

# SEND Policy



RESPECTFUL



AMBITIOUS



RESILIENT

Policy Name:	SEND Policy	
Frequency of review:	Annual	
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# WREN PARK PRIMARY SCHOOL SEND POLICY

SEND GOVERNOR:- Mrs. L. Hanson

SEND COORDINATOR:- Mrs. G. Pettit

HEADTEACHER:- Mr. A. Buckley

## STATEMENT

All children have individual learning, behavioural or physical needs that we, at Wren Park, aim to meet within the National Curriculum guidelines taking into account the child`s learning abilities, interests and learning styles as well as promoting emotional well-being. At Wren Park, we value the abilities, contributions and achievements of all our pupils and are committed to providing the best possible learning environment for each individual learner.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEND if he or she has 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*Clause 20, Children & Families Bill 2013, Department for Education.*

*Code of Practice 2015*

A child has SEND if the provision they require within school is different from or additional to that of quality first teaching.

Although there are acknowledged links – in some instances- with pupils who have English as Additional Language (EAL), this is a separate area of provision. Children with EAL should not be regarded as having SEND, although a proportion of EAL pupils may also be SEND.

The SEND Code of Practice focuses on meeting these needs in the classroom and therefore all staff have responsibility for addressing the learning requirements for all children in their class.

The Code of Practice sets out four areas of SEN:-

**Cognition and Learning** – in acquiring basic skills in school. Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties (MLD) is a general term used to describe pupils who are having difficulty accessing the curriculum, even when the learning is well differentiated and support is put in place. Pupils with MLD may need support with the following:
  - understanding instructions and the requirements of tasks
  - acquiring sequencing skills – for example, when following a recipe or science experiment

- understanding how they affect and relate to their immediate surroundings
- personal organisation over the short, medium and long term, and
- visual and auditory memory for information, processes and instructions.
- Severe learning difficulties (SLD), which is where pupils require substantial help and support in order to access the curriculum. Children may have little or no speech, find it hard to acquire new skills, need support with daily activities, have difficulties with social skills and/or may need life-long support.
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

**Social, Emotional and Mental Health (SEMH)** – These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

**Communication and Interaction** – in expressing themselves or understanding of what others are saying

**Sensory and/or Physical Needs** – such as hearing or visual impairment which may affect the child in school or a medical/health condition which may slow down a child's progress and/or involves treatment that affects his/her education. Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

## **AIMS OF THE POLICY**

**The overarching aim of our SEND Policy is to provide an environment in which all pupils can thrive and achieve their full potential. This includes the following:**

- ❖ identifying and assessing, at as early an age as possible, children who need extra support, attention or intervention;
- ❖ children with SEND are known and understood by everyone;
- ❖ high quality teaching and differentiation (or adaptive teaching) is provided within a broad and balanced curriculum, in a way that supports all children, including those with SEND.
- ❖ all children are given full access to the curriculum at an appropriate level
- ❖ staff have high expectations and aspirations for all children.
- ❖ records relating to SEND follow the child through the school, and are clear, accurate and up to date.
- ❖ working in close partnership with parents to ensure everything we do is pupil centred.
- ❖ working in close partnership with support services e.g. educational psychologist, Speech and Language Therapists and other specialist agencies;
- ❖ SEND provision is adequately funded and pupils have access to a range of resources to support their needs;
- ❖ enabling each pupil to reach his or her full potential, both curricular and extra-curricular;
- ❖ endeavouring to meet the individual needs of each child;
- ❖ developing children's self-esteem;
- ❖ fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- ❖ training to support staff in their teaching of children with SEND.

## **SCHOOL ORGANISATION**

### **Admission Arrangements**

At Wren Park Primary we endeavour to provide facilities and support for all children within school, including those with Special Educational Needs and Disabilities. All admissions are treated equally according to the school's admission policy and with due regard for the practice advocated in the SEND Code of Practice.

## **Inclusion**

We recognise the entitlement of all pupils to receive a balanced, broadly – based curriculum and reinforces the need for all pupils, regardless of ability, to be fully included in that curriculum. We strive to create an inclusive teaching environment and are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to the teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life as well as ensuring all staff have high expectations, aspirations and ambition for all pupils.

We aim to include all children in school activities and clubs and to encourage social interaction amongst our pupils.

## **Facilities**

Although we have no special unit specifically for SEND, we try to provide for all pupils as appropriate. Accessible toilets and improved access arrangements have been installed. However, due to the nature of our school building, we do not have break out spaces, quiet rooms or a sensory room.

## **Legislation and guidance**

This policy 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

## **ROLES AND RESPONSIBILITIES**

Wren Park Primary School recognises that the responsibility for children with Special Educational Needs and Disabilities is a matter for the school as a whole and all members of staff have a role to play.

### **The Governors**

- ❖ The Governors have overall responsibility for Special Educational Needs.
- ❖ A named governor to have responsibility for implementation, development and review of the SEND policy. The named governor at Wren Park is **Mrs L Hanson**
- ❖ To have up to date knowledge about SEND provision including funding.
- ❖ To support school initiatives in meeting Special Educational Needs and Disabilities, including as part of the School Improvement Plan.
- ❖ To continually monitor the quality of SEND provision.
- ❖ To liaise closely with Headteacher, SENDCo and staff.
- ❖ Having regard to the Code of Practice when carrying out these responsibilities.

### **Headteacher**

- ❖ Allocate roles and responsibilities to staff so that all SEND needs are met.
- ❖ To liaise with staff, SENDCo, support services, parents and pupils.
- ❖ To report to the Governors on the needs of SEND children in their care.
- ❖ To endeavour to meet the needs of SEND children.
- ❖ To endeavour to provide clear and flexible strategies for working with parents and that these encourage involvement in their child's education.

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

At Wren Park, our SENDCo is Mrs G Pettit. Her role is:

- ❖ To play a key role in the strategic development of the SEND policy and provision.
- ❖ To oversee the day-to-day operation of the SEND policy.
- ❖ To support and train staff so that all staff are aware of and are following the requirements in the SEND Code of Practice
- ❖ To monitor the needs of SEND children together with the Headteacher and class teachers.
- ❖ To assist with and advise on, the teaching and assessment of children with SEND.
- ❖ To organise and lead annual reviews for those children with an EHC plan.
- ❖ To support staff in the Graduated Response and facilitating reviews for children on the SEND register, at least 3 times a year.
- ❖ To endeavour to map and monitor provision for pupils with SEND and that the impact of SEND provision is assessed.
- ❖ To give advice on the level of support and on appropriate resources and strategies to support learning.
- ❖ To endeavour to regularly update the school's SEND register and provision maps.
- ❖ To make contact with Educational Psychologist and other support services where appropriate.
- ❖ To report to governors as requested by Headteacher.
- ❖ To work closely with teachers, giving advice and support and ensuring they are aware of their role.
- ❖ To endeavour to include the pupil's voice in all aspects of their SEND provision Graduated Response.
- ❖ To manage Teaching Assistants.
- ❖ To lead INSET or other staff training on SEND.

- ❖ To keep updated on local and national initiatives by attending external courses as appropriate.

### **Class teachers**

- ❖ To identify children in their class with SEND and to provide evidence of initial strategies used to support those pupils.
- ❖ To provide quality first teaching for all pupils
- ❖ To know which pupils are on the SEND register, to understand what stage their pupils are on and the primary area of need.
- ❖ To maintain a file for each SEND pupil in their class reflecting this information and copies of all MEPs tracking the pupil through the school.
- ❖ To write MEPs for each child on SEND register and to ensure these are reviewed at least 3 times a year with parents and, wherever possible, the child.
- ❖ To provide details on the MEP of targets given, strategies used and their relative success for each child with SEND.
- ❖ To endeavour to use TAs strategically to support pupils with SEND in their class.
- ❖ To endeavour to make the SENDCo, Headteacher and other staff aware of a child`s needs.
- ❖ To provide learning experiences that are appropriate for the individual`s needs, using adaptive teaching and a range of resources and strategies.
- ❖ To attend appropriate INSET and courses to develop knowledge and understanding of SEND.

### **Teaching Assistants**

- ❖ Carry out activities and learning programmes planned by the class teacher and SENDCo.
- ❖ To keep records of this work as requested.
- ❖ To support children in class, or by withdrawing small groups or individuals where appropriate.
- ❖ To attend INSET and courses as appropriate.
- ❖ To be fully aware of SEND policy.

### **Parents and carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents should always contact their child's class teacher in the first instance for any queries, questions or concerns regarding their child.

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. Parents or carers will:

- ❖ Be invited to termly meetings to review the provision that is in place for their child;
- ❖ Be asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs;
- ❖ Be given the opportunity to share their concerns and, working with school staff, agree their aspirations for the pupil;
- ❖

The school will take into account the views of the parent or carer when making any decisions made about or on behalf of the child.

### **Pupils**

Wherever possible and appropriate, pupils at Wren Park will 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. This might involve the pupil:

- ❖ Explaining what their strengths and difficulties, likes and dislikes are;
- ❖ Explaining what they feel is working well, what is not working well and anything they feel needs to change;
- ❖ Contributing to setting targets or outcomes;
- ❖ Attending review meetings;
- ❖ Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, wherever possible and appropriate.

### **SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually or as soon as possible after any changes to the information it contains are made. Wren Park's SEND Information Report can be found on our school website:

[SEND | Wren Park Primary School](#)

## **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

### **How are children with SEND first identified?**

At Wren Park, we aim to identify children with Special Educational Needs as early as possible and have adopted a whole school approach to SEND policy and practice. Early identification of pupils with SEND is a priority. We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

### **Initial Concerns and SEND Monitor**

Any pupils falling outside the range of expected academic progress will be monitored and assessments will be made to determine whether further intervention is required.

Initial concerns may be raised from formal assessment procedures throughout the year. Results from these are analysed and pupils showing difficulties are highlighted. The assessment calendar is as follows:-

- ❖ Reception teachers assess all children to obtain a profile.
- ❖ Year 1 children complete phonics assessment in June
- ❖ Year 2 children complete SATs through teacher assessment in May
- ❖ Year 1-6 complete optional tests in November and February
- ❖ Year 6 complete SAT tests in May.
- ❖ Years 1, 3, 4 and 5 complete tests in June.

As well as more formal assessments, teachers are continually assessing pupils in their class to ensure adequate progression at all levels.

Parents may also raise concerns they may have about their child with the class teacher or SENDCo at any point throughout the year. The class teacher should always be a parents' first point of contact for raising any concerns about their child.

Teachers will provide Quality First Teaching, including differentiated tasks/adaptive teaching and provide adult support to provide all pupils with full access to the wider curriculum. This support may take place within the classroom or within intervention groups outside the classroom – either 1:1 or as part of a small group.

Children will be supported from within the schools resources including:

- ❖ Intervention groups led by Class Teacher and/or Teaching Assistants
- ❖ Alternative learning materials or adapted resources
- ❖ Classroom support from teacher or Teaching Assistant
- ❖ Advice from external support services, including Speech and Language (SALT), Educational Psychologists, Social communication and autism team (SCA) and Occupational Therapy.
- ❖ Quality First Teaching, whereby the class teacher takes further steps to differentiate or adapt the learning to better support the pupil and may require adjustments to the style of teaching adopted for that pupil. The child here will be monitored but this does not mean they will automatically be placed on the SEND register.

If a pupil is joining the school, and:

- ❖ Their previous setting has already identified that they have SEND;
- ❖ They are known to external agencies;
- ❖ They have an education, health and care plan (EHCP);

then the school will work in a multi-agency way to endeavour to collate relevant information before the pupil starts at the school, so support can be put in place as early as reasonably possible.

### **Special Needs Register**

Once initial concerns have been raised, the child's progress will be tracked and monitored by the teaching staff and SENDCo. If a child's progress remains a cause for concern, it may be necessary to place them on the SEND Register; this is always done through consultation with parents.

Although each child and their circumstances are assessed on an individual basis, the evidence for being placed on the SEND Register could be that despite significant and sustained intervention he/she:

- ❖ Make little progress over a long period in READING, WRITING and MATHS;
- ❖ Are working on objectives significantly below their age expected outcomes in READING, WRITING and MATHS;
- ❖ Continues to experience difficulty in developing literacy/numeracy skills OR
- ❖ Have sensory/physical needs requiring specialist equipment or advice OR
- ❖ Have communication, emotional or interaction difficulties that impede the development of social relationships.

The school will then adopt the level of intervention as set out in the SEND Code of Practice and this will form the basis of our Graduated Response to meeting pupils' needs. Parents will be part of this decision making process as to whether their child should be placed on the SEND Register. The aim of formally identifying children and placing them on the SEND Register is to ensure that effective and targeted provision is put in place in order to remove any barriers to learning.

This support plan consists of a four part cycle (the Graduated Response)

- ❖ Assess
- ❖ Plan
- ❖ Do
- ❖ Review

The Graduated Response enables provision to be refined and revised as needed and works alongside a growing understanding of the needs of the pupil.

**Assess** – This will involve analysing the pupil's needs using assessment, experience of working with the pupil, details of previous progress, comparisons with peers locally and nationally as well as incorporating views, experiences and ideas of parents, staff and, where possible, the child themselves. Advice

from external support services will be sort if necessary and after agreement with parents.

**Plan** – Planning involves consultation between the class teacher, parents and, where appropriate, the child. Agreements will be made over any adjustments, interventions and support required; the impact on progress, development and/or behaviour that is expected and a clear review date will be set. Parental involvement may also be sought to reinforce or contribute to progress at home. This plan will be recorded as an MEP document and will be shared and agreed with staff, parents and the pupil themselves. Targets set should be SMART (Specific, Measurable, Achievable, Realistic and Timed). The SENDCo oversees, monitors, advises and supports staff with planning through training and where needed.

**Do** – The class teacher is responsible for the day to day provision for the child. Targets set must be worked upon. The class teachers retain responsibility for progress, even when interventions are carried out by Teaching Assistants in a small group or 1:1. They will work closely with the Teaching Assistants to plan and assess the impact of the support and to ensure there are links within the classroom. The SENDCo will support with further assessment of pupil strengths and areas of need.

**Review** – Reviews of children’s progress should be made regularly. Review meetings will be held at least 3 times a year with parents and, where appropriate, the child. The review process will evaluate the impact and quality of any interventions and a child’s progress against their SMART targets. It also takes account of the views of the pupil and their parents. The class teacher, supported by the SENDCo, will then revise the support outcomes and make any necessary amendments going forward, based upon the evidence of progress and in consultation with parents and pupils.

### **Progression to Education, Health Care Plan – previously known as a Statement of Educational Needs.**

An EHC Plan is designed to give details of the child’s educational, social and health difficulties and what provision is required for an individual until the age of 25.

A request for an EHC Plan can be made to the Local Authority by parents or the school. The school will request an assessment when, **despite sustained**

**intervention and support from external agencies, the pupils attainment gap between him/herself and his/her peers continues to widen and/or the level of support a child needs in order to make progress requires more specialist interventions or support.**

In order to make a request for an EHC needs assessment, parents and the pupil are asked to complete their information form and all records and papers are forwarded to the Special Needs Panel of the LA who make a decision as to whether an EHC assessment is needed.

If an assessment is agreed, further papers will be sent and with consideration from all other professionals involved an EHC plan may be written.

The EHC Plan will give teachers specific objectives to be targeted as well as any resources or other provision that needs to be made.

These medium term targets are used by the SENDCo and class teacher to draw up short term targets which are written on an MEP and reviewed regularly.

EHC Plans must be reviewed annually with all relevant parties invited to attend, with the aim being :

- ❖ To assess pupil progress in relation to EHC Plans and MEP targets.
- ❖ Review the provision made in the context of the National Curriculum.
- ❖ Consider the appropriateness of the plan.
- ❖ Set new targets.
- ❖ Phase Transfers at the beginning of Year 6 will indicate provision for secondary school.

Further information about EHC Plans can be found on the Derby City Council website [Requesting an EHC Needs Assessment - Schools' Information Portal \(derby.gov.uk\)](https://www.derby.gov.uk/education/schools/SEND/Requesting-an-EHC-Needs-Assessment-Schools-Information-Portal)

## **TRANSITIONS**

Children arriving at Wren Park have usually experienced some form of nursery education. In the summer term, prior to their admission, the EYFS teachers and/or the SENDCo will liaise with childcare providers to establish which children may have already received a formal diagnosis of any learning disability eg dyslexia or processing deficits or a physical, sensory or communication difficulty eg cerebral palsy. The childcare providers will also hand over any relevant paperwork if external professionals are already involved in the child's education, such as SALT. These pupils will be placed on Wren Park's SEND register immediately.

As pupils on the SEND register progress to secondary school, the Year 6 class teachers and/or the SENDCo will liaise with the various receiving schools. It may be considered necessary for the pupil to spend additional time visiting the chosen school as part of the enhanced transition process. Information regarding SEND pupils is also provided for secondary schools on the year6-7 transition portal and Year 6 staff, along with the SENDCo will speak to all secondary schools regarding children with SEND to ensure information is passed along to the new setting. Staff at Wren Park will endeavour to pass all relevant information but it should be noted that decisions made about extra transition, class allocation and school placements are made by the secondary schools and Wren Park has no influence over this.

### **PUPIL VOICE**

At Wren Park we believe the children should be involved in the decision making, where possible, from the beginning of their education. Where able, children will be involved in planning and reviewing their provision in child-centred review meetings, as part of the Graduated Response cycle. The ways in which children contribute will reflect their evolving maturity.

### **PARENTS AS PARTNERS**

Evidence shows that parents and teachers working together in partnership can have a very positive impact on their children's progress and ability to achieve their potential. At Wren Park we are always keen to work alongside parents and we recognise that parents have a unique overview of their child's needs and how best to support them; this gives them a key role in the partnership. At Wren Park we have an open door policy. We will always listen to parents concerns and value their contributions to their child's education and emotional well-being.

If a parent has concerns about their child they should discuss this, in the first instance, with the class teacher either at a mutually agreed time or during parents' evenings. Further concerns can be addressed to the SENDCo or Headteacher; these will be discussed informally and usually result in careful monitoring of the child for a fixed amount of time before any further decisions are made.

Parents are always given encouragement and advice on how to support their child at home. If a parent feels they have grounds for disagreement or concern over the provision for their child, they should speak to the class teacher in the first instance, followed by the SENDCo and Headteacher where necessary. If parents feel after speaking with the class teacher, the SENDCo and the Headteacher there are still concerns that had not been addressed by the school, they may contact the Special Needs Governor via the school admin address [admin@wrenpark.derby.sch.uk](mailto:admin@wrenpark.derby.sch.uk)

### **COMPLAINTS PROCEDURE**

The school's complaints policy is on the website. Parents are encouraged to discuss any problems or concerns they may have with school. These should be raised initially with the pupil's class teacher as most problems can be resolved in this way, but if this does not happen, parents may raise concerns with the SENDCo and/or the Headteacher. If necessary parents may complain to the Governors and, if they are still dissatisfied, may take their complaint to the LA. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

### **OUTSIDE AGENCIES**

The school has strong links with the support services provided by the LA. These include the STePS team (Specialist Teachers and Educational Psychology Services) as well as specialist support for physically, visually and hearing impaired children and those with emotional needs. These agencies provide the school with advice and have been involved in staff training. We also maintain links with Speech and Language department of the Local Health Authority who give support to those children with communication difficulties.

### **EVALUATION OF POLICY**

A review of this policy will be held each year to consider how effective it has been, how resources have been allocated and areas to be included in the School Development Plan. This is to be discussed with the Special Needs Governor and targets set for the following year.

**Reviewed: May 2025**

**Next review date: May 2026**