

SEND Policy



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This policy details how Woodham Burn Community Primary School and Nursery identifies and provides for children with Special Educational Needs and Disability.

Woodham Burn Community Primary School is an inclusive school and is committed to providing effective learning opportunities for all pupils. All children follow a broad and balanced curriculum, modified where appropriate to meet their individual needs.

- In line with the Special Educational Needs and Disability Code of Practice: 0-25 years, we will:
- Publish information on the SEND Policy and SEND Information Report which will be published on our school website
- Ensure that SEND development is an integral part of the school's development plan
- Ensure that the quality of SEND provision is continually monitored by the SEND Governor, reporting back to the governing body
- Share information with Durham County Council as part of the Local Offer

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognize that parents hold key information and have knowledge and experiences to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. We will also make available information provided by the SEND Information, Advice and Support Service (SENDIASS).

Children with special educational needs can often have a knowledge of their own needs and their own views in what sort of help they would like to help them make the most of their time in school. They will be encouraged to be part of the SEND process, contribute to the assessment of their needs and review.

The SEND Code of Practice refers to a process for identifying and meeting the needs of children with SEND. This is a cycle of 'assess, plan, do, review'. This takes into account the abilities and interests of the child to support learning. Children whose attainment falls significantly below expected range may have special educational needs. Children will be identified through the tracking system, as part of termly assessments.

Which children does Woodham Burn Primary School and Nursery provide for?

We are a primary school and we admit pupils aged 3 – 11 years. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

Cognition and Learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger's Syndrome.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties can manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behavior. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder and attachment disorder.

Sensory and / or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included within our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Children are supported in class, and some may access our Hive - The Hive was set up in September 2022 to begin to develop a long-term vision to meet the needs of our young people, who require significant support in their learning (morning focus) or to support their SEMH needs (afternoon focus) in a space with a higher adult to child ratio.

How does school identify children's special educational needs?

- **QFT** for all children is expected from all teachers, in all year groups at all times. Where a child is not making expected progress, a short note is written. A short note is a profile of the child, written in partnership with parents depicting what is going well and what needs further development. A short note highlights that an enhanced level of teaching is required around the development points identified. A short note can be in place for two terms. It is hoped that during this time, the child will catch up to peers.
- **SEND Support Plan** – A child who (through a short note) demonstrates they need additional support above QFT, will be moved onto a Support Plan. This is a higher level of support that is becoming more individualized and the child has targeted intervention around tight outcomes. At this stage, outside agencies may not be involved. If a child makes progress, they can be removed from a SEND Support Plan.
- **Top Up Funding (TUF)** – Children at this level will have more complex needs that require involvement from external agencies. These children will have a SEND Support Plan and school may then need to consider to apply for TUF to further support the needs of the children in school.
- **EHCP** – A small percentage of children will have longstanding and complex additional needs. The level of need will be clear and can be evidenced. A request may be made to the local authority for a 'Statutory Assessment' of the child's needs. An Education, Health and Care Plan (EHCP) is issued by the Local Authority if the assessment indicates this would be beneficial. EHC Plans are a statutory document that must be reviewed every 12 months.

Reviews are undertaken in partnership with the child, parents, staff and any other professionals involved with the child. The review will focus on the child's progress towards achieving outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. A Local Authority SEND Officer will attend the meeting if significant changes have been identified or if a change of provision may be appropriate.

- **Individual Health Care Plan** - If a pupil has a medical need then a detailed Care Plan is compiled by our Medicines Manager. These are discussed and shared with all staff involved with the pupil.
- **SEND register** – Children who are identified as having a Special Educational Need and or Disability are recorded on the school SEND register. Children can be added onto this if a need is identified or removed from it.

Staff Roles – all teachers are responsible for pupils with Special Educational Needs.

Class Teachers – teachers have responsibility to:

- Provide Quality First Teaching and a graduated approach of assess, plan, do, review
- Have high aspirations for every pupil
- Use the Headteacher and SENDCO to support the quality of teaching for SEND pupils
- Work with external agencies to support the quality of teaching and implement advice provided
- Work in partnership with pupils and parents / carers in planning and reviewing progress

The SENDCO – The Special Educational Needs Coordinator (SENDCO) is responsible for managing and coordinating the support for children with special educational needs, including those with Education, Health and Care Plans (EHCP's). They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The SENDCO has responsibilities to:

- Work in partnership with the Head of School to secure strong SEND provision
- Liaise with outside agencies
- Contribute to the in-service training of staff
- Support in the organizing of annual reviews
- Monitor and review SEND provision to ensure all Code of Practice requirements are being met
- Co-ordinate provision for pupils with SEND
- Oversee the records of all pupils with SEND
- Liaise with parents and pupils with SEND

- Liaise with the Trust SENDCO to seek guidance and support when required

The Head of School – has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head of School will keep the governing body informed. He will work with the SENDCO to support when required to:

- Oversee day to day operation of the SEND policy
- Co-ordinate provision for SEND children
- Oversee the records of all children with SEND
- Liaise with teachers and manage support assistants

The Governing Body – The governor with responsibility for SEND will have an understanding of the SEND Code of Practice and will oversee the implementation of the reform and provide strategic support to the Head of School and SENDCO. The SEND governor will also ensure governors are aware of the school's SEND provision.

