

SEND POLICY and INFORMATION REPORT

**for
Wentworth Primary School**



***APPROVED BY GOVERNORS: October 2025
POLICY TO BE REVIEWED: October 2026***

Contents

Aims	2
Definitions	2
Legislation and guidance	2
Roles and responsibilities	3
SEND information report	4
Monitoring arrangements	8
Links with other policies and documents	8

Aims

Our Special Educational Needs and Disabilities (SEND) Policy and Information Report aims to recognise that each individual pupil has their own needs, rights and entitlements in both an educational and social environment. We encourage every pupil to support others, whatever their ability or skill level.

It is the policy of Wentworth Primary School to enable all children access to a broad and balanced curriculum. However, some will require support that is additional to or different from what is ordinarily available. The school will have regard to the **Special Educational Needs and Disabilities Code of Practice 2014** when carrying out its duties towards all pupils with SEND. Effective inclusion for pupils with special educational needs is a matter for the school as a whole. This policy describes the procedures and systems which have been established to provide for integrated education for all pupils with special educational needs. In addition to the Governing Body, the Head Teacher, SENDCo and learning support team, all other members of staff have important responsibilities.

Definitions

Children have special educational needs if they have a **learning difficulty or disability** that calls for **special educational provision** to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools

Children will be identified as having a special educational need if they require provision that is additional to or different from that which is ordinarily available (Essex County Council: Ordinarily Available: Inclusive Teaching Framework, 2023).

A child with a medical diagnosis who does not require provision that is additional to or different from that which is ordinarily available to the majority of their peers will not be included on the SEND register. Likewise, a child does not require a medical diagnosis to be identified as having a special educational need.

Legislation and guidance

This policy and information report 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 special educational needs and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

Roles and responsibilities

The SENDCo

The SENDCo is Mrs J Tinsley

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The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCo 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 SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The learning and progress 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
- Working with the SENDCo to review each pupil's progress and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND information report

The kinds of SEND that are provided for

The SEND Code of Practice identifies four broad areas of need which may require special educational provision:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs (visual impairment, hearing impairment, physical disability)

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Widens the attainment gap
- Fails to close the attainment gap between the child and their peers
- Fails to match or better the child's previous rate of progress

The SENDCo and class teachers will do this by:

- Liaison with pre-school and nursery where needs have already been identified
- Observing pupils in class and in the playground to identify attention, concentration and social and emotional needs
- Monitoring pupil progress termly using a range of methods including standardised tests to identify those working at levels significantly below those expected for their year group in maths and English
- Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as at school
- Taking advice from external agencies, including medical and social care professionals
- Working together with other schools to exchange information during transition

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Should the school decide that a pupil needs long-term support that is additional to or different from the majority of their peers, the pupil will be placed on the school's SEND Register and an Individual SEND Support Plan will be put in place.

There are two levels of support for pupils with SEND recognised in Essex:

- SEND support – this is the category the majority of children with SEND will be placed at.
- EHCP - some pupils with high needs may be eligible for an Education, Health and Care Plan (EHCP) that is issued by the local authority.

Education, Health and Care Plans

Some pupils with high support needs may be eligible to apply for an Education, Health and Care Plan (EHCP) which is issued by the local authority. An EHCP is a legal document that sets out a pupil's special educational, health and social needs and how these should be met. These are reviewed termly by the class teacher and an annual review is completed by the SENCo and submitted to the local authority. Being issued an EHCP does

not mean that a child will receive 1:1 adult support in school. However, they will receive more targeted interventions or support in line with the recommendations in Section F of the EHCP and their allocated banding.

Assessing and reviewing pupils' progress towards outcomes

At Wentworth, parents/carers will be encouraged to attend termly meetings and to contribute their views in writing as part of the review process. Pupils' views will also be sought through working with a familiar adult.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. When a pupil transfers to another school, the school will forward all the necessary documentation regarding the pupil's SEND and the special education provision currently in place. If a child transfers into the school with identified SEND, then the class teacher and SENDCo will use any existing documentation to inform the child's targets.

As a pupil with an EHCP moves from class to class each year, a transition book and plan is made to support the move to ensure the pupil knows about the new class and staff know the pupil's needs.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils as required.

We may also provide the following interventions:

- Different learning materials or special equipment
- Adapted learning activities
- Small group or individual support
- Structured maths and English programmes
- Strategies to support attention and concentration
- Individual or small group speech and language sessions
- Pastoral care support, including play therapy, Lego Therapy and Relax Kids
- Positive behaviour support programmes
- Social skills groups
- Gross and fine motor skills programmes
- Specialist equipment

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it
- Adapting the resources used to support learning
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

Additional support for learning

All staff share the responsibility for supporting pupils with special educational needs. Staff receive continuing professional development (CPD) opportunities across a wide range of SEND. We have teaching assistants who are trained to deliver interventions such as play therapy; Gym Trail; Numicon; speech and language support; precision monitoring; Relax Kids; and maths fluency (or other appropriate interventions).

Teachers, teaching assistants and other professionals will support pupils on a 1:1 basis or as part of a small group.

We work with the following agencies to provide support for pupils with SEND:

- Specialist teachers
- Speech and language therapists
- NHS specialists
- School nurse or specialist nursing team
- Community paediatrician
- Occupational therapists
- Social Care
- Emotional Well Being and Mental Health Service
- Inclusion Partners
- Educational Psychologist
- Engagement facilitators
- School outreach programmes

Expertise and training of staff

Our SENDCo is an experienced teacher who has completed the National Award for SEN Coordination.

We have a team of teaching assistants who are trained to deliver SEND provision. Staff have access to resources and CPD across a wide range of SEND. We also welcome specialist staff to work with individual children or groups.

Securing equipment and facilities

Wentworth works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with a range of external professionals such as speech therapists, physiotherapists, occupational therapists, specialist teachers and specialist nurses. Some equipment is provided by these agencies and, in addition, the school will purchase or hire specialist equipment required.

Equipment/support may include:

- Modified furniture
- Access to specialist teacher input
- Large print books
- Wobble cushions
- Angled writing slopes
- Pen grips and special pens

Evaluating the effectiveness of SEND provision

At Wentworth we use a range of strategies to evaluate the effectiveness of interventions and the impact they have on the progress of individual pupil.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their smart targets each term
- Regular feedback from staff delivering interventions
- Regular pupil progress review meetings with the Headteacher and SENDCo
- Monitoring by the SENDCo
- Baseline and summative assessment of pupils taking part in intervention programmes
- Holding annual reviews for pupils with EHC plans
- Academic assessment data and comparing to the cohort and National expectations
- Pupil and parent/carers views
- Reports, assessments and feedback from external agencies

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Wentworth, we aim to be fully inclusive. We recognise that we may need to make reasonable adjustments to curriculum activities, extra-curricular activities and school visits so that all pupils can experience success.

When admitting a pupil with a disability, we look closely at how we can meet their needs with specialist equipment or support:

- Ramps have been fitted to some classrooms to enable the use of wheelchairs or walking aids
- Extra electricity points have been fitted to enable easier computer access
- The school has an accessible toilet
- Large print can be provided for pupils with vision impairment
- High quality teaching aims to accommodate the undiagnosed needs of many pupils

The Equality Policy and Disability Access Plan can be found on our website.

Support for improving emotional and social development

At Wentworth, we have a Mental Health Lead who will support and listen to pupils and their families to improve the emotional wellbeing of the pupil.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to take on whole-school responsibilities, such as being a school councillor, sports captain, eco ambassador or buddy
- Friendship and social skills groups
- Relax Kids group and 1:1 sessions
- A range of clubs/activities which promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

Working with other agencies

At Wentworth, we work closely with other agencies, including health and social care, the local authority and voluntary sector organisations such as NSPCC and MIND to meet pupils' SEND needs and to support their families.

Complaints about SEND provision

At Wentworth, we work hard to have effective communication with pupils and their families and we listen carefully and respond positively to any concerns brought to our attention. We will take any concerns seriously and aim to be open and accessible so that concerns can be dealt with easily. Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If the complaint cannot be resolved, the

next stage is to discuss it with the Headteacher. If the parent/carer is still not satisfied, they should consult the school's Complaints Policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions and suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority local offer and support services for parents or carers of pupils with SEND

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

This provides details of provision within Essex. Access to a wide range of outside agencies is available on the portal.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies:

- Anti-Bullying
- Behaviour and Discipline
- Single Equality Policy (includes Disability Accessibility Plan)
- Supporting Pupils with Medical Needs