

West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Special Educational Needs and Disabilities Policy (SEND)

Date reviewed/created: June 2025

To be reviewed: June 2026

Signed (Chair of Governors):

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of 'enjoy, achieve and aspire' deeply rooted within them.

Compliance

This policy has been written in consultation with staff, governors and parents of pupils with SEND, it complies with the statutory requirements in the Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015). It has also been written with reference to the following legislation:

- Part 3 of the Children and Families Act 2014
- Equality Act 2010 (Section 20)
- Schools SEN Information Report Regulations and Local Offer 2017
- The Special Educational Needs and Disability Regulations 2014

The SEND Policy should be read in conjunction with West Wittering Primary School's Information Report which can be found on the school website.

Introduction

We recognise that every child is an individual with different needs. This policy provides information about the ways all staff at West Wittering Primary School work to ensure that a child's special educational needs or disabilities (SEND) are effectively met through a graduated approach involving a four-step cycle of assess, plan, do, review.

Aims and Objectives

At West Wittering Primary School, we aim to support all our children to enable them to realise their full potential through our vision: **Enjoy, Achieve, Aspire.**

We believe that all children have the right to a broad and balanced curriculum matched to meet their individual needs. We are committed to promoting the inclusion of all children and celebrating their successes regardless of ability, gender or ethnic background. We recognise that every teacher in our school is a teacher of every child including those with SEND.

The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners who are encouraged to play an active role in their children's education. We aim to raise the aspirations of and expectations for all pupils with SEND.

The specific objectives of our SEND policy are to:

- Identify SEND as early as possible
- Provide appropriate support tailored to each child's individual needs
- Provide quality first teaching for all children, including those with SEND
- Ensure that every child experiences success in their learning
- Accurately assess the progress of pupils learning with SEND
- Improve attainment of pupils learning with SEND
- Work in partnership with parents/carers
- Work closely with external support agencies that provide specialist support, resources and interventions for children with SEND
- Provide appropriate training and support for all staff
- Work with the Governing Body to enable them to fulfil their statutory monitoring roles with regard to SEND

Identification of Special Education Needs

The SEND Code of Practice (2015) defines a child or young person as having a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them, additional to the support normally provided in the classroom and educational setting.

The SEND Code of Practice identifies four broad categories of need:

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

We also recognise that there are other factors that may impact on progress and attainment but are not considered SEND:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman
- Being in receipt of the pupil premium grant

A Graduated Approach to SEN Support

Class teachers are continually monitoring children's learning. If they are concerned that a child is making less than expected progress they will seek to identify a cause or barrier for learning. The progress of every child in the school is regularly assessed, progress is monitored and tracked at termly Progress Meetings with the Head Teacher and/or SENDCo.

Children are identified and discussed if, despite quality first teaching, they are:

- Making little or no progress in specific areas
- Continuing to work significantly below age related expectations
- Experiencing persistent emotional or behavioural difficulties
- Experiencing significant sensory and/or physical needs that are impacting on their learning
- Has an ongoing communication or interaction difficulty that impedes the
- development of social relationships and cause substantial barriers to learning

SEN Monitoring

A child who is identified as making less than expected progress, or having a change in social or emotional well-being is then placed on the SEN Monitoring Register. The class teacher will discuss these concerns with parents/carers either at the termly parent consultation evening or ask for an additional meeting. The SENDCo, class teacher and teaching assistants will work together to identify a cause/area of need and any number of the following may be put in place:

- Targeted intervention either individually or in a group
- Further assessments to identify gaps in learning
- Access to adapted learning materials or specialist equipment
- Access to outside agencies for advice on strategies or interventions
- Staff development and training

If after two terms, a child does not begin to make sufficient progress further discussions will be held to decide whether the child has a special educational need that requires support that is 'additional to and different from' quality first teaching. If this is the case, the child will be added to the SEN Support register and a Individual Support Plan (ISP) will be written.

SEN Support

Where it is determined that a child does have SEN, parents will be informed and the child will be added to the SEN Support register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle of support which helps us to learn more about the child and what helps them to make progress, it enables our provision to be refined and revised as the understanding of the needs of the child grows.

Assess: Once a child is identified as requiring additional SEN Support, a more detailed assessment of their needs will be carried out including discussions with parents/carers. The SENDCo may also carry out more diagnostic assessments in key areas of difficulties. We listen to the views of the child recording their interests, strengths, what they enjoy about school, what they find difficult about learning and what helps them to learn.

Plan: Information from assessments and discussions are used to write an Individual Support Plan (ISP) for the child, showing the additional provision that will be implemented and targets for progress.

Do: Class teachers, with the support of the SENDCo, will be responsible for overseeing the implementation of the interventions outlined on a child's ISP. Interventions may be delivered via targeted support in the classroom or through out of class intervention groups. There will be regular liaison and feedback with the staff delivering interventions so that any required refinements of the support can be managed promptly.

Review: Pupil Progress Meetings are held each term with class teachers to ensure children are making progress or to discuss whether further advice/support is needed from outside agencies. The impact of additional support will be reviewed to ensure progress is being made, if not, an alternative approach will be discussed.

Involving Outside Agencies

When there is evidence that the child is still not making progress despite significant support and intervention, further advice and support may be sought from outside agencies such as the Speech and Language Team, Autism and Social Communication Team, Learning Behaviour Advisory Team or Educational Psychologist. The school will not seek advice from outside agencies without the knowledge and consent of parents/carers.

Professionals will meet with the SENDCo and/or class teachers, they may also meet with parents/carers to discuss areas of concern and give advice on strategies and resources to support a child. They may complete additional assessments if appropriate.

Statutory Assessments: Education, Health Care Plan

If the child continues to make very little or no progress, the school or the parents/carers, may request that the Local Authority (LA) carry out an Education, Health and Care Needs Assessment (ECHNA). This is detailed process used to identify and assess a child's special educational needs and the support they require. The assessment determines if an Education, Health and Care Plan (EHCP) is necessary to meet those needs.

It should be noted that having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

The LA may decide that the degree of the child's difficulties and the nature of the provision necessary in school is such that the child requires an EHCP. This then becomes a statutory document and any funding received by the school will be used to support the child to achieve the objectives set out in the EHCP. An EHCP remains in place until the child is 25 years of age.

An EHCP will not automatically qualify a child for a named 1:1 teaching assistant however additional support and targeted intervention linked to the EHCPs long term objectives will form an integral part of the child's provision.

Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. The Annual Review will focus on the achievements of the child as well as difficulties encountered.

Working in partnership with parents

Parents/carers are consulted and kept informed of the provision being made to support their child. They are encouraged to discuss any concerns about their child with the class teacher and/or SENDCo at any time to help plan steps forward for their child. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

Accessibility

Every school must have an accessibility plan, which shows how they plan to improve accessibility for children and adults with SEND, with timeframes on when these improvements will be made. Our accessibility plan can be found on the school website.

Roles and Responsibilities

All staff and members of our school community are responsible for identifying, teaching and supporting children with SEND.

The Governing Body will:

- Ensure that the school has an up to date SEND Policy which is implemented fairly and consistently across the school.

- Ensure that the school meets its duties in relation to supporting pupils with SEND
- Ensure there is a qualified teacher designated as a SENDCo for the school

The SEN Governor is Mrs Jenny Splude, who will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school
- Work with the head teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The head teacher is Mrs Christina Chamberlin who can be contacted through the school office or by email at: head@westwitteringschool.co.uk.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The Head Teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo 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 children 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
- With the SENDCo, 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 SENDCo, 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 and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

The SENDCo

The SENDCo is Mrs Emma Bowman who can be contacted through the school office or by email at: ebowman@westwitteringschool.co.uk

The SENDCo will:

- Collaborate with the SEN Governor and headteacher, to determine the strategic development of the SEND policy and provision in the school
- Oversee the day-to-day operation of the school's SEND policy and the co-ordination of specific provision made to support individual children with SEND including those with EHC plans
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Monitor and evaluate the effectiveness of SEND provision
- Liaise with parents about their child's needs and provision made for them
- Identify the training needs of staff in relation to SEND and contribute to the in-service training of staff
- Liaise with early years providers and secondary schools to support the transition of children with SEND
- Make referrals and be the point of key point of contact for external agencies, especially the local authority and its support services
- Analyse school data to monitor the progress of children with SEND
- Ensure that the school keeps the records of all children with SEND up to date
- Produce an annual SEN information report

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet children's needs through a graduated approach
- The progress and development of every child 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 SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Report regularly to parents about progress, attainment and next steps

Admission Arrangements

West Sussex County Council are the admissions authority for the school; their admissions criteria does not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the 2014 Code of Practice.

In line with the current Local Authority admissions policy, a place at West Wittering Primary School is available to a child with SEND provided that:

- The parents wish the child to attend the school
- The child's special educational needs can be met by the school
- The learning of other pupils will not be disadvantaged
- Resources can be used efficiently

Transition

We aim for all children, including those with SEND, to have a positive experience when they start at a new school, whether they are starting West Wittering Primary School or at a secondary school, and try to ensure that children settle quickly and happily into their new environment.

Starting School

For all children starting with us in Early Years, we have a transition programme which prepares the teachers, parents and the children for a successful start to school:

- Teachers visit the children in their pre-school setting and talk to staff about each child
- Children are invited into school in small groups for two classroom visits, a stay and play and a story time
- There is an introductory meeting for parents/carers with the Head Teacher and Early Years teacher in the summer term where key information is given and questions can be asked
- Six weeks into the first term there is a breakfast meeting for parents, professionals such as the School Community Nurse are invited to attend these meeting to share key messages
- Children with SEND may benefit from additional visits to school which are arranged between staff and parents at a mutually convenient time. Parents or the school may feel the need for additional transition meetings in order to help prepare for a successful start to school.
- The Early Years Transition Team will offer advice and guidance to support the transition of children with SEND into Reception.

Transfer to Secondary School

During the summer term teachers complete a Children's Learning and Well – Being Audit (CLAWBA) for every pupil moving to a secondary school within our locality. The CLAWBA provides a comprehensive summary of each child highlighting areas of need and enabling secondary schools to identify pupils who require additional support.

In addition to the CLAWBA, class teachers meet representatives from local secondary schools, children with SEND are discussed during these meetings which may also be attended by the SENDCo.

The SENDCo will liaise with secondary schools to organise additional transition sessions for children who may find this move more difficult.

All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if a child leaves before this.

Complaints

The school works, whenever possible, in partnership with parents/carers to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaint policy and procedures.

Policy Review

The policy will be reviewed on an annual basis.