Wylye Valley CE VA Primary School SEND Policy

To aspire to be outstanding in everything we do by always aiming higher
"Let your light shine in everything you say and do" *Matthew 5.16*

Love, Care, Respect

This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for the children with Special Educational Needs at Wylye Valley School; it also serves to support parents in their understanding of the various SEND processes. LA guidelines and the Department for Education (DfE) Special educational needs and disability Code of Practice: 0 to 25 years (2015) have been taken into consideration in the formulation of this policy.
This is a single policy which has been written on behalf of the Governing Body for Wylye Valley Church of England VA Primary School.

Reviewed	July 2026
Author	SENCo and SEND Governor
Next Review	July 2027

At Wylye 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.)*

Types of Need:
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.

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

Disabled Children Under the Equality Act 2010, children may have a disability 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 includes:
• Sensory impairments

• Long term health conditions (e.g. asthma, diabetes, epilepsy, cancer)
• A condition that is a year or more and more than minor or trivial.
• Special educational provision may be necessary without the child necessarily having SEND.

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 SEND Local Offer - Wiltshire Council includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

In this policy we detail how we aim to make provision for all such children at Wylye 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
- Ensure all children have equal access to succeed and are fully included in every aspect of school life.
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- 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.

<table>
<tr><td colspan="2"><u>Roles and Responsibilities</u>
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.</td></tr>
<tr><td>SENCO Role</td><td>The Special Educational Needs Coordinator (SENCO) is Mrs Debi Downing. The SENCO is responsible for:
implementation of the SEND Policy
Providing advice to staff, supporting and liaising with them in regards to SEN matters
Maintaining the school's SEN register and meeting regularly with class teachers to monitor and track the progress of the children on the SEN register
Updating the class provision maps
Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
Overseeing records of SEND pupils
Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
In conjunction with the class teacher liaising with parents/carers of children with special educational needs, as well as external agencies and transfer schools
Capturing the childrens' voice for reviews and EHCP requests or annual reviews
Arranging for CPD of staff in support of their development
Holding regular coffee mornings for parents in consultation with their needs</td></tr>
<tr><td><u>Class Teachers' Role</u></td><td>The SEND Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:
Working towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND
Providing high quality and effectively differentiated teaching to meet the needs of children 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 at least 3 times a year</td></tr>
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	• 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. • Supporting children to manage their own behaviour and take part in learning effectively and safely
Governors' role	Sam Layland is the Governor responsible for SEND. The governing body will: • Review and publish information on the school website regarding SEND Information Report and SEND Policy • Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs • Challenge the school and its members to secure necessary provision for any pupil identified with SEND • 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 • Monitoring SEND provision at least 3 times per year (Autumn, Spring, Summer) • Ensure that children with SEND are admitted to the school in line with the admissions policy
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. Our School Information Report can be found on the school website, www.wylyevalleyschool.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
Curriculum Access	All pupils are entitled to a broad and balanced curriculum that is differentiated to meet individual needs, enabling meaningful learning, success, and achievement. Teachers plan lessons with clear objectives, using a variety of teaching strategies, sensory experiences, and learning styles to ensure all pupils can access the curriculum.

	Where appropriate, children may work in small groups or one-to-one sessions to support learning, but withdrawal from the classroom is minimized to maintain shared learning experiences. Quality First Teaching (QFT) and Ordinarily Available Provision (OAP) form the foundation of support for most pupils. This includes: • Differentiated, well-planned lessons • Visual supports, scaffolding, and targeted small group work • Emotional, social, and behavioural support • Adaptations to the classroom environment Through high-quality, inclusive teaching and appropriate adjustments, barriers to learning are removed, allowing all pupils, including those with SEND, to make progress and achieve positive outcomes.
Admission arrangements	The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2020. 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 identified SEND, 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.
Identification	Early identification of special educational needs is vital. A pupil may be added to the SEND register when the school identifies that they require additional or different support from that which is ordinarily available to other pupils of the same age. 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 Plan, Assess, Do, Review	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." At Wylye 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.
Monitoring and evaluation	The SENC0 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 SEND Passports 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 un resolved, 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
SEND Information Report	This contains more information in how Wylye Valley School supports children with SEND and is available on the school website.

ADD Attention Deficit Disorder NPA Named Pupil Allowance ADHD Attention Deficit Hyperactivity Disorder OAP Ordinarily Available Provision AP Alternative Provision OT Occupational Therapy ASD Autism Spectrum Disorder PAM Post Assessment Meeting BSS Behaviour Support Service PLP Personalised Learning Plan CAMHS Child and Adolescent Mental Health Service PRU Pupil Referral Unit CoP Code of Practice PSA Parent Support Advisor EAL English as an Additional Language SALT Speech and Language Therapy EHCP Educational Health and Care Plan SEMH Social and Emotional Mental Health ELSA Emotional Literacy Support Assistant SEND Special Educational Needs and Disabilities EP Educational Psychologist SLD Severe Learning Difficulties EYFS Early Years Foundation Stage SpLD Specific Learning Difficulties LA Local Authority SSENS Specialist SEN Support Service MLD Moderate Learning Difficulties TP Teaching Partner MSP My Support Plan QFT Quality First Teaching Principles
We believe that all children have an equal right to a full and rounded education to enable them to achieve their full potential.