

WEXHAM COURT PRIMARY SCHOOL

SEND Policy

2025 - 2026



Date Approved: Spring 2025

Date for Review: Spring 2026

Approved By: Full Governing Body

**WEXHAM COURT PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

Preparing every child to become a successful individual in an ever evolving world.

Build belonging

Strive for excellence

Do the right thing

EQUALITY STATEMENT

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

Written by Wexham Court staff and pupils

PART I - BACKGROUND

DEFINITION

A child has a learning difficulty or disability if they:

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

We appreciate that pupils learn at different rates and at times they are not achieving age-related expectations. This does not mean they have special educational needs (SEN) and therefore will be supported through quality first teaching, with appropriate scaffolding and interventions.

Not all pupils with disabilities have SEN and not all learners with SEN meet the official definition of disability, however this policy covers all of these learners. Many children and young people who have SEND may have a difficulty 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.” ‘Long term’ here 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 with such conditions do not necessarily have SEND but there is a significant correlation of which we are aware. As such, where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

All children on the special education needs and disabilities (SEND) register are integrated into

mainstream classes and supported as appropriate by all staff members using special educational provision. This provision is education or training that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision.

LEGISLATION AND GUIDANCE

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 SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs (SEND) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not.
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with SEND.

AIMS

This policy outlines the purpose of inclusion. It further outlines the identification, assessment, and teaching and learning of pupils with Special Educational Needs and Disabilities.

Our SEND policy aims to:

- Create a supportive and inclusive environment and provision for all pupils;
- Set out how the school will support and make provision for pupils with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- Create an environment that meets the special educational needs of each child;

- Ensure that the special educational needs of children are identified, assessed, planned for, delivered and carefully reviewed to ensure continued rapid progress;
- Enable all children to have full access to all elements of the school curriculum and enrichment such as clubs, trips and events
- Ensure that parents or carers are able to play their part in supporting their child;
- Ensure that all children's voices are heard in this process;
- Help pupils with SEND fulfil their aspirations and make the best possible progress;
- Help pupils with SEND become confident individuals living fulfilling lives;
- Ensure our school fully implements national legislation and guidance regarding pupils with SEND.

HOW WE WILL MEET THESE OBJECTIVES

To meet these objectives:

The SENDCO will make an informed decision on when to start the assessment process.

- Children with SEND will be identified as soon as is possible using the graduated approach (Assess, Plan, Do and Review)
- According to their identified needs, children will be designated as needing:
 - SEN support within school as expressed in a school SEND Support Plan (SSP).
 - SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEND register, which contains the names of all the children with SEN, will be updated at least once a term.
- SSPs will be reviewed termly with teachers, parents and carers, and involved agencies in attendance. Some SSPs may need to be reviewed only once a year.
- Parents and carers will be kept always informed via parents' evenings, support plan consultations or EHCP annual reviews as well as at daily pick-ups.
- Support parents in developing their understanding of the content and process.
- Clear and up-to-date records will be kept at every stage.

- The LA has the responsibility to make EHC needs assessments and draw up EHC plans. The SENDCo will work with the LA in support of this.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the in-house SEND support or annual review of the EHC plan is arranged for the child and targets are updated and monitored.
- Monitor data such as attendance, progress and engagement in clubs and events.
- Provide quality professional development to ensure staff have up-to-date knowledge.
- We will regularly evaluate the success of support systems and funding/resources used in school and report to SLT and Governors on the impact and value for money.
- We will review our curriculum regularly to ensure inclusivity and representation.
- Reflect on the accessibility of our environment, please see Accessibility Policy for more details.
- We will ensure reasonable adjustments are made when children are struggling to make the right choices and follow the school rules.
- Ensure that pupils with SEND are not subject to bullying, harassment or victimisation by staff or other pupils.

PART II – ROLES & RESPONSIBILITIES

ROLE OF THE HEADTEACHER

The Headteacher has overall responsibility for the management of SEND provision and funding. The Headteacher ensures that Governors are informed of practice and procedures and works closely with the Inclusion Team and SENDCo.

ROLE OF THE SENDCO

The SENDCo is responsible for day-to-day implementation of the provision and 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 and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date;
- Manage learning support assistants and 1:1 learning support assistants;
- Contribute to the in-service training of staff. Support class teachers and LSAs in knowledge development and provision
- Proactive look to improve the provision according to the needs of the pupils.
- Be responsible for the monitoring and quality assurance, reporting progress at least half termly to the HT and SLT.

Monitor attendance, and wider enrichment involvement. **ROLE OF THE CLASS TEACHER**

ROLE OF THE CLASS TEACHER

Class teachers hold prime responsibility for the progress and development of every pupil in their class

They must:

- Have high expectations of their pupils with SEND;
- Plan and deliver the intended curriculum and scaffold where appropriate;
- Respond to the individual needs of all pupils;
- Liaise with parents/carers, and external agencies where necessary;
- Plan, monitor and evaluate SEND Support Plans and EHCP targets;
- Direct and support any learning support assistants or specialist staff.
- Monitor the attendance of SEND and report to SENDCO and attendance officer

ROLE OF THE LEARNING SUPPORT ASSISTANTS

LSAs (Learning Support Assistants), including adults who work 1:1 with a child, work under the direction of the class teacher to support all children within the classroom, including those with SEND. They must ensure they communicate daily with the class teacher to review children's learning and next steps in the planning. They must also communicate regularly with parents, alongside the class teacher, to share children's progress. LSAs must act as school employees and report to parents in a professional manner.

ROLES OF GOVERNORS AND STAFF

'All teachers are teachers of children with special educational needs' (Children and Families Act

2014)

The success of the school's SEND policy will be judged against the objectives set out above and the governing body will challenge the school on the efficacy of the policy and the effectiveness of the provision. The designated SEND Governor will have a strategic overview of the SEND provision and progress made and attendance school to meet with the SENDco at least once a term. Governors and staff will increase their knowledge and understanding of SEND strategies and procedures through relevant and continuous in-service training (INSET) and CPD provided by RBWM Governor support services.

EXPERTISE AND TRAINING OF STAFF

High quality professional development is provided to all staff and governors throughout the year, it takes place in the form of personal reading, professional learning communities and surgery drop ins. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND in areas such as Autistic Spectrum Disorder and Speech and Language difficulties. More individualised training is arranged to support staff in teaching and planning. In line with legislation, the SENDCo will achieve the national accredited qualification for SEND within three years of being within the role. In addition, the SENDCo will attend regular training sessions held by the LA including the local network meetings and additional courses as appropriate.

PART III – PROCEDURES AND SUPPORT

PROCEDURES FOR IDENTIFYING AND ASSESSING PUPILS WITH SEND

Class teachers use the 'Teachers guide to identifying SEND' (see Appendix A). Formal assessment is used to gather information on a child's needs. If a teacher identifies a child who may have SEND, they are to implement additional support which should be trialed and monitored for at least 6 weeks. If a child is still not making progress, then teachers will complete a record of concern form to make the Inclusion Team aware of the child. The Inclusion Team will then arrange a case study to identify additional support. Case studies can include:

- Classroom observations
- Parental voice
- Pupil voice
- Teacher feedback
- Contact with appropriate professionals
- Formative and summative assessments of attainment
- SLT SEND discussion meetings.

Once we have collected a range of data, we hold collaborative sessions centered around understanding the child better and problem solving together what we can do to best support their success within the school. These sessions involve all staff involved in that child's learning, parents

and when appropriate the child themselves.

If a child is identified as having additional needs, their name will be added to the SEND register and listed as either stage 1,2, or 3 on the graduated approach (see Appendix B) and parents will be informed about the reason for this decision.

SEND SUPPORT

All children within the school receive universal provision on the graduated approach, which is best practice for all children and is centered around an inclusive environment, with decluttered workspaces to reduce cognitive overload, visuals for key vocabulary and a quiet and calm atmosphere to reduce sensory sensitivities. It also includes scaffolding across the curriculum using worked examples and models of excellence with information chunked and presented in ways to make it easy to digest. Our Early provision involves ad-hoc interventions following on from teacher's assessments within a lesson such as pre teaching vocabulary or going over misconceptions. Targeted provision involves a more formal intervention with a more specific focus that would run for a fixed time such as attention autism or speech and language. At this point, in collaboration with parents, children will be issued with a SEND support plan, and provision will be recorded, monitored and reviewed at least termly. If a child's needs are not met with a SEND Support Plan, then a referral may be made to external agencies to provide us with further strategies to implement. If we still believe the child's needs are still not being met, it will be at this stage where discussions may result in an application for an EHCNA (Educational Health Care Needs Assessment).

EMOTIONAL REGULATION

We support all pupils with developing their emotional regulation. Each morning and each afternoon the children self-register using the zones of regulation system in their classroom. They place their name on the relevant zone allowing the staff to see how they are feeling and check in with them as appropriate. The zones of regulation system allows for children to stop and think about how they are feeling as well as consider how their peers are feeling. Each zone signifies a different group of emotions allowing for the relevant vocabulary to be shared, discussed and built upon, enabling children to develop the skills needed to recognise and identify their emotions.

Each class has a dedicated area to help them regulate their emotions as and when needed. The zone provides access to a calm area within the classroom allowing pupils some time to reflect, do some mindful colouring, carry out breathing exercises or use the calming activities available to them.

EDUCATION HEALTH CARE PLAN

An EHCNA can be completed by parents or the school, it involves providing evidence to the local authority which proves that the child has or may have special educational needs; and they may need special educational provision to be made through an EHCP. If the local authority believes these statements to be true, they will conduct an assessment. This involves multiple professionals observing and working with the child, their parents, and the school to create an EHCP.

All EHCPs provide information and provision to support the child, and these must be implemented and reviewed annually with the appropriate professionals and parents. Once a child has an EHCP, they can access relevant services as outlined in the school's local offer and the LA's local offer. During this process, the LA will provide families with information regarding funding options.

More information can be found on Slough Borough Council's website:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page>

Where the school has exhausted all options, including the advice and support from external agencies, the school may call an early annual review to discuss with parents what the next steps will be.

PUPILS WITH MEDICAL CONDITIONS

Some pupils with medical conditions may be disabled and the school complies with its duties towards them under the Equality Act 2010. Some may also have SEND and may have an EHCP. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education and extracurricular activities such as school trips.

BEHAVIOUR

We understand the value of building positive relationships with all our children, therefore clear expectations are set around behaviour. The school seeks to work with the underlying special need, which is often masked by the behaviour displayed. For this reason, our behaviour policy is simple, encouraging children to make the right choice. Reasonable adjustments are made where necessary so that all children have equal opportunities to succeed. It encourages staff to look at the areas of deficit in order to make decisions about next steps. More information can be found in our behaviour and exclusion policy.

As a suggestion-teaching and modelling of our expectations is explicit, we do this using visuals, Makaton and high-quality modelling which is repetitive and consistent. We use a restorative approach and encourage all pupils to reflect on their behaviour.

PARTNERSHIP WITH PARENTS AND CARERS

We actively engage with our parents regularly and ensure we build positive relationships based on collaboration. We value the opinions and viewpoints of parents and ensure they are listened to during every step of their child's journey. Parents and carers are kept informed, both formally and informally, through termly support plans, annual review meetings, parents' evenings, telephone calls, emails, letters and during pick up/drop off times. The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or by arranging a meeting with the SENDCo. Interpreters can be arranged for those parents and carers who require this. The school website is reviewed regularly to ensure information regarding interventions, the SEND policy and information for parents is up to date.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

THE PUPIL

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are;
- Discussing their goals and aspirations;
- Sharing what they like about school
- Contributing to setting targets or outcomes;
- Attending review meetings;
- How they are getting on generally;
- Giving feedback on the effectiveness of interventions or on any concerns they may have.

The pupils' views will be considered in making decisions that affect them, when possible.

EXTERNAL AGENCIES

A wide variety of agencies are available to support children with SEND and if the child has an EHCP, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school refers and liaises regularly with the following services:

- The school nurses
- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Sensory consortium for the visually and hearing impaired
- Outreach services for Autism
- Mental health practitioners.
- Slough Education SENDCO support team
- Education Welfare Officer
- Shine and Early Bird Autism Team
- SEBDOS.

We would seek to co-operate and liaise with other mainstream and specialist schools in whatever way is deemed appropriate and necessary, particularly at any transfer stage. Where we are unable to move forward due to the constraints placed upon us from the Local authority, we will look to find other options to support pupils. However, we are mindful that the SEND support or provisions for parents, schools and pupils is not adequate. This does place a considerable amount of pressure on all involved. We continue to be creative in finding solutions.

COMPLAINTS PROCEDURE

Where parents have concerns about our School's SEND provision, they should first raise their concerns informally with the class teacher or SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, formal complaints should be made in line with the school's complaints policy, which is available on the school's website.

ADMISSIONS ARRANGEMENTS FOR A CHILD WITH AN EHCP

We are legally obliged to admit any child whose EHCP specifically names this school; we strongly encourage all parents/carers to visit the school before naming it to ensure that it best meets the need of their child and encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

ADMISSIONS ARRANGEMENTS FOR A CHILD WITH SEND

For children who do not have an EHCP but do have SEND, we still encourage visits to the school. Our current admissions form requests that parents/carers state any SEND that their child has so that provision can be put in place as quickly as possible where appropriate. We also request to see any paperwork like professional reports the child has received. Once a place has been allocated, the SENDCo will then arrange appropriate discussions with previous settings to ensure we have a sound understanding of the child's needs. Home visits may also be arranged before the child starts with us, completed by the SENDCo or a member of the year group staff. Please see our admissions policy for more detail.

SECONDARY TRANSFER ARRANGEMENTS

- SEND support plans, EHCPs and professional reports are transferred following locally agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school; SEND learners are provided with additional visits if required.
- SEND Support Plans and EHCPs will be reviewed shortly before transfer and amended if appropriate. The SENDCo from the receiving school will be invited to a final review meeting for a child with an EHCP.
- Annual reviews or EHCPs will take place for Year 5 children in the summer term, the school will support parents at this time to name their child's secondary school.
- Representatives from the secondary school may also visit children in their primary setting.
- External agencies and charities may be asked to provide extra support for children with their transition.

EVALUATING SUCCESS

We 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 each half term by assessing pupil progress;

- Using pupil questionnaires and voice;
- Monitoring by the SENDCO;
- Reporting progress to the Headteacher half termly at least and governors termly;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans;
- Ongoing staff training and development.

MONITORING & REVIEW

This policy will be reviewed regularly, usually annually, and changes made as needed. The resource allocation, including LSAs, will be reviewed and evaluated termly.

THE LOCAL AUTHORITY LOCAL OFFER

All local authorities must provide information about services available to pupils and families in the local area.

Signed:
 Rev A Parry, Chair of Governors

Date

Signed:
 Miss N Mehat, Head teacher

Date

Next review due: Spring 2026

APPENDIX A: TEACHERS' GUIDE TO IDENTIFYING SEND

1 Quality-first teaching and regular classroom assessment for all pupils

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> • Assess / plan • Teach / assess • Scaffold / feedback • Liaising with parents 	<ul style="list-style-type: none"> • None at this stage

If there are still concerns about a child's progress, move on to stage 2. Progress is:

Keeping up with the curriculum	Knowing more about key concepts	Catching up with age related expectations	Filling gaps in understanding	Deepening understanding
Overcoming barriers to learning	Being more efficient	Making fewer mistakes	Making connections to other concepts	

2 Additional strategies led by the class teacher (approximately half a term)

- Use the *Collaborative responsibilities* guidance

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> • Assess / plan • Teach / assess / review • Scaffold / feedback • Liaising with parents • Implement / monitor additional strategies 	<ul style="list-style-type: none"> • None at this stage

If there are still concerns about a child's progress, move on to stage 3.

3 Consult SENDCo and try further strategies (approximately half a term)

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> • Complete record of concern form • Assess / plan • Teach / assess / review • Scaffold / feedback • Liaising with parents • Implement / monitor additional strategies 	<ul style="list-style-type: none"> • Give specific advice on the emerging need

If there are still concerns about a child's progress, move on to stage 4.

4 SEND support plan (Termly review)

Teacher's responsibility	SENDCo's responsibility
<ul style="list-style-type: none"> • Assess / plan • Teach / assess / review • Scaffold / feedback • Liaising with parents • Implement / monitor SEND support plan 	<ul style="list-style-type: none"> • Ensure the teacher knows how to complete a SEND support plan • Quality assure the SEND support plan • Ensure the teacher keeps parents informed • Update SEND register • Update class file • Ensure timelines for reviewing SEND support plans are maintained

APPENDIX B: THE GRADUATED APPROACH TOOL

Stage	Provision required	Support implemented	Assessment/review systems	Monitoring
3	Provision above and beyond intensive	Same as below and including: <ul style="list-style-type: none"> • EHCP provision is provided 	Same as below and including: <ul style="list-style-type: none"> • Annual review 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo • Local authority
	Intensive	Same as below and including: <ul style="list-style-type: none"> • Multi professional support 	Same as below and including: <ul style="list-style-type: none"> • APDR cycle 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo
2	Targeted	Same as below and including: <ul style="list-style-type: none"> • Evidence based interventions • Additional group or individual programmes • Create personal targets and support plan 	Same as below and including: <ul style="list-style-type: none"> • Intervention data 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDCo
1	Early	Same as below and including: <ul style="list-style-type: none"> • Support in class using guided group work • Pre teaching and keep up sessions • Added to the SEND register for monitoring reasons 	<ul style="list-style-type: none"> • Star data • Pupil progress meetings • Assessment for learning 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDO
	Universal	<ul style="list-style-type: none"> • Quality first teaching • Carefully planned scaffolding • SENDCO research best practice • CPD and monitoring of this by SENDO 	<ul style="list-style-type: none"> • Star data • Pupil progress meetings • Assessment for learning 	<ul style="list-style-type: none"> • Class teacher • SLT • SENDO

