



Love Care Respect

To aspire to being outstanding in everything we do, by always aiming higher.

"Let your light shine in all you say and do."

Matthew 5:16

Wylve Valley CE VA Primary School SEND Policy

Love, Care, Respect

This is a single policy which has been written on behalf of the Governing Body for Wylve Valley Church of England VA Primary School.

Reviewed	July 2025
Author	SENCo and SEND Governor
Next Review	July 2026

At Wylve Valley Primary School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with special educational needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

Special educational provision means:

"For children of two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area." *(Taken from the Children and families Act 2014.)*

Children with on-going and complex difficulties may be issued with an Educational Health Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan

Pathway. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wiltshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer [Wiltshire Local Offer - Local Offer](#) includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Types of Need:

The term “Special Educational Needs” covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need; ‘The SEND Code of Practice: 0-25 years’ (January 2015).

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children have inter-related needs. These additional needs may be for a short period or throughout a child’s life. They may be identified before a child enters school or they may come to be recognised at a specific point in their education.

In this policy we detail how we aim to make provision for all such children at Wylve Valley CE VA Primary School.

Aims

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children’s special educational needs
- To enable all children to have full access to all elements of the school curriculum
- For all children are valued and their self-esteem promoted
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching Assistants assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objective
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCo, who co-ordinates SEN within the school. The SENCo, in turn keeps the Governing Body fully aware of SEN issues.

SENCo

The Special Educational Needs Coordinator (SENCo) is Mrs Debi Downing.

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Providing advice to staff, supporting and liaising with them in regards to SEN matters
- Maintaining the school's SEN register
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Meeting regularly with class teachers to monitor and track the progress of the children on the SEN register
- Work with the class teachers, SEN pupils and parents/carers of those pupils in the formulation and review of targets and 'My Support Plans'

- Capturing the childrens' voice for My Support Plans and EHCP requests or annual reviews and completing One Page Profiles with them
- Contributing to and managing the records of all children with special educational needs
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA
- Acting as the link with external agencies and other support agencies
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

Class Teachers' Role

The SEND Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Providing high quality and effectively differentiated teaching to meet the needs of children with SEN
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEN
- Ensuring that all children can access the curriculum and engage in learning
- Setting and reviewing with pupils, where appropriate, their individual targets and working with them to help achieve said targets
- Creating and updating SEND Passports with SMART targets
- Identifying, planning and monitoring progress of SEN pupils
- Reviewing My Support Plans and Provision maps
- Completing and reviewing Wiltshire's GRSS / Needs Led Assessment documentation when necessary
- Acting upon the advice of outside agencies eg SSENS, EP
- Informing parents, when their child is receiving an intervention programme.

Governors' role

Sam Layland is the Governor responsible for SEND.

The governing body will:

- Publish information on the school website about the implementation of the policy for pupils with SEN
- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the responsible person – the head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs

- Consult the Local Authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- Report to families on the implementation of the schools policy for children with special educational needs.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the schools' SEN policy
- They are up-to-date and knowledgeable about the schools' SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Development Plan
- The quality of SEN provision is continually monitored.

Partnership with Parents/carers

The school is fully committed to a partnership with parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by staff.

Parents are involved in the identification, assessment and decision making processes in the school through parent consultation meetings and additional meetings with the class teacher and/or SENCo. Children are encouraged to contribute to their My Support Plan and the setting and review of targets.

Our School Information Report can be found on the school website, www.wylvealeyschool.co.uk

Reasons for a child being added to the SEN register may include the fact that he/she:

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has sensory or physical problems, and needs the provision of specialist equipment
- Has communication and / or interaction difficulties, and needs the intervention of SALT
- Presents persistent emotional or behavioural difficulties which need the intervention of behaviour support
- Transfers into the school with already identified needs

Reasons for a child being added to a My Support Plan may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress
- Is among those for whom we are gathering evidence for a request for a statutory EHCP.

Admission arrangements

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 (“EHC or My Plans”) and those without. We strive to be a fully inclusive school. All children are treated according to their needs in line with the school’s policy for equality of opportunity. No child is denied admission because of his/her creed, race, physical ability or academic attainment.

Where a child has a particular need, for example wheelchair access, the governors will make reasonable adjustments to ensure the child’s needs are fully met. If a child is transferring into the school with a “My Plan”, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the governing body.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation. The class teacher will complete a Concern Sheet and hand to SENCO. The class teacher and the SENCO assess and monitor the children’s progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. These are recorded on the SEND Passports.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

In school, we are meeting the different types and levels of need of children with SEND through the use of a Graduated Response.

According to *‘The SEND Code of Practice: 0 – 25 years (January 2015)*, the Graduated Response can be described as :

“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

Assess - Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCo. The teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored and a clear analysis of the child needs should be carried out by those teaching and supporting the child. This initial assessment should be reviewed regularly to ensure that support is matched to need.

Plan – Professionals within the educational setting (the class teacher in conjunction with the SENCO) should work with the child or young person and their parents to agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the child or young person, based on reliable evidence of their effectiveness. Any related staff development needs should also be identified and addressed.

Do - The key person, class or subject teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching). The SENCO should support the class 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, should be reviewed regularly and in line with any agreed dates. The child's views should be taken into account during the evaluation of the quality and impact of the support provided. Professionals within the setting should revise the support in light of the child or young person's progress and development, and decide on any changes to the support and outcomes in consultation with the child and their parents.



We will revisit this cycle of action, and refine and revise our decisions about support as we gain a richer understanding of the child and what is most effective in helping them secure good outcomes.

At Wylde Valley School this cycle looks like this:

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCo. The teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

Where there is concern that 'everyday' quality teaching is not enough to support their needs, there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the school Provision Map and the child's progress is carefully monitored.

If, despite receiving differentiated learning opportunities a child:

- 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 or mathematical skills, which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

There is often the need for greater involvement of external agencies e.g Speech and Language Therapists. Pupils will probably need a more individual intervention programme and these will be recorded on a My Support Plan.

Where school seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's My Plan and on accompanying strategies.

The SENCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the My Plan continues to be the responsibility of the class teacher.

Requesting a EHC Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan.

This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention, following the recommendations of an external SEN professional, the child continues to experience significant barriers to learning. A statutory assessment can also be requested by a parent or external agency.

An EHCP will normally be provided where, after a statutory assessment, the Local Authority considers that the child requires provision beyond what the school can offer.

A request for statutory assessment may not result in an EHCP but the local authority's decision can be appealed by parents.

Annual Reviews

There is a statutory duty to review EHCPs annually.

The SENCo will organise these meetings and invite those deemed necessary to attend eg class teacher, parents, educational psychologist, a LA representative.

At the year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all secondary school settings before this meeting, in order to make an informed decision. At this phase transfer review, a secondary school SENCO and SEND Lead will be invited.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEN system in school.

The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up the School Provision Map and My Plans for children.

The named governor with responsibility for special needs is kept informed of developments.

The Governing Body reviews implementation of the policy regularly.

Complaints procedure

If parents / carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO or head teacher. Should the matter still be unresolved the parents / carers should contact the Chair of Governors and finally, if still unresolved, the complaint should be taken to the Secretary of State.

This policy should be read in conjunction with the following policies/plans:

Behaviour Management Policy, Equality and Diversity Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Code of Conduct Policy, Admissions Policy, SEND Information Report