



Wilkinson Primary School

Show pride and respect in all that we do

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

SEPTEMBER 2025

Next Review Date: September 2026

'Show pride and respect in all that we do'



Policy for supporting children who have SEND

Introduction

This policy expresses the school's policy for the support of children who have Special Educational Needs and /or Disabilities (SEND). It sets out the graduated approach of "assess, plan, do, review" as well as the roles and responsibilities of all stakeholders. It was written by the SENCo in consultation with the Senior Leaderships team. The procedures in this policy are disseminated to staff during scheduled SEND discussions (normally at the start and end of each academic year) and during the regular review cycle.

Written by:	Miss S Buff
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Approved (governors) on	
Review Date	September 2026

Intent

It is our intent that by the time they leave Wilkinson Primary School, all our learners will have made at least expected progress in line with their individual learning needs and that they will be happy, independent learners who feel valued for who they are and proud of their achievements.

We will deliver this by:

- identifying, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND and for pupils who may have SEND
- ensuring that every child experiences success in their learning and achieves to the highest possible standard for them
- enabling all children to participate in lessons fully and effectively
- valuing and encouraging the contribution of all children to the life of the school
- working in partnership with parents
- working with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- working closely with external support agencies, where appropriate, to support the need of individual pupils
- ensuring that all staff have access to training and advice to support quality teaching and learning for all pupils
- ensuring all children have experiences in school which promote their emotional wellbeing and mental health including those with SEND.



- ensuring that the school has robust safeguarding procedures in place to ensure the safety and wellbeing of all pupils, including those with SEND.

Wilkinson Primary School's motto is "Show Pride and Respect in all that we do' and we believe that by doing this, every child can realise their aspirations. As a school, we provide a stimulating and inspiring curriculum through which children of all abilities and with differing needs can succeed. In order to achieve this the school strives to remove any barriers which could prevent this and provide meaningful and exciting creative outcomes to the work that the children engage in.

Inclusion

All provision is based on inclusive practice enabling access to learning regardless of any barrier be it cognitive, physical or social. We seek to be an inclusive school by:

- Valuing the diversity of all our pupils including children with SEND
- Using SEND procedures to identify barriers to learning and plan appropriate support
- Ensure all pupils have appropriate learning targets which are challenging and aspirational
- Making appropriate provision for SEND within routine class arrangements
- Making children with SEND an integral part of the classroom and school community
- Accessing specialist services for educational advice and supporting assessments
- Ensuring all staff have access to relevant training opportunities
- Ensuring that reasonable adjustments are made to include pupils with SEND
- Ensure that the families of children with SEND are an integral part of the process of SEND Support. This includes their input at all stages of the Asses, Plan, Do, Review cycle.

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

- Equality Act 2010
- Children and Families Act 2014
- School Admissions, children and young people with disabilities or special educational needs (July 2017)



Implementation

Definitions:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

(Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

Areas of SEND

There are four broad categories of SEN:

- **communication and interaction** (including autistic spectrum conditions, language disorders, ADHD)
- **cognition and learning** (including dyslexia, dyspraxia, dyscalculia; global developmental delay)
- **social, emotional and mental health** (including ADHD, neurodiversity, attachment disorders, emotional and mental health difficulties)
- **physical and sensory** (including cerebral palsy, visual or hearing impairments)

As a school, we break down SENS into 3 areas:

- **SEND Support 1:** Children with an identified SEND who receive support from school.
- **SEND Support 2:** Children with an identified SEND who receive support from both school and one outside agency
- **SEND Support 3:** Children with a significant need who receive support from both school and one or more outside agency and who are on the pathway of assessment towards an ECHP.

Prior to this, as part of our graduated response, a child will have a period of monitoring and intervention following an assessment of need. The outcome of this may result in either a child going onto the SEND register or the child may continue to be supported at a universal level.

Children on the SEND register may have one or more areas of need but one need will be identified as their prime area of need.



Health Needs

Where a child has a specific medical condition, the school liaises with all the healthcare professionals involved with the child to ensure that their needs are met and that the child has full access to all aspects of school life. Certain children receive regular visits in school from professionals such as the Sensory Inclusion Service and records of these visits are given to school and to parents. Schools are also sent medical records of children if there is a need for support to be put in place for the child within this setting. This is all done with parental consent. For more information on this please refer to the school's policy on the Management of Pupils with Medical Needs.

Emotional Well-being

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), we support the child through that process, but this is not necessarily classed as a special educational need.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS) or complete this ourselves. School has other agencies which they can recommend to families as an avenue of support.

If the underlying cause of particular behaviour is due to a diagnosed developmental disorder or other reasons as noted in the SEND Code of Practice 2014, then a child will be placed on the SEND register and suitable strategies employed to support that child.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, including towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills and understanding.

A Graduated Approach

More detailed information of how the school supports children with SEND is available on the school website in the SEN Information Report. This includes a link to Wolverhampton Local Authority's Local Offer.

The majority of children with a SEND will be supported at SEND support level, however a small minority of pupils will require a higher level of support, most, probably involving



specialist services, and these children may require an Education, Health and Care Plan in order to meet their needs.

Identifying SEND:

Identification Stage 1: Raising a concern.

Any underlying SEND needs of an individual are identified as part of the overall approach to monitoring the progress and emotional wellbeing of all pupils:

The progress of every child is monitored at termly pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher and Inclusion Leader. Parents or outside agencies may also raise concerns about a child which the school will investigate. We take all parental concerns seriously. Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Identification Stage 2: Response to a concern.

The first response to any concern is high quality teaching targeted at the areas of weakness. Where children are identified as not making progress in spite of Quality First Teaching appropriate support will be identified. This is the same for any emotional wellbeing concerns. This may be changes made within lessons (wave 1 and 2 intervention) or additional teaching opportunities. In the case of emotional needs, this may be addressed by the class teacher or the Pastoral Team.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, or is experiencing emotional difficulties which are affecting their ability to concentrate or form relationships, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline, which fails to match or better the child's previous rate of progress, a child who fails to close the attainment gap between themselves and their peers or where that gap widens.

Identification Stage 3: SEND Monitoring

At this point, the SENCo will get involved by looking at what may be causing the barrier to learning / emotional difficulty and a package of support will be put in place. Where appropriate, this will be done with the insights of the child themselves. The support of outside agencies may also be sought at this point. This is especially the case where more significant needs require specialised assessments.



We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being investigated for possible SEND. Parents will be informed of any actions and their input sought.

Identification Stage 4: Review and Action following the monitoring period

Following a period of support, all the people involved will review the progress of the child and will determine whether there is a specific identified special need. If a need, as listed in the SEND Code of Practice, is identified and it is agreed that the child will continue to need extra /adapted support to that of the core offer, the child will be placed on the special needs register and a further support package agreed.

Children with English as an Additional Language

Children who are new to English are not classified as having a Special Education Need. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have underlying learning difficulties independent of the language difference. If a teacher has concerns over an EAL pupil having possible special needs, the SENCo can access support from the Local Authority EAL Team and discuss concerns with the parents (if need be, this may be via an interpreter). The pupil will be assessed in a way that is suitable and following this, where necessary, will undergo a period of monitoring and may subsequently be placed on the school's SEND register.

Children on SEND Support (SENDS)

All children benefit from 'Quality First Teaching'. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, at Wilkinson Primary we implement some focused interventions to target particular skills. We have very high expectations of all our children. Children on our SEND register are expected to make progress in line with national standards or in line with their specific needs profile.

Assess, Plan, Do, Review

Once a child has been identified as having a special education need or disability that requires either additional and/or adapted support to be put into place, above and beyond that of other children in their class, a package of support will be put into place - all relevant



people will be made aware of what is happening for the child. This package of support will be documented in each child's Support Plan and on the School Provision Map.

Individual targets will be set for the duration of the support package and the effectiveness of the support and its impact on the child's progress will be reviewed regularly (at least termly). Support and targets will be changed in light of these reviews.

Parents will be informed of how their child is getting on regularly at parent evenings and in extra meetings with the class teacher and /or SENCo where needed. Parents are encouraged to engage with school and contribute their wishes for their child.

If at any point, it becomes apparent that a child is making good progress without the need for extra support, the class teacher, SENCo and parents will decide whether there is a need for that child to remain on the SEND register or whether they can go back onto a monitoring status.

Assessment

Children are continually assessed against their individual targets and progress is recorded. This may be against a National Curriculum attainment stage, developmental level of the child or personal target. Where appropriate, children with SEND will receive access arrangements for tests. This will be normal classroom practice and the children will be used to it.

Where it is inappropriate for a child to sit a particular test, they will not do so and the class teacher will make a teacher assessment or give them a more suitable test. The Head Teacher will decide whether a child will be put forward for Statutory Assessments.

Children who did not achieve a Good Level of Development in Reception, will continue to work on the Early Years Curriculum in the Autumn Term. After Christmas, if they have still not achieved GLD, will move on to the Pre Key Stage Standards (1-4) and will be monitored for any underlying SEND issues.

Specific Learning Difficulty Assessments are carried out by the SEN Specialist Teacher and Educational Psychologist. Assessments for developmental disabilities are carried out by the relevant external agencies.



Applying for an EHCP (Education, Health and Care Plan)

EHCP Stage 1: Request for Statutory Assessment

If children fail to make progress, in spite of high quality, targeted support, the next stage of the graduated approach is to apply for the child to be assessed for an EHC Plan.

The SENCo will consult all agencies involved with the child, the parents, the child (where appropriate), class teacher and support assistants and complete the necessary paperwork for the request. This will be sent to Wolverhampton's SENSTART (Special Educational Needs Statutory Assessment Review Team).

EHCP Stage 2: Consultation - Assessment of needs.

As part of this assessment, all involved parties will examine whether the child has a learning or physical need which means that they will need prolonged support in mainstream school in order to learn effectively. Consideration may also be made as to whether the child's progress and achievement is so far below their peers, or their developmental stage is such that we think it likely that the child may at some point benefit from special school provision or will require a level or type of support than cannot be afforded in a mainstream setting.

EHCP Stage 3: Planning for outcomes and provision.

If the assessment for an EHC Plan supports the need for this level of provision, a member of the local authority will collate all the advice given from all parties and produce a DRAFT EHCP document.

Any schools that parents wish to consult in regards to a placement, will be written to by the Local Authority. The school then has a set period of time in which to consider whether can provide for the needs of the child whilst continuing to effectively support the other children on roll.

If the Local Authority (LA) do not believe that an EHCP is necessary to support the child's needs, they will issue a set of recommendations that will help the school plan support for the child.

EHCP Stage 4: The Final Plan

The local authority will produce the EHC Plan, which will record the decisions made at the meeting. The most suitable school for the child will be agreed upon and recorded on the EHCP.



Once the child has an EHCP, the Assess, Plan, Do, Review structure will begin and run as with other children on the SEND register. An Annual Review will assess the child's progress and ongoing needs, with the EHCP being amended as needed in response to this review.

NOTE: If school do not feel that they hold sufficient evidence to support a request for an EHCP assessment, or do not agree that one is necessary at that point in time, parents have the right to request one themselves. Please access the Wolverhampton SEND website for the relevant form to do this or ask the SENCo in school.

Roles and Responsibilities

The Special Education Needs Coordinator (SENCo)

The SENCo will:

- Ensure provision for pupils with SEND is planned in the form of Provision Mapping and keep all records up to date
- Manage all records in line with GDPR regulations
- Monitor, review and evaluate the effectiveness of provision for SEND
- Consult with parents, carers, class teachers and the Head Teacher the degree and form of involvement needed for children with SEND
- Report to all stakeholders
- Attend SENCo Network meetings and keep the school up to date with changes to national requirements
- Identify and maintain resources for SEND and plan how these will be used to support SEN pupils in the most supportive, efficient and effective way
- Identify and provide training needs and resources relevant to the SEND children they are working with
- Work with parents and staff to provide pupils with realistic and aspirational SEND targets that prioritise their educational needs and to coordinate and work alongside outside agencies in facilitating and achieving these targets
- Ensure that curriculum planning is adapted where appropriate to meet the needs of SEND pupils
- Work with the local authority, apply for and subsequently maintain and review the provision for children with Education and Health Care Plans (EHCP)
- Monitor and track progress made by pupils with SEND. This includes the emotional and mental wellbeing of pupils as well as their academic progress
- Seek the support of and liaise effectively with outside support agencies in order to ensure that the best suitable provision is in place for every child in regards to their specific needs



- Work with the Head Teacher and Governors to ensure that the school meets its responsibility under the equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Head Teacher

The Head Teacher will:

- Work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Providing work suitable for every child in their class.
- Providing appropriate resources for every child in their class.
- Assessing the attainment of every child in their class.
- Ensuring they follow this SEND policy

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENCo to determine the strategic development of the SEND policy and provision in the school.
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Parents / Carers

Parents and carers are responsible for:

- Advising school of any medical / SEND appointments and keep school up to date of the outcomes of these on a need-to-know basis.
- Attend meetings with school and / or outside agencies.
- Endeavour to follow advice given about the support that their child needs.

Staff Training and Qualifications

It is a legal requirement that all SENCOs must complete a Post Graduate SENCO Qualification.

As part of the school's continual professional development programme, all staff receive training on different areas of SEND and on identifying and supporting these additional needs in class. In addition to this, the SENCO and other support services will give specific training to staff on the individual needs of children in their class.

Where needed, outside agencies will deliver training on a specific area of need. This may include the Educational Psychology Service, our Specialist Teacher and the School Nurse. There is specific training that must happen annually, for example asthma training and the school ensures that we are compliant in this. Relevant phases in the school will also receive bespoke training on the individual needs of a specific child where this is necessary.

Safeguarding

Bullying: All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school employs a family Liaison Officer who, alongside the Head Teacher has responsibility for the safety and wellbeing of all children at the school including those with SEND. It is well known that the national statistics for safeguarding incidents involving children and adults with SEND are higher than for those without these needs and we work tirelessly to combat this.



Admission and transition

We welcome all children to the school regardless of SEND and will, where there is an existing identification of a SEND, plan ahead and make adjustments for these children. Parents and children are encouraged to assist us in this planning to achieve successful outcomes.

Children with SEND who are on SEND support and do not have an EHCP go through the normal annual admissions process run by the local authority. The common application form used by Wolverhampton Council can be found on their website along with details of the arrangements for admission into local authority run schools.

The admission of a child with an ECH plan is agreed towards the end of the EHC needs assessment where the parents/carers of the child name the placement that they want. The local authority then consults with the setting to ensure that it is suitable according to a set criteria. If all parties agree that it is, then the child will attend that school. Where there are questions over the suitability of a placement, the local authority will ensure that a suitable placement is made. EHC plans are reviewed annually and at key points of transfer between phases of education, the new school will be named on the plan. The local authority has an established appeals system in place should there be a dispute of placement.

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning is maintained to ensure that children are happy and continue to make the very best progress. Parent inductions are held for all new TFT's, nursery and reception children and extra meetings held for those who have an identified SEND are arranged if needed. This helps to ensure that suitable provision is in place from the outset. Where a child joins the school mid-way through a phase, any SEND needs are planned for through liaison with the child's previous setting and with their family. For our SEND children in Year 6 we work closely with our local secondary schools to ensure a positive and effective transition for the children as they move into Year 7.

SEND Budget

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Resources may include deployment of staff, learning aids, trips and consultation, depending on individual circumstances.



Complaints

If a parent or other interested party are unhappy with the provision given to SEND children at school, they are encouraged to speak to the SENCo or Head Teacher. If following this, they still wish to complain about the provision for children with SEND, they should refer to the Wilkinson Primary Complaints policy available on the website.

Outside Support Services.

External agencies to support children with SEND include:

Education:

Area Support Team 2
Bright Minds – specialist support teacher
Educational Psychology Service.
Speech and Language Team (SALT)
Special Needs Early Years' service (SNEYS)
The Information, Advice and Support Service 'for special educational needs and disability'
Broadmeadow Nursery School
Pennfields Outreach Service
Tettenhall Wood Outreach Service
INSPIRE
Base 25
Believe 2 Achieve
CAMHS

Health:

Sensory Inclusion Service
Occupational Therapy Service
School Nurse
Paediatric Services
Speech and Language Service

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