


Whitchurch Church of England Primary School	Effective Date:	September 2025
Policy and Procedure Statement		
 <p>Special Educational Needs Policy Policy for Identifying, Assessing and Providing for Pupils with Special Educational Needs</p>	Revision Date:	September 2026
	Reviewed	Annually
Head Teacher	Mr D Ware	
DSL	Mr D Ware	
SENDCO	Mr D May	
Chair of Governors	Mrs S Smith	

Jesus said, 'Love your neighbour as yourself' (Matthew 22:39)

Whitchurch Vision Prayer

Lord God, together we make a difference through love, courage and respect. With kind actions, words and thoughts we accept everyone for whom they are and care for those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

Whitchurch Values

Together we make a difference through love, courage and respect.

1. Introduction

Whitchurch CE Primary School is committed to providing an appropriate and high quality education to all in its care. We believe that all our children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

All our pupils have the right to an education which is appropriate to their individual needs and we are committed to providing excellence for children with special educational needs. In doing this, we aim to remove barriers to learning in order that the progress of every child whatever their need is maximised.

We believe that all children should be equally valued in school. Within our Christian Values of Love, Courage and Respect we will strive to eradicate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

2. Objectives

- To ensure all pupils have equal access to a broad and balanced curriculum, with access to an education that is appropriate to their needs.
- To use our resources as efficiently as possible when assessing and meeting the needs of our pupils, whether with or without Education and Health Care Plans (EHCP).
- To provide a staged approach in order to match provisions to each pupil.
- To develop a partnership with parents so that their knowledge, views, and experience assist us in assessing and providing for their children.
- To ensure that all staff are aware of their responsibilities towards pupils with SEND.
- To monitor the effectiveness of these objectives.

3. Principles

- To take into account the ascertainable wishes of the pupils in order to provide for them effectively.
- To identify and assess pupils with SEND as early as possible.
- To ensure collaboration with the Local Authority Children's Services, in order to ensure effective action on behalf of children with SEND.

4. Responsibilities

Teaching Staff

All teaching staff should be fully aware of the contents of this policy and in particular of the staged procedures described below.

They will be responsible for:

- Working closely with all children, and should use increased differentiation and a range of support strategies while continually monitoring and reviewing individual children's progress.
- Expressing a concern about an individual child to the Special Educational Needs Coordinator (SENDCO), where the attainment of the pupil falls below age related expectations and increased differentiation is not accelerating progress towards an expected norm.
- Agreeing SEND intervention programmes with SENDCO. This may or may not include a Pupil Passport (previously an IEP).
- Familiarising themselves with, and ensuring, that SEND programmes are followed for each individual child and that targets are reviewed and tracked regularly.
- Collecting relevant information about the child, consulting closely with the SENDCO, child, parents and other relevant parties.
- Contact with and advice to the child's parents (and the child) to inform them of action taken. This might include, for example:
 - initial concerns;

- assessment result;
- Pupil Passport updates
- specific programmes/interventions;
- changes in provision;
- monitoring of progress;
- Liaising with and seeking advice from the SENDCO, and external agencies where appropriate.
- Continual monitoring and updating of actions towards targets between formal reviews of Pupil Passports.
- Renewal of targets. (If targets are met before the review date, the class teacher is responsible for setting new targets.)
- Liaising with and advising Learning Support Assistants (LSAs).
- Contributing to reports, monitoring assessment activities and SEND records.

In-Service training will be made available where appropriate.

Learning Support Assistants (LSAs)

All LSAs should be made fully aware of this policy. Under the direction of a Class Teacher/Key Stage Leader, they will be responsible for:

- Raising concerns with the class teacher regarding the progress or behaviour of a child with whom they work.
- Giving 1 to 1 or small group support for children with SEND.
- Collecting information about the children, under the guidance of the class teacher.
- Contributing to Pupil Passports.
- Liaising with the SENDCO and external agencies if appropriate.
- Preparing and using resources appropriately.
- Carrying out specific intervention programmes, such as Speech and Language and motor skills programmes.
- Ensuring that appropriate records of intervention are kept.

SEND Co-ordinator (SENDCO)

The SENDCO is responsible for the following:

- The day to day operation of this policy.
- Maintaining the schools SEND register and overseeing the records of children with SEND, especially Pupil Passports.
- Liaising with and advising staff and parents of children with SEND.
- Taking the lead in agreeing SEND provision and coordinating this with teachers and LSAs
- Maintaining an up to date knowledge of national guidelines and strategies including knowledge of the SEND CoP and the National Curriculum.
- Contributing to the training of staff.
- Liaising with external agencies including the Educational Psychology service and other support agencies, medical and social services and voluntary bodies.

- Liaising with other schools to facilitate children's transition both from and to our school.
- Ensuring that the voice of the child is heard.
- Ensuring that resources are being used appropriately and are updated regularly.
- Developing and reviewing the school's SEND policy.
- Co-ordinating and liaising with the SEND Governor.
- Overall responsibility for the completion of SEND audits/reports requested from external sources.

Head Teacher

The Head Teacher will work within the guidance agreed by the governing body as defined by this policy.

The Head Teacher has overall responsibility for the day-to-day management of provision and will work closely with the school's SENDCO and will keep the Governing Body fully informed about the working of this policy.

The Head Teacher will, as far as possible, ensure that all members of staff receive In-Service Training to help them to meet the objectives of this policy.

Governors

Governors will fulfil their statutory duties towards pupils with SEND as prescribed in the sections 313 and 317 of the Education Act 1996. In order to do this they will establish the appropriate staffing and funding arrangements. They will, in co-operation with the Head Teacher, determine the school's general policy and approach to provide support for children with SEND and will be involved in ensuring that the SEND provision is continually monitored. They will also:-

- Do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Consult the Local Authority or, as appropriate, the Funding Authority, and the Governing bodies of other schools, when it seems to them necessary or desirable in the interest of co-ordinated special educational provision in the area as whole.
- Ensure that each pupil who has SEND joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school, and the efficient use of resources.
- Have regard to the SEND Code of Practice Sep 2014 when carrying out duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child

Parents

Parents will be actively encouraged to play a full part in supporting their child at all stages as described by this policy. Especially, they will be asked to:

- Raise concerns regarding their child's progress.
- Contribute, via consultation, to all formal assessments.
- Participate in all SEND consultation activities.
- Have knowledge of their child's SEND and how the school is providing for them.
- Actively support and engage in the provision of support for their child.

Children

Children will be actively encouraged to understand their own needs and what they need to do in order to make progress so that the 'child's voice' contributes to the planning of provision for each child. Especially they will be asked to:

- Contribute to their Passports at an appropriate level of maturity.
- Have knowledge of Passport targets at an appropriate level of maturity through discussion of their progress and difficulties with an appropriate adult.

5. Key Procedures

Admissions

We aim to meet the needs of any child whom the parent wishes to register at the school as long as a place is available.

The currently agreed admissions policy of the governors, based on the county admissions policy, makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that he/she has SEND except where the child is the subject of an EHC plan and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a child due for admission is known to have SEND, the SENDCO, the respective teachers, and the Head teacher will gather appropriate information from the playgroup, nursery or school the child has been attending, from the parents, and from other agencies known to have been involved.

Specialisms/Special Units

None.

Special Facilities

Currently, the school has no specialist facilities but we would take steps to meet our legal requirements under the Disability and Discrimination Act should they be needed.

Assessment and Provision

All teachers will provide Quality First Teaching (QFT) for the children in their class. This will include differentiated work to meet the child's needs. Where a child's progress is causing concern e.g. if they are struggling to make progress, a teacher will discuss their concerns with the SENDCO. The teacher will also meet with parents to discuss the concerns

After consultation with parents/carers, if the school decides that a child does have additional needs and would benefit from extra provision; they will be placed on the school SEND register and given a Pupil Passport. This will outline the specific difficulties experienced by the child and the support they will receive within the day to day classroom. It will also give details of any specific intervention programmes and the level of extra adult support that child will receive. At Whitchurch passports are reviewed at least three times a year. All parents of children on the SEN register are offered additional meetings each half term to discuss their child's needs. If a child continues to need a high level of extra support and/or is not making progress in one or more areas of the curriculum, it may be necessary to involve external agencies such as Primary Behaviour Support (PBS), Speech and Language Therapy (SALT) or and an Educational Psychologist (EP)

If there are ongoing concerns about a child's progress an Education Health Care Plan (EHC) may be requested.

School Request for Statutory Assessment- EHC plan

The SENDCO will complete the relevant paperwork as determined by Hampshire County Council. Information regarding the provision to date, the views of the parent and child, and involvement of other professionals will be provided. Copies of the Pupil Passports and samples of the child's work will be appended.

The Head Teacher and the **SENDCO**, will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the Local Authority will be writing to them explaining the detailed arrangement.

We will continue to work with the pupil until the outcome of the formal assessment is decided.

The Head Teacher and the **SENDCO** will supply educational advice to the Local Authority, when this is requested, in order for them to complete the assessment.

The **SENDCO** will update the Special Needs register.

If the Local Authority decides not to give an EHC Plan of Special Educational Need the child will continue to be supported under the guidance of the Local authority.

If the **Local Authority** does give an EHC Plan then our role is as follows:

- The Head Teacher will make effective use of any additional resources allocated by the Local Authority to the school to supplement our efforts to meet the pupil's SEND.
- Targets will be set and reviewed at least each term.
- Progress will be reviewed by holding a review meeting at least once a year. Before this meeting we will seek written advice from parents and any people specified by the Local

Authority and anyone else whom we think can usefully contribute. These people will be invited to the meeting. They will receive copies of any advice received 2 weeks before the meeting, if possible. The Head Teacher will report the outcomes of the meeting to the Local Authority within two weeks so that they can review the statement and ascertain whether the provision will continue to be appropriate or whether changes are needed.

Integration

- Whatever the child's difficulties are, our emphasis will be upon including them, with the other children, in the full range of activities our school has to offer.
- This will be achieved by careful consideration of the needs of each child.
- Pupils will only be withdrawn from normal activities when the child will benefit from some intensive individual work or when it is clearly inappropriate or unsafe for the child to participate.
- However, these must not compromise the general principle that all children will be able to participate in a broad and balanced curriculum, including the National Curriculum.

Parent Involvement

The views of parents will be sought at all stages of assessment and provision, as we see our relationship with them as crucial to the effectiveness of any school based action and the progression of their child.

Therefore, we will get to know the parents of pupils with SEND and will encourage them to work with us in helping their child.

We intend that parents will feel able to ask about our provision and express their concerns to us.

In return we will seek their help regarding work that they can do with their child at home. We will keep records of all parents and/or those with parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child, while appreciating the sensitivities that may arise.

6. Changing Schools

When a child with SEND leaves to transfer to another school, the Head Teacher will arrange to forward relevant information about the child's needs and the efforts we have made to meet them.

This will need to occur within 15 days of the child leaving our school.

When transferring to secondary school there is opportunity to discuss children, with SEND, with the SENDCO of the relevant school. Therefore, we need to ensure records are kept that are efficient and inform the next school of steps previously taken.

7. Complaints

If a parent has a complaint about the provision for their child with SEND, then they should first speak to his/her class teacher. It is quite likely that the matter can be resolved in this way.

If this is not possible they can take the matter further by approaching the following people in the given order: SENDCO, Head Teacher, SEND Governor, the Principal Special Needs Officer at Hampshire County Council.

8. Equal Opportunities

This policy will be applied to all members of the school community regardless of difference, for example, of mental or physical ability, age, race, gender, sexuality, religion or background.

9. Resources

When the Governing Body approves the school's budget, consideration will be given to the amounts delegated to the school for children with SEND and to the amounts allocated to SEND in the school's budget.

Consideration will also be given to any funds allocated by the Local Authority in respect of children who are the subject of EHC Plans. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below and by using the SEND audit results.

10. Monitoring and Self Evaluation

The Governors will evaluate the success of this policy in the light of the policy objectives. In order to achieve this, Governors will monitor:

- The number of children with SEND in each year group.
- The progress, of all children on the SEND register. This is reported each term via the Head Teacher report.
- The resource allocation for children with EHC Plans
- Additional resources allocated for children with EHC Plans.
- The views of parents expressed and any complaints received.
- The extent to which pupils' and teachers' views are reflected upon.
- Details of visits by Specialist Teachers, Educational Psychologists and other agencies.
- Staff views on In-Service training opportunities.

11. Summary For Parents

This policy will be given as requested. The policy is also published on the website and hard copies available on request.

Please also see the schools SEND Information Report on the school website

12. Links

SEND Code Of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Children and Families Act

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>