP)

An Education and Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers that the child requires additional specialist provision. Occasionally this may be beyond what the School can offer. However, the School recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/student consultation
- Set out in an Individual Education Plan (IEP)
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- Reviewed annually
- May come with an additional budget to allow for specific support

8. Curriculum Access

The School has adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, through teacher planning and schemes of work, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

9. Links with other Agencies, Organisations and Support Services

The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students e.g. the Educational Psychology and the School Nursing service.

When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Speech and Language therapists
- Educational Psychologist
- Teachers for the Deaf
- SEND Supported
- CAMHS (Child and Adolescent Mental Health Service)
- Neurodevelopmental Team
- Primary Mental Health Team
- Significant Adult Provision
- Family Support Worker
- Parent Partnership Service (SENDIASS)
- Children's Community Autism Support Service
- IDS (Integrated Disability Service)
- Occupational Therapy Service
- Compass (School Nurse)
- Taking the Lead
- Social Care
- The Local Authority

This list is not exhaustive and the school may work with other providers as well in order to meet the needs of individual pupils.

10. Partnership with Parents/Carers

The School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The School recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

11. Links with other Schools and Transfer Arrangements

As pupils on the SEND register progress to secondary school the SENDCo will liaise with the various receiving schools. This may include inviting the SENDCo from the secondary schools to Year 6 Annual Reviews (where the review falls in the summer term of Year 6) and arranging visits for pupils and parents/carers to look at prospective schools should they require support with this. This will include specialist provision in the case of some pupils with an EHCP.

For students in Year 1 and Year 5, the aim of the annual review is to:

- Review the young person's EHCP
- Draw up and subsequently review the Transition Plan if appropriate

Woodlands Pre-School Transitions

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Binley Woods takes the majority of its pupils from Woodlands Preschool. In the Summer term prior to pupils from the Preschool joining the school the SENDCo will liaise with the staff to establish which of the pupils who are progressing to the Reception class are on the Early Years SEND register. This information will be collated by the SENDCo in order to include the information on the SEND Register. Information will also be requested from other nursery providers for other children who join our setting in Reception class.

12. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The School regularly consults health service professionals. Concerns are initially brought to the attention of the School Nurse by the Headteacher or SENDCo and referrals will be made as appropriate. The SENDCo is involved in discussions about these students and other SEND students seen or discussed.
- Social Care and the Education Welfare Service will be accessed as appropriate. The Intervention Manager or SENDCo attend Social Care meetings as and when required.

13. Complaints regarding children with SEND

Please refer to the Complaints Policy.

Appendix One

Arrangements for Identification of Special Educational Needs:

We aim to identify children with special educational needs as early as possible in their school journey. If a class teacher has concerns that a child may have special educational needs, this will be discussed in the first instance with the parents and also the SENDCo, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. interventions to support with the area/s of need. The child will continue to access the requirements of the National Curriculum through the careful planning and differentiation of the class teacher/s. The triggers for intervention through SEN School Support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

The class teacher will write the child targets in an IEP which will be shared with parents/carers and the child will be listed on the SEND register following a discussion with the parents/carers. If the class teacher is still concerned that the child is not accessing the curriculum at an appropriate level then the SENDCo may refer to an outside agency for further support and advice.

The triggers for requesting advice from an outside agency:

- Continues to make little or no progress in specific areas over a long period.

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- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Interventions put in place have had little or no impact on learning or progress.

Progression to Statutory Assessment:

If after advice from the EP or other professionals, the school and parents/carers consider that help is needed from outside the school's resources the SENDCo completes the form for either Warwickshire or another authority (depending on where the child resides) requesting statutory assessment by the authority. Papers are forwarded to the Case Officer for the school, who with the panel, will decide whether to proceed with statutory assessment. Should the panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs and to support the parent if they wish to appeal the decision. If the panel agrees to proceed with a statutory assessment an EHCP (Education and Health Care Plan) will be drafted. The class teacher is then responsible for drawing up an IEP to meet the objectives set out in the EHCP. The EHCP must be formally reviewed at least annually.

Individual Education Plans:

All pupils on the SEND register must have an Individual Education Plan. These Individual Education Plans must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. These meetings will be arranged by the class teacher. If a pupil is making good progress the IEP review can be used to consider removing a child from the SEND register (in consultation with the SENDCo and Head Teacher). Alternatively, if targets have not been met and all the required support has been in place further advice may be needed from the SENDCo to request the advice from external agencies. There must be clear evidence on the IEP showing when it has been reviewed and the outcome of that review, including which targets have been met and any new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to statutory assessment. Reference is also made on the IEP to the Warwickshire Provision Matrix level of support that is being provided for the child.

Annual Reviews of Education and Health Care Plans

If a child has an EHCP it must be reviewed annually. The Annual Review will be chaired by the SENDCo. Reports may be submitted by the class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHCP then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHCP, particularly in Years 1 and 5 in preparation for transition to the next Key Stage. In the unfortunate event of a pupil with an EHCP facing permanent exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

Appendix Two

A Graduated Response to SEN Action

Who is involved? What is involved? Next steps

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At all times we use an Assess, Plan, Do, Review approach.

Assess: In identifying a child as needing SEN support, the class teacher works alongside the SENDCo to analyse what support the child requires.

Plan: The teacher and the SENDCo should agree in consultation with the parent and the pupil 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.

Do: The class teacher or a teaching assistant will carry out the interventions and support which have been planned to help the child make progress.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The graduated response is detailed in more information below:

Differentiation (Wave 1 and Wave 2)

The class teacher is responsible for differentiating work for all the pupils. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If, after observations in a variety of contexts and in discussion with parents/carers and the SENDCo, a pupil is not making adequate progress, the class teacher will put in place interventions to support the child. This will involve parents/carers supporting their child at home as well with key interventions. If the pupil is still not making progress, placing the child on the SEND register at School Support is considered. The teacher responsible for the child informs the SENDCo of the concern and monitors the child carefully.

SEND Support (Wave 3)

The child is placed on the SEND register. Appropriate interventions are identified and parents/carers are informed. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. An individual or group IEP may be written which is reviewed regularly. Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.

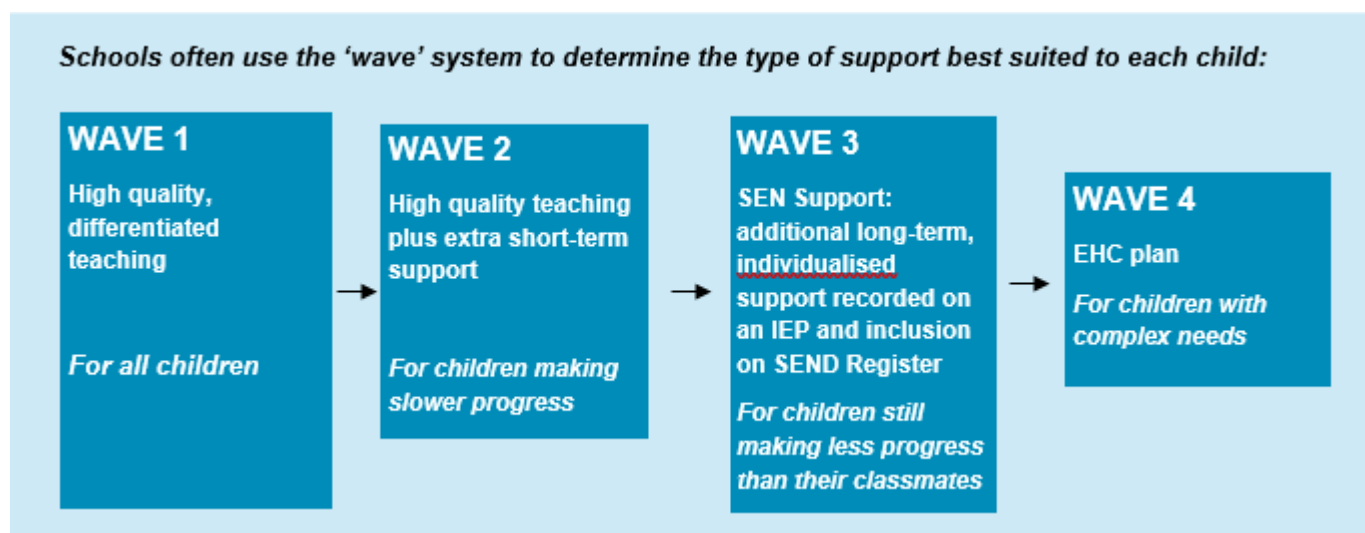
The SENDCo would request advice from an external agency. An individual IEP is devised from the additional guidance given and is agreed with parents/carers. The class teacher involved arranges for the plan of action to be delivered with their team. The IEP is implemented in the class using the strategies and additional/different resources suggested. Suggestions are made for support from home. The IEP is reviewed regularly - at least once a term. The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment (Education and Health Care Plan).

EHCP (Education and Health Care Plan) (Wave 4)

An EHCP sets clear outcomes for the child to achieve usually by the end of their current Key Stage. This document is legally binding and is drafted by the Local Authority, based on documentation provided by the school and health care services. Teachers use this document to plan targets which are reviewed at least termly with parents. The EHCP is reviewed annually.

The Wave model below summarises this graduated response:

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Some children may join the Wave model at Wave 1 and move through this system, however it is important to note that some children may join the Wave model at Wave 3 or higher depending on their level of need.