

# SEND Policy



**September 2025**

Policy to be reviewed annually

Recommended by the Curriculum and Community Committee

on

Ratified by the Governing Body on

Signature of Chair of Governors \_\_\_\_\_

Dated: \_\_\_\_\_

# SEND Policy for Wheelers Lane Primary School

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015, para. 3.66) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (January 2015 - last updated April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions Dec 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (Updated May 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011 (updated 2021)

Wheelers Lane Primary School has a named SENCO, (Interim) Mrs Fisher and a named Governor, Miss Saima Rani and Mrs Hannah Crouch responsible for SEND. They ensure that the Wheelers Lane Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies currently within the school. This policy and school information report for parents has been written in consultation with staff, Governors and parents, the policy will be reviewed annually.

## Equal Opportunities

At Wheelers Lane Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

## Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in learning alongside children who do not have SEND;
- to request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet child need, through well targeted continuing professional development;
- to ensure children with SEND and medical conditions are included in all school activities through consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to ensure that children's needs are at the heart of all we do, by using a person-centred approach.
- to ensure that we fully involve parents and carers with the co-creation of support plans for children - with the child at the centre
- to keep up to date with best practice and emerging research

## SEND Policy for Wheelers Lane Primary School

### What are special educational needs?

At Wheelers Lane Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Wheelers Lane Primary School we identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- We recognise that children may have other needs

We use our best endeavours to secure **special educational provision** for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new SEND Code of Practice; 0 – 25 (May 2015), i.e.

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and interaction       | Children who have difficulty communicating with others which may be because they: <ul style="list-style-type: none"><li>· finds it hard to make themselves understood by others or to say what they want to.</li><li>· It is hard for others to understand their communication style and therefore can misinterpret communication.</li><li>· don't always understand what is being said or shown.</li><li>· finds interacting with others difficult.</li><li>· have Autism Spectrum Condition (ASC).</li><li>· may be experiencing high levels of anxiety connected to communication (including selective mutism)</li><li>· have possible developmental language disorder (DLD)</li></ul> |
| Cognition and learning              | Children who learn differently than their peers because they: <ul style="list-style-type: none"><li>· takes longer to learn important skills and process information</li><li>· finds it difficult to remember things such as the important words for reading, and times tables.</li><li>· finds it hard to understand how to use letter sounds to read and spell words.</li><li>· may need more time to think about their answers.</li><li>· may have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment</li><li>· may have a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia or dyspraxia.</li></ul>       |
| Social, mental and emotional health | Children who find it difficult to manage and express their emotions and behaviour in a way that impacts their daily life, for instance they may find it challenging to: <ul style="list-style-type: none"><li>· follow rules set by others</li><li>· sit still for a long time</li><li>· listen to and follow instructions</li><li>· understand how they, or others, are feeling</li><li>· make friends and maintain friendships</li><li>· express their emotions and seek support before behaviour may escalate</li><li>· accept help from the adults around them</li></ul>                                                                                                              |

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|                         | . This could also include children suffering from anxiety or depression, or those who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.                                                                                                                                                                          |
| Sensory and/or physical | Children who have a disability that means adaptations and/or support are needed to enable them to fully access the school/learning environment. This may include: <ul style="list-style-type: none"><li>· hearing and/or visual difficulties,</li><li>· physical disabilities</li><li>· motor skills issues</li><li>· sensory Processing</li><li>· medical needs.</li></ul> |

### Identification and assessment

Teachers will consult the SENCO when a pupil is not making good progress or shows signs of any of the following: •  
Difficulty acquiring literacy and numeracy skills

- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

The school then follows an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties. Children with SEND may be identified at any stage of this process during their school life.

### Identifying Special Educational Needs

We use a variety of different ways to assess whether a child has SEN. Some of these include:

- observations
- school based test results
- information from parents and carers
- information from the child
- specialised assessments carried out by members of the school's support services/SENCO.
- information from previous schools or settings
- results from end of key stage assessments
- discussions with adults who work with the child
- information/referrals from doctors, paediatricians or other medical personnel.
- information gathered from our school based mentor and pastoral lead

All this information is gathered from within school and considered in light of national data and expectations of progress. All information is held in accordance with the General Data Protection Regulations, 2018.

### SEND Literacy and Maths Continuums

This assessment document has been developed by Pupil School Support who work for Birmingham City Council, these documents form the main assessment tool for children with additional needs at Wheelers Lane Primary. This tool will be used to generate the Individual Target Plans (ITP's) to track children's needs and monitor progress which teachers access when planning support in the classroom.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

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When children join the school and are either identified as SEND from a prior school or the new class teacher has concerns. Staff will complete the SEN Literacy and Maths continuum to gauge the child's starting level. All this will be carried out with support from the SENCO.

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. 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 may experience.

### What Provision Looks like at Wheeler Lane Primary School

#### Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily, this could be with their academic progress or with their behaviour within school. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the child requires help **'additional to and different from'** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's social and emotional wellbeing.
- Demonstrates improvements in the child's capacity to access the school or classroom
- Improves the child's language skills so they can access the classroom curriculum
- Demonstrates an improvement of peer relationships

In order to help children with special educational needs, Wheelers Lane primary School will adopt a graduated response. We first assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ITP and then the SSPP and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the LA with a record of our work with the child to date.

#### The 5 stage Graduated Approach in relation to areas of need and progress triggers.

Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is given a high priority in this policy, we feel it is important to meet each child 'where they are', meaning that we will adapt our approach to meet their individual needs. We recognise that behaviour is a form of communication and we need to unpick this and ensure the need is recognised.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

Wheelers Lane will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

Class teachers have responsibility to ensure that all children are supported within lessons using a variety of teaching and learning strategies appropriate to their needs. This means that activities are planned according to the level the

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child is working at, constantly considering the current position using the Assess, Plan, Do, Review cycle. This universal approach is known as High Quality Teaching (HQT). This means:

- that the teacher has the highest possible expectations for the children in their class at an appropriate level of challenge for all.
- that all teaching is based on building on what the child already knows, can do and can understand.
- different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.
- specific strategies (which may be suggested by the SENCO or advisory staff) are in place to support children's learning.
- appropriate differentiation of the curriculum will be put into place while not limiting access to subject content.
- the class teacher will continue to check progress and will decide whether this is sufficient to enable every child (including those deemed at risk of underachievement) to make progress.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- Fidget boxes, sensory pathways and sensory circuits as well as use of sensory rooms where breaks are needed.

If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing, they will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the matter and to ask for their support in resolving the problem. If a child continues to make poorer than expected progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. Additional strategies will be worked out with the SENCO.

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| Quality First Teaching                         | The teacher plans for the activities to be given to the children at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations after half a term's support they need to be assessed and considered for SEND register.                                                                           |
| Quality First Teaching PLUS Adaptive Practice  | Those that are under achieving but will make progress with some provision in/out class. If the child still makes no progress, then the child becomes 'Targeted Support' and is added to the SEND register.                                                                                                                                               |
| Quality First Teaching PLUS Targeted Support   | A child receives additional support in class and/or in intervention groups. A provision map completed or an ITP (Individual Target Plan) may be written. This can also include mentoring, sensory pathway support, sensory breaks, additional resources within the classroom. If expected progress is not made the child may move to Specialist Support. |
| Quality First Teaching PLUS Specialist Support | Outside agencies are consulted and support the school in allocating resources. There may be a request for a SSPP (SEND Support Provision Plan) of this is the suggested course of action from the outside agencies.                                                                                                                                      |
| Quality First Teaching PLUS EHCP               | A child receives specific support in class funded and children receive additional support/intervention outside the classroom. Agencies and Parents will discuss needs of an EHCP (Education, Health and Care Plan). Which will include discussions over best provision to support the need.                                                              |

**Specialist Support may be requested from:**

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| Pupil School Support (PSS)                                                                                                                               | Supports children who are working below the levels expected for their age.                                               |
| Educational Psychology (EP)                                                                                                                              | Supporting children who have social, mental or emotional needs, or other complex needs.                                  |
| Communication & Autism Team (CAT)                                                                                                                        | Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. |
| Speech & Language Therapy Service (SALT) NHS SALT services                                                                                               | Supporting children with a high level of speech and language difficulties.                                               |
| City of Birmingham School (COBs)                                                                                                                         | Outreach support for school – supporting children with Social, emotional needs.                                          |
| Forward Thinking Birmingham                                                                                                                              | Supporting children who are showing signs and symptoms of anxiety and/or require support with mental health issues       |
| School Nurse team                                                                                                                                        | Supporting children with medical needs, including where medication is needed.                                            |
| Occupational Therapy (referrals can be made by other professionals working with school but not by school themselves, e.g. paediatrician, CAT team, PDSS) | Children or young people with physical difficulties that require regular exercise.                                       |
| Physiotherapy Service (referrals can be made by other professionals working with school but not by school themselves, e.g. paediatrician, PDSS)          | Children with physical difficulties which impact on their access to the school setting.                                  |
| LACES                                                                                                                                                    | The Virtual School for Looked After Children in Birmingham.                                                              |

### School Request for an Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the child;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

**An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.**

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

### SEND Files

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Each class has an SEND file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher.

The SEN File includes:

- SEND register
- A section for each child's ITP.
- One-page profiles
- Provision Maps
- Intervention Timetables
- Reports from Outside Agencies
- Up-to-date Continuums
- These files are confidential.

These files are shared with the Teaching Assistants.

These files **MUST** remain in School. (NOT TO BE TAKEN OFF THE PREMISES)

All this information is stored within school and considered in light of national data and expectations of progress. All information is held in accordance with the General Data Protection Regulations, 2018.

### **The Role of the SENCO**

The Special Educational Needs Coordinators [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Producing the School Information Report for the school website
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 children as they prepare to transfer;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEND;
- Monitoring the progress of children on the SEND register through regular classroom observations.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any child identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SEND Governor will give feedback to governors about SEND meetings. The SENCO will report to Governors, sharing up to date SEND information and any changes to provision.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.



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At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

### **Supporting Children with medical needs**

At our school, we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special education needs (SEN) and may have an Education, Health and Care (EHC) Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. If they do not have an EHCP a Healthcare Plan/Physical Management Plan will be in place. For further information, please see our Accessibility Plan and Medical Needs Policy which is available from the school.

### **Monitoring and Review**

SEND Management will be under constant review throughout the school on a class and individual basis.

This document is freely available to the entire school community.

It will be reviewed on an annual basis.

**Review date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_