



South Wingfield

PRIMARY SCHOOL

SEND Policy and Information Report

Statement of Intent

At South Wingfield Primary School, we are committed to providing an inclusive and supportive learning environment where every child can thrive. We believe that all pupils, regardless of their individual needs or disabilities, have the right to access a high-quality education that enables them to achieve their full potential. Our aim is to identify and address barriers to learning at the earliest opportunity, ensuring that every child receives the tailored support they need to succeed academically, socially, and emotionally.

We value diversity and recognise that each child brings unique strengths and experiences to our school community. Through collaboration with parents, carers, and external agencies, we strive to create a culture of respect, equality, and aspiration. Our approach is guided by statutory frameworks, including the SEND Code of Practice and the Equality Act 2010, and reflects our commitment to safeguarding, fairness, and preparation for adulthood.

By implementing this policy, we seek to eliminate discrimination, promote equal opportunities, and foster an environment where all pupils feel valued, confident, and empowered to live life in all its fullness.

Objectives

Our school is committed to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to provide an inclusive environment where every child can thrive.

We will:

- Ensure pupils with SEND receive the support they need to access a broad and balanced curriculum.
- Promote inclusion so pupils with SEND can participate fully in school life.
- Provide high-quality, tailored provision to remove barriers to learning.
- Meet all statutory duties under the **SEND Code of Practice** and the **Equality Act 2010**.
- Make reasonable adjustments, including auxiliary aids, so disabled pupils are not disadvantaged.
- Designate a **SENCO** to coordinate SEND provision.
- Inform parents whenever special educational provision is made for their child.
- Publish key information, including:
 - Our **Accessibility Plan** to improve access to curriculum and facilities.
 - Admission arrangements for pupils with SEND.
 - Our **SEND Information Report**, detailing how we implement this policy.

We are committed to equality, inclusion, and ensuring every child reaches their full potential.

Roles and Responsibilities – SEND Provision

Governing Board

- Makes sure the SEND policy is applied fairly and consistently.
- Ensures the school meets its legal duties for supporting pupils with SEND.

- Confirms that a qualified teacher is appointed as **SENCO**.

Headteacher

- Provides a broad, balanced curriculum for all pupils, including those with SEND.
- Holds high expectations for pupils with SEND.
- Creates an inclusive culture and removes barriers to learning.
- Works with parents, carers, and professionals to identify and meet pupils' needs.
- Ensures the SENCO has time, resources, and support to carry out their role.
- Reviews teaching quality for pupils at risk of underachievement.
- Makes sure school policies do not discriminate against pupils with SEND.

SENCO (Special Educational Needs Coordinator)

- Leads the day-to-day operation of the SEND policy.
- Coordinates support for pupils with SEND.
- Works with teachers, parents, and external agencies.
- Advises on SEND strategies and resource allocation.
- Plans smooth transitions for pupils moving to new schools.
- Keeps accurate records and ensures compliance with the Equality Act 2010.

Teachers

- Plan and review support for pupils with SEND in partnership with SENCO and parents.
- Set high expectations and teach the full curriculum.
- Adapt lessons to remove barriers to learning.
- Monitor progress and keep leaders informed of concerns.
- Understand pupils' needs and apply strategies to support them.

Identifying SEND

Our school believes that **early identification and effective support** lead to better long-term outcomes for pupils. We regularly monitor the progress of all pupils to ensure that any additional needs are identified quickly.

Teachers, supported by the Senior Leadership Team (SLT), carry out regular assessments to spot pupils who may be making **less than expected progress**, which means:

- Progress is significantly slower than peers with similar starting points.
- Progress does not match or improve on previous rates.
- The attainment gap is not closing or is widening.

When SEND is identified, we plan, manage, and review provision across **four broad areas of need**:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

This provision is mapped on our **school provision plan**, which is reviewed regularly to ensure pupils receive the right support.

Safeguarding

Our school recognises that pupils with SEND may be at **greater risk of abuse and maltreatment**. Staff are aware that these pupils:

- May be disproportionately affected by bullying.
- Face additional online risks, such as grooming, radicalisation, and cyberbullying.
- Are at increased risk of abuse, including neglect, child-on-child abuse, and sexual harassment.

Additional barriers to recognising abuse include:

- Assuming changes in behaviour, mood, or injuries are linked to a pupil's condition.
- Higher likelihood of isolation or prejudice-based bullying.
- Pupils being impacted by bullying without showing clear signs.
- Communication difficulties that make reporting abuse harder.

To address these risks:

- Our **Child Protection and Safeguarding Policy** reflects these additional barriers.
- Staff follow the **Physical Intervention Policy** when using reasonable force with pupils with SEND.
- All staff, especially those working closely with SEND pupils, monitor changes in behaviour or injuries and report concerns to the **Designated Safeguarding Lead (DSL)**, who works with the **SENCO** to investigate.

SEND support

At South Wingfield Primary School, we are committed to providing high-quality support for pupils with Special Educational Needs and Disabilities (SEND). Our approach ensures that every child can access learning, participate fully in school life, and achieve their potential.

Identification and Assessment

- We identify SEND needs as early as possible through observation, assessment, and communication with parents/carers.
- Teachers monitor progress regularly and share concerns promptly with the SENDCo.

Graduated Approach

We follow the **Assess – Plan – Do – Review** cycle:

1. **Assess:** Understand the child's needs through observations, assessments, and input from parents and professionals.
2. **Plan:** Agree on strategies and interventions tailored to the child's needs.
3. **Do:** Implement support within the classroom and, where necessary, through targeted interventions.
4. **Review:** Evaluate progress and adjust support as needed.

Inclusive Practice

- All pupils are taught in an inclusive environment with adaptations to meet individual needs.
- Teachers adapt lessons and use resources that promote accessibility for all learners.

Partnership with Parents and Pupils

- We involve parents and pupils in decision-making at every stage.
- Regular meetings ensure families are informed and can contribute to planning and reviewing support- this is done via IEP review meetings.

External Support

- Where appropriate, we work with external agencies such as educational psychologists, speech and language therapists, and health professionals to provide specialist advice and support.

Transition Support

- We provide tailored support for pupils moving between classes or to new schools, ensuring continuity and reducing anxiety.

Monitoring and Evaluation

- The SENDCo oversees provision and tracks progress.
- Governors monitor SEND provision to ensure compliance and effectiveness.

Early years pupils with SEND

In the early years at South Wingfield Primary School, we are committed to identifying and supporting children with Special Educational Needs and Disabilities (SEND) as early as possible. Following the requirements of the **Early Years Foundation Stage (EYFS) framework**, staff are alert to emerging difficulties and respond promptly. We work closely with parents and carers, listening to their concerns and valuing their insights, while also monitoring each child's progress through regular observation and assessment.

Our approach ensures that children with SEND are fully included in all activities and receive tailored support to meet their individual needs. We collaborate with other early years settings and external professionals to provide consistent strategies and high-quality

provision, enabling every child to thrive and make the best possible start to their education..

Admissions

South Wingfield Primary School is committed to meeting its duties under the Department for Education's **School Admissions Code**. We will not refuse admission to a child on the basis of SEND or because they are awaiting assessment. Children named in an Education, Health and Care (EHCP) plan will be admitted, and applications from parents of children with SEND but without an EHC plan will be considered fairly.

We will not discriminate against or disadvantage applicants with SEND, nor refuse admission because we feel unable to cater for their needs. Our policies, including those on uniform and school trips, will not discourage applications from families of children with SEND. Oversubscription criteria will not disadvantage children with SEND, and any selection tests will include reasonable adjustments to ensure accessibility. Full details of our admissions arrangements, including SEND provisions, are outlined in the **Admissions Policy** and published on the school website.

Transition

South Wingfield Primary School understands the importance of planning for transitions between phases of education and preparing pupils for adult life.

How We Support Transitions

- Transition arrangements will be discussed with pupils and parents.
- Communication will take place with the SENCO at the new setting and other professionals who will work with the pupil.
- For pupils with **Inclusion Funding** or **Education, Health and Care (EHC) plans**, reviews and amendments will be completed in good time before the move.
- This ensures planning for support and, where necessary, commissioning additional provision at the new setting.

Involving pupils and parents in decision-making

South Wingfield Primary School is committed to working closely with parents to ensure the best outcomes for every child. We provide an annual report on each child's progress and, where a pupil is receiving SEND support, we maintain regular communication with parents to set outcomes and review progress. The class teacher, supported by the SENCO, will meet with parents three times a year (including Parents' Evenings) to discuss provision and next steps.

Our planning process enables parents and pupils to express their needs, wishes, and goals, ensuring that support is tailored to the individual.

Each pupil receiving SEND support will have a **One Page Profile** that identifies what makes them happy, how best to support them, and their hopes for the future. This profile will:

- Focus on the pupil as an individual, not as a label.
- Use clear, simple language and images for accessibility.
- Highlight strengths and capabilities.
- Capture the pupil's interests and desired outcomes.
- Tailor support to individual needs.
- Minimise demands on parents during assessments.
- Bring together relevant professionals to agree on a consistent approach.

Where a pupil has an **EHC plan** or receives **Inclusion Funding**, the school will involve parents and the pupil in discussions about how best to implement the plan's provisions and will clarify the expected impact on progress. Where necessary, we will facilitate advocacy support to ensure parents' views are heard and respected.

Funding for SEND support

The school recognises that, despite relevant and purposeful action to identify, assess and meet a pupil's SEND, some pupils may not make expected progress. In these cases, the school will consult with parents and consider requesting an **EHC needs assessment**. The purpose of an EHC plan is to:

- Make special educational provision to meet the pupil's SEND.
- Secure the best possible outcomes across education, health and social care.
- Prepare the pupil for adulthood.

School Duties During EHC Assessment

The school will:

- Respond to any request for information within six weeks, unless exemptions apply under the SEND Code of Practice.
- Provide the LA with school-specific evidence about the pupil's profile and progress.
- Gather advice from relevant professionals regarding needs, outcomes, and provision.

If the LA decides **not** to issue an EHC plan, the school will use the feedback to inform the graduated approach and adapt provision. If an EHC plan is issued, the school will:

- Review and comment on the draft plan within 15 days.
- Admit any pupil that names the school in their EHC plan.
- Ensure all staff working with the pupil are aware of their needs and that arrangements are in place.

Reviewing EHC Plans

The school will monitor progress throughout the year and conduct a formal review at least annually. We will:

- Cooperate with the LA and relevant professionals to arrange the review meeting.

- Give at least two weeks' notice to all attendees and share relevant information in advance.
- Lead the review process, ensuring parents and pupils are fully involved.
- Prepare and send a report of the meeting within two weeks, outlining recommendations and amendments.
- Inform parents and pupils of their right to appeal decisions.
- Combine the annual review with care plan reviews for Looked After Children (LAC) where possible.
- Provide advocacy support for pupils and parents where needed.
- Ensure the EHC plan includes all statutory sections as outlined in the SEND Code of Practice.
- Request a re-assessment if a pupil's needs significantly change, at least six months after the initial assessment

Supporting successful preparation for adulthood

South Wingfield Primary School recognises that supporting pupils with SEND towards independence and employability can be life-changing. We start early, focusing on each pupil's aspirations, interests, and needs, and ensure support is provided at developmentally appropriate levels for smooth transitions to the next stage, such as higher education.

Our Commitments

The school will:

- Understand each pupil's interests, strengths, and motivations, and plan support around them.
- Help pupils build friendships and social connections through nurture interventions.
- Ensure pupils with SEND participate fully in school life and wider community activities alongside peers without SEND.
- Work with secondary schools to plan for transitions.

Managing complaints

South Wingfield Primary School will publish its **Complaints Procedure Policy** on the school website. If a parent raises a serious complaint or disagreement about the SEND provision for their child, the school will immediately contact the Local Authority (LA) to seek advice on disagreement resolution, regardless of whether an Education, Health and Care (EHC) plan is in place.

The school is aware of both formal and informal arrangements for resolving disagreements at a local level and will cooperate fully with the LA in responding to requests for information as part of procedures for:

- **Disagreement resolution**
- **Mediation**
- **Appeals to the SEND Tribunal**

Parents will be informed that Ofsted can consider complaints relating to whole-school SEND or early years provision if the issue cannot be resolved informally. The school will attend any SEND Tribunal hearing when requested and will provide a clear explanation of any departure from its duties under the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**.

Staff training and improving practice

South Wingfield Primary School is committed to the ongoing learning and development of all staff members. Training opportunities will be provided to ensure staff have the knowledge and skills to identify, support, and assess pupils with SEND effectively.

The **SENCO** will:

- Work with the ISAT to identify and provide opportunities for staff
- Assess staff competencies and identify training needs.
- Ensure CPD provision develops staff awareness, skills, and best practices in SEND.
- Plan **learning walks** and distribute **staff questionnaires** to personalise training to individual needs.
- Organise targeted sessions on inclusive teaching strategies, early identification, and intervention approaches.

This commitment ensures that all staff are confident and equipped to deliver high-quality provision for pupils with SEND.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records South Wingfield Primary School complies with its **Data Protection Policy** to ensure that all SEND records are accurate, secure, and used appropriately.

The school's records will:

- Document details of additional or different provision made under SEND support, including evidence of impact over time (e.g., through provision maps).
- Include information on SEND needs, outcomes, actions, agreed support, teaching strategies, and involvement of specialists, as part of the school's management information system.
- Maintain an up-to-date register of provision for pupils with SEND.
- Be stored securely to prevent unauthorised access, as far as reasonably practicable.

The school also collects data on the levels and types of SEND within the school and shares this information with the Local Authority (LA) and Ofsted when required.

Confidentiality

South Wingfield Primary School will not disclose any Education, Health and Care (EHC) plan without the consent of the pupil's parents, except where disclosure is required for specified purposes or in the best interests of the pupil. These include:

- To a SEND Tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for criminal proceedings.
- For investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties under the Disabled Persons (Services, Consultation and Representation) Act 1986 or the Children Act 1989 relating to safeguarding and promoting welfare.
- To Ofsted inspection teams during school or LA inspections.
- To any person in connection with the pupil's application for Disabled Students' Allowance before entering higher education.
- To the headteacher (or equivalent) of the setting where the pupil will start their next phase of education.

The school will adhere to its **Data Protection Policy** at all times to ensure compliance with data protection and safeguarding requirements.

Publishing information

South Wingfield Primary School will publish details about how this policy is implemented on the school website.

- Information will be updated **annually**, and any changes during the year will be added as soon as possible.
- The **SEN Information Report**, prepared by the governing board, will also be published on the website.
- This report will include all information required under **paragraphs 6.79 and 6.83 of the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years**.

Joint commissioning, planning and delivery

South Wingfield Primary School works closely with local education, health, and social care services to ensure pupils receive the right support.

We assist the Local Authority (LA) in fulfilling its legal duties under the **Children and Families Act 2014**, ensuring services collaborate to promote wellbeing and improve the quality of special educational provision (**Section 25**).

Using Local Data

To forecast future needs, the school draws on a wide range of local data, including:

- Population and demographic data.
- National prevalence data for different types of SEND.
- Numbers of local children with EHC plans and their main needs.
- Types of local settings that educate pupils with SEND.
- Analysis of local challenges or health inequalities.

Monitoring Outcomes

We plan, deliver, and monitor services against key outcomes, such as:

- Improved educational progress for pupils with SEND.
- Increased identification of SEND before school entry.

Medical Conditions

Where pupils with SEND also have a medical condition, provision will be coordinated with their EHC plan. SEND support will be adapted or replaced if it is not effective in achieving agreed outcomes.

Local Offer

South Wingfield Primary School's governing board will work with the Local Authority (LA) to develop and review the **Local Offer**, ensuring it meets statutory requirements and serves pupils and families effectively. The school will help ensure the Local Offer is:

- **Collaborative:** Working with LAs, parents, pupils, and service providers to develop and review the Local Offer.
- **Accessible:** Supporting the LA to make the Local Offer clear, jargon-free, well-structured (e.g., by age group or type of provision), and easy to find.
- **Comprehensive:** Helping parents and pupils understand what support is available across education, health, and social care from 0 to 25 years, and how to access it.
- **Up-to-date:** Providing accurate information about the school's SEND provision and capabilities, and assisting the LA in keeping the Local Offer current.

The school will also ensure the Local Offer includes:

- Eligibility criteria for services where relevant.
- Clear guidance on where to find information, advice, and support.
- Details on how to make complaints or appeal decisions.

Monitoring and review

This policy will be reviewed annually by the headteacher in conjunction with the governing board. Any changes will be communicated to all staff, parents of pupils with SEND, and relevant stakeholders. All staff members are required to familiarise themselves with this policy as part of their induction programme.

Next scheduled review date: December 2026.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002

- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014 • The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR) • Data Protection Act 2018 • Health and Care Act 2022 This policy has due regard to statutory and nonstatutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions' • DfE (2018) 'Working Together to Safeguard Children 2018
- ' • DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015