WINGROVE PRIMARY SCHOOL

Policy Statement for SEN and Disability

Inclusion Manager: Lauren Appleby

SEN Governor: Tina Simbo

Reviewed: October 2026

SEN and Disability Policy

Introduction:
The SEND policy should be read in conjunction with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps that school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities

SENDCo (Assistant head teacher/ Inclusion Lead): Lauren Appleby (Member of Senior Leadership Team)

Length of time in Post: September 2022

Qualifications: NPQ SENCO – September 2024 – March 2027 (paused due to maternity leave)

SEN and Disability Policy

Rationale:
At Wingrove every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.
Wingrove is committed to providing an education that enables all pupils to make progress so that they achieve their best and reach their full potential, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs and disability (SEND)
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes

- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN (SEN Information Report on our website)

Roles and Responsibilities:

The Special Educational Needs and Disabilities Coordinator (SENCO):

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEN
- The SENCO is also a Designated Teacher for Safeguarding so will ensure that the correct provision is in place for SEN pupils who are looked after
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

The Class Teacher:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle (assess, plan, do and review)
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice, update SEN documents/targets throughout the year
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

The teaching assistant supports individuals and groups of pupils with SEN, both in class and through withdrawal for targeted interventions/programmes under the direction of the class teacher/SENCO

The SENCO will be completing the NPQ SECNo.

The Pupil and Family Support Officer is there to support families of children with additional needs.

The governor responsible for SEN is Tina Simbo

The designated staff for child protection are Jane Mullarkey (head teacher), Dawn Guy (deputy head teacher), Sue Withycombe (pupil and family support officer), Sara Blashford (early years leader), Anthony Macleod (pastoral lead), Lauren Appleby (assistant head teacher/ inclusion lead) and Hayley Paxton (attendance and welfare officer).

The designated member of staff responsible for managing pupil premium is Jane Mullarkey (head teacher) and our governor is Rowan Miller.

The designated members of staff for looked after children are the Safeguarding Team with the designated members of staff managing this. The designated governor for safeguarding is Rowan Miller.

Looked after children:

The SENCO is part of the safeguarding team and is the designated lead for Children in Care (CIC). The team meet regularly to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible held together.
Safeguarding information relating to pupils with SEN is shared on the CPoms system in school with the relevant parties.

In the first instance, the designated member of staff for looked after children is Sue Withycombe but the responsibility is shared amongst the whole safeguarding team. See Safeguarding/CIC policy for more information.

Access to Facilities and Provision:
Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Have disabled toilets on both floors
- Have a lift for upper floor access

For more detailed information refer to the school's accessibility plan on our website.

Allocation of Resources:
The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

Access to the Curriculum:
All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carers' SEN information Guide and Annual SEN Report provides a clear description of what's available for all children with SEN through Quality First Teaching and what is additional and different.

Identification, Assessment, Planning and Review Arrangements:
Wingrove follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).
School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. An additional and different provision map outlines all SEN support and is updated each term.
Within the Code of Practice there are 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are ***not*** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child
- Being a child of service personnel

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified, an initial discussion takes place with the SENCO and a plan is put in place.

Assess
The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment, by sharing information too.

Plan
Parents will be formally notified when we feel that a child may have a special educational need. This could be in the form of a discussion with the class teacher or we may have a formal meeting if we need input from other services, for example Speech and Language Therapy. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil (where appropriate). This will be recorded on the school information system and the child will be included on our whole school Additional and Different Provision Map, which highlights additional interventions and strategies that are used to support the child. Children registered with an additional need will have a SEN support plan which is reviewed with the parents on a termly basis.

Do
The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will discuss and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services

- **Educational Psychology Service – school buys in privately which equates to 26 half days per year**;
- **School Health;**
- **School Effectiveness Team Gold Level and WEST Trust work;**
- **SEND Outreach Service.**
- **Speech and Language Therapy;**
- **LEAPs – School buy in to this traded service 2 x days per week to gain further Speech and Language support.**
- **Social Services and The Virtual School/CIC team (when appropriate);**
- **Occupational Therapy – School buy in an occupational therapist who works in school 2 days per week**
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Individual Pupil Support:
Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority, in discussion with external agencies.

Education, Health and Care Plans:
Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.
If this process is initiated, the SENCO will notify a SEN Caseworker from the Local Authority to arrange a Multi- Agency Meeting to discuss with parents what this process will entail and inform families of the timescales that in place.

Parents/Carers' SEN information document:
This report can be found on the school website and is regularly updated. It outlines the provision Wingrove makes for all pupils with SEN, within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. There will also be an annual SEN report on our website to outline the effectiveness of this provision.
Further details on provision for pupils with SEN can be found in the SEN information document (*see the school website and attached document***).**

Partnership with Parents/Carers:
Wingrove has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are also made aware of Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service and informed that Judith Lane is known as the Lead Specialist. The service provides information, advice and support at any stage of a child or young person's education and provides an independent supporter for families in the process of getting an Education, Health and Care Plan. The SENCO will accompany parents on visits to this service, when requested.
All parents/carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.
The Pupil and Family Support Officer, Mrs Withycombe, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. An Early Help Plan (formally known as the Common Assessment Framework – CAF) is used to coordinate support for children and their families who have a range of needs.
We arrange Coffee Mornings/Parent Workshops to inform our parents of services available to them and to share information.

Pupil Participation:
The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns.

Monitoring and Evaluating the Success of Provision – for further details see the Annual SEN Report on our website:
A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils
- Regular meetings between SENCO, Head teacher, Senior Leadership team, class teachers and teaching assistants
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA audits have externally validated provision and outcomes for pupils with SEN

Transition Arrangements:
Transition is carefully planned. In order to ensure successful transition to secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting.
If pupils with SEN have attended Wingrove nursery, pupils with SEN follow the same transition procedures for Reception as they would when moving year groups throughout the school which involves visits to their new class and thorough handover of information between teachers and school staff. If a child is identified as having high needs, parents/carers may be invited into to meet their child's new teacher prior to September. If a child has not attended Wingrove nursery, wherever possible, the SENCO or key members of staff will liaise with the setting that the pupil attended prior to joining Reception, carry out a home visit to gather more information when it has been identified that a pupil has SEN on the application form or speak to services/professionals that may have been involved with the pupil prior to starting school.
When a child is ready to move on to the next stage of their education in Year 6, all information is shared with the relevant professionals and parents/carers are invited to meet with key staff from secondary schools to review their progress at primary school and discuss the future provision that their child will need. All pupils with SEN are part of a careful transition process which involves small group work in school to prepare for the transition, visits from the relevant secondary staff into Wingrove and visits to their secondary placement. This may be more than the number offered by the chosen secondary school if a pupil with SEN needs more preparation for the next stage of their education. At the end of Key Stage 2, we also fill in the Transition Document for SEN and pass all records and relevant information on to the chosen school.
If transition takes place at any other time during the child's school career, all information is passed on to their new school and SEN reviews will be attended if necessary.

Staff Development:
The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. And where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training. As part of the WEST trust we collaborate and share training opportunities when relevant and all of the SENCOs now meet every half term with the members of the SEN school improvement service to ensure that we are sharing good practice and have parity between our schools.

Medical Conditions:
Wingrove will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:
The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.
Please refer to the information contained in our school's Admissions Policy which can be accessed on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEN.

The Complaints Procedure:
Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.
If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.