



## **Whitstone Community Primary School**

### **Special Educational Needs and Disabilities (SEND) Policy**

**DATE APPROVED:-** December 2025

**DATE OF NEXT REVIEW:-** December 2026

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# STATEMENT OF INTENT

At Whitstone Primary School, we are committed to the inclusion of all children. We provide a positive and welcoming environment, where children are supported according to their individual needs. We strive to support all children to enable them to reach their full potential. To do this, many steps are taken to support them through their learning journey. Quality teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets. Whitstone Primary School prides itself in being inclusive and will endeavour to support every child regardless of their level of need. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives.

## POLICY AIMS

The SEND Policy of our school reflects the principles of the 0-25 SEND Code of Practice (2015).

The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account the views of the pupils with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school and other external agencies
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school, whilst ensuring the SEND policy is understood and implemented consistently by all staff
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Cornwall County Council

# LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## ADMISSIONS AND ACCESSIBILITY ARRANGEMENTS

Whitstone Community Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, the school makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Whitstone Community Primary School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

Please see our admissions, medical and/or equality policy for more information.

## DEFINITIONS

Definitions of Special Educational Needs and or Disability (SEND) taken from Section 20 of the Children and Families Act, 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within definition (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## ROLES & RESPONSIBILITIES

### Role of the Governors

The governing body will monitor and evaluate the quality of provision made for children who have SEND. They will do this through various methods including: reports, analysis of data, analysis of expenditure and school visits.

### The SEND Link Governor

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHCP needs assessment, or when an EHCP needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally

## The SENCO

The SENCO will:

- Monitor the day-to-day operation of the school's SEND policy
- Liaise with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Lead the co-ordination of the provision for SEND throughout the school in conjunction with SLT
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

## Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents regularly to: set clear outcomes and review progress towards them, discuss the activities and support that will help achieve the set outcomes and listen to the parents' concerns and agree their aspirations for the pupil

### Parents/carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report on the pupil's progress

### The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## OUR APPROACH TO SEND SUPPORT

### Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record

## The four areas of need

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

## Identification

Whitstone Community Primary School staff use a wide range of tools to assess the amount and level of SEND support required.

These include:

- Collecting a range of evidence through regular assessment, standardised tests and monitoring arrangements.
- The class teacher may try some strategies within class to support the child i.e. small group work; may recommend a specific intervention; or may draw upon other in school support. This will be carefully monitored for impact over a time limited period.
- Early discussion with parents or carers and pupils to collect information and to agree outcomes sought and next steps. This may also include medical information where appropriate or discussion around medical referral to a GP/Paediatrician/Optician etc.
- Seeking the child's view about areas for development or difficulties with accessing the curriculum if appropriate.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. If the evidence suggests that the child is not making expected progress, then the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

## Managing children with SEND in our school

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K

Children on the SEND register needs are managed either by using additional support (IEP: Individual Education Plan) or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

Where a child is identified as having SEND and or a disability, the school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- Assess: gather detailed information about your child / young person's needs. This is through observations, assessments, and discussions with yourselves and professionals
- Plan: develop a personalised support plan. This outlines the strategies and interventions that will be used to help your child / young person
- Do: put the 'plan' into action, ensuring that all staff involved understand their roles and responsibilities
- Review: regularly review the child / young person's progress and the effectiveness of the support in place. Make necessary adjustments based on feedback and new information.

#### Coming off the SEND record

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing of this as set out in the Code of Practice. This is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored by using the school's tracking systems.

# SEN INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

## EXPERTISE AND TRAINING OF STAFF

Training needs are identified through a process of analysis of need for both staff and children as and when required. The school actively seeks out appropriate training and support to enable all staff to improve the teaching and learning of all pupils, including those with SEND. This will include whole school training on SEND issues or individual training for a more specific need.

## LINKS WITH EXTERNAL AGENCIES

Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Early Help Hub
- Social services

## EVALUATION OF POLICY

This policy will be reviewed by Headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

## COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

# LINKING POLICIES

- Behaviour policy
- Anti-bullying policy
- Medical Conditions policy
- Attendance policy
- Safeguarding Child Protection policy
- Complaints policy
- Equality policy
- Data Protection policy