2025-2026

Wollescote Primary School

Be Proud, Be Positive, Be Polite.

SEND Policy

The Wollescote Way—SEND

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum, in line with the Special Educational Need Code of Practice 0-25 Guidance (2015) updated September 2024. **(SEND Green Paper—published 29 March 2022)**

- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

Wollescote does not accept discrimination, deliberate targeting or segregation based on a special educational need, disability, or protected characteristic.

Key people relating to this policy:

- **Head Teacher**: Miss Lynne Hudson
- **SENCo:** Mrs C Sankey
- **School Governor with SEND responsibility: Mrs A Hudson**
- **Designated Safeguarding Leads**: Miss L Hudson, Mrs J Walker, Mrs C Sankey, and Miss Southall.
- **Designated Leader for Looked After Children**: Mrs J Walker
- **All teaching and support staff**

This policy has been written to comply with the 2014 Children and Families Act and the DFE SEND Code of Practice January 2015.

Definition of SEN

The 2015 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability that 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 most others the same age, or, has a disability.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than most children of the same age
- Have a disability which prevents and/or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority
- Are under compulsory school age and fall within the definitions above or would do if special educational provision were not made for them.

A child 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.

Our objectives are:

- To provide the best possible support for our children with SEND
- To identify as early as possible the needs and barriers to learning for our SEND pupils
- To value the contribution of all our pupils to school life
- To enable all our pupils to participate fully and effectively in lessons
- To engage with parents and establish a positive partnership
- To access appropriate specialist support when necessary
- To ensure that all staff have access to training and advice to support Quality First Teaching
- To ensure that all our staff work collaboratively to understand and meet the diverse needs of our SEND pupils

Identification of Pupil Need

At Wollescote Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2015).

Pupils with SEND may have needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs
- Medical conditions

There are other factors which could impact upon progress and attainment.

These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health, and Care plan and those without.

All SEND paperwork should be passed to the SENDCo by the previous school or setting/parents/carers as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other essential information relating to that child's needs.

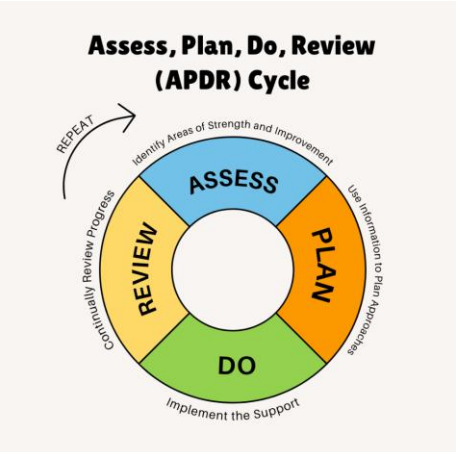
Where face-to-face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Inclusion of pupils with SEND

The SENDCo, working with the Senior Leadership Team, oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils
    - Provide Quality First Teaching and adapt teaching where necessary to meet the needs of all pupils.

Assess, Plan, Do, Review



We follow the ADPR cycle to ensure that needs are monitored and reviewed regularly.

- Once a pupil has been identified as possibly having SEND and/or are at the SEN support stage, staff will closely monitor them to gauge their level of learning and difficulties. We use the OAP document from Dudley Local Authority.
  The Ordinarily Available Provision (OAP) in Dudley refers to a framework designed to support children and young people with special educational needs and disabilities (SEND). It includes a comprehensive guidance document that outlines strategies, interventions, and resources to assist these individuals. Additionally, there are opportunities for parent carers to engage and ask questions about the provision's scope and support.
- The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff).
- The teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.
- The SENDCo will be consulted for support and advice and may wish to observe the pupil in class.
- The teacher and the SENDCo will consider all the information gathered about the pupil's progress, alongside national data, and expectations of progress. This will include high quality and accurate formative assessments.
- If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring may be necessary.

Wave 2 Interventions

This recognises pupils who are identified as requiring additional and different help as well as adaptive ways of teaching the curriculum. The school puts 'in-class 'provision in place without reference to regular external advice or without additional resources being provided by the local authority.

Class/subject teachers will collaborate with the SENDCo on the monitoring of progress and then evidence gathering and identification if that is required.

Once the SENDCo has been notified she will make her own assessment through reviewing the evidence of identification supplied by the teacher.

With this knowledge, the SENDCo can help with planning for future in-school support. Action that has already been taken is reviewed and updated in line with the new findings.

Wave 3 Interventions

When a child, identified as having SEND, is not making expected progress after receiving additional provision under Wave 1 and 2 (including the use of Ordinarily Available Provision Guidance from the Local Authority), an assessment will be made to further identify specific areas of needs.

After discussion with parents or carers, referrals to outside agencies will be requested so professional assessments of the child can be made to provide more individualised and targeted support, recommending extended provision, continued assessment, and revised action points.

The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

Quality First Teaching

At Wollescote, all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. Teachers always plan and teach from children's starting points.

The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be identified for additional support and more closely monitored by staff to gauge their level of learning and difficulties.

SEND Identification and Support Process

If there is a concern about a child's learning, behaviour, or emotional and social needs it will be raised with the SENCo.

There will be the relevant observations and assessments of the child and often meetings with parents regarding concerns.

Individual targets will be set depending on the child's area of need. There will be a selected suitable intervention put in place for an allocated period where progression can be monitored.

Outside agencies will be contacted for further assessment and support where appropriate.

The outside support agency will come to meet with the class teacher, sometimes meet parents, and observe the child. They will also do their own 1:1 assessment.

They will send a report with recommendations which will be given to the class teacher and sent home to the parents.

The school will put these recommendations in place. The support will be monitored and reviewed by the SENCo termly in line with the Assess, Plan, Do, Review cycle we follow.

Outside Agencies

Communication, Interaction, Physical and Sensory (CIPS) Advisory Service

- EP —Educational Psychologist.
- SALT—Speech and Language Therapy.
- School Nurse
- Counselling Services
- Sycamore Outreach Service
- Autism Outreach
- Integrated Specialist Early Years Service
- CAMHS –Child and Adolescent Mental Health Service.
- Physiotherapy
- Occupational Therapy
- Any other outside agency required

Moving to EHCPs (Education, Health, and Care Plans)

If a child fails to make progress despite targeted support and advice from appropriate agencies we may make a request for an EHC assessment.

This is likely to happen if:

- The child has a lifelong disability that means they will always need considerable support to learn effectively.
- The child's achievements are so far below their peers that Special School provision may be a consideration.
- Pupil and parent views are considered in transition planning, which is a key principle of the Code of Practice.

Most children's needs are managed without the need of an EHC Plan.

If the application for an EHC Plan is successful, the Local Authority will call a meeting for the child with the parents, the school and any health care professionals involved with the child. At the meeting they will record the strengths, dreams, and aspirations as well as any potential barriers to learning. Following the meeting the Local Authority will produce the EHC Plan with details of any decisions made at the meeting.

Further information about ECHP can found via the SEND Local

www.dudley.gov.uk/residents/dudley-local-offer

Or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/

Access to Extra Curricular Activities

All children have access to our after-school clubs and are not excluded on grounds of their needs or disability although there may be occasions where additional support may be required to enable them to participate.

School trips are a large part of our additional curriculum, and we endeavour to include all pupils regardless of their special educational needs and disabilities.

Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND following the requirements of the Code of Practice.

The governor with responsibility for SEND is Mrs A Hudson

Complaints

The school works with parents, wherever possible to ensure a collaborative approach to meeting the needs of their SEN pupils. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment to speak to a member of staff can be made in line with the complaints policy.

Dudley's Local Offer

The purpose of the local offer is to enable parents to see what services are universally available to children across Dudley and how to access them. It covers the age range 0-25 years and is available on the following website: www.dudley.gov.uk/residents/dudley-local-offer

Accessibility

The school complies with all the relevant accessibility requirements.

Supporting Children with Medical Conditions

The school recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education.

Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2015) is followed.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We recognise the need to train all our staff on areas of SEND and we have funding available to support this professional development. The SENCo and Headteacher ensure that training opportunities are matched to school development priorities.

Admission and Inclusion Arrangements

The school's admissions criteria do not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice (2015) and in line with the Children and Families Act 2014.

The school follows the current admissions criteria as laid down in the Dudley Local Authority Admissions Team, which is available to all parents.

Transition

Inter-School/Nursery to School Transfers

Records are received from previous schools/year group and passed to class teachers and the SENCo. Where appropriate, further meetings between school and home may take place and a bespoke transition may be arranged to meet the needs of the pupil.

Transfer to Secondary School

The class teachers in Year 6 and the SENCo have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENCo meets with Secondary school SENCos to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCos and where appropriate, further meetings between school and home may take place.

Responsibility

The responsibility for the monitoring and review of this policy is delegated to the School Improvement Committee.

This Policy is monitored and reviewed annually by the School Improvement Committee.

Date Ratified by Governing Body: November 2025

Signed by Chair of Governors: .....

Date to be Reviewed: November 2026