



# West Park Primary School

## SEND Policy

DOCUMENT HISTORY	
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<b>BY:</b>	Heather Price
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## *Ready, Respectful, Safe*

### **SEND Vision**

At West Park Primary School, all children are equally valued, and we are committed to the inclusion of all. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all our children every opportunity to achieve the highest of standards and our goal is for every pupil to achieve their full potential. We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We would like our pupils to be the very best that they can be both now and in the future.

#### **We aim to:**

- Recognise, reflect on and celebrate the skills, talents and contributions of all our children, so that everyone feels secure and knows that they are valued;
- Celebrate diversity and appreciate and value the differences we see in others;
- Help children to understand that everyone has the right to learn, be cared for and be happy in school.
- Listen to and respond to the concerns of children and parents/carers.
- Work in partnership with parents/ carers, pupils and relevant external agencies to provide for children's special educational needs and disabilities.
- Take care to balance the needs of all members of the school community.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all the activities of the school. West Park Primary School prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities.
- Ensure that all pupils have access to the school curriculum and school activities to promote the highest levels of achievement.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Make appropriate provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Regularly review the policy and practice to achieve best practice.

West Park Primary School is an inclusive school. We take safeguarding very seriously; all our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All our school policies are interlinked and should be read and informed by all other policies.

In particular, the SEND policy is linked to our Accessibility Plan, Equalities and Diversity Policy, Supporting Children with Medical Needs Policy, Safeguarding Policy, Behaviour Policy, Positive Handling Policy, Anti-Bullying Policy and is aligned with our curriculum ethos.

Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' what is provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014)

## **1. Aims**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils' views to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals where applicable
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## **2. Legislation and guidance**

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

### 3. Definitions

The Special Educational Needs Code of Practice 0-25 years defines Special Educational Needs as:

*A child has Special Educational Needs if they have learning difficulty which calls for special educational provision to be made for him or her.*

They have a learning difficulty or disability if they have:

- *A significantly greater difficulty in learning than the majority of others of the same age,*
- Or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The four broad areas of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotion and mental health difficulties**
- **Sensory or physical needs**

### 4. Identifying children with SEND – A Graduated Approach

To support children with Special Educational Needs at West Park Primary School we take a graduated approach. See the Document: '**Ad Astra Academy Trust Graduated Response**' for further information.

#### a) Quality First Teaching

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching, by the class teacher, they are discussed with the SENDCo and senior leadership team. A plan of action is then agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil.
- Pupil progress and attainment.
- Individual development in comparison with national age-related expectations.
- The views of the parents.
- The pupils' own views.
- Advice from external agencies if appropriate.

Pupils who are making less than expected progress are closely monitored at Bands 1 and 2 of our Ad Astra Academy Trust Graduated Response and extra support or intervention may be put in place. Parents will also be informed of concerns and kept up to date with their child's progress.

### **b) SEND Support – Band 3 of the Ad Astra Academy Trust Graduated Response**

Where it is determined that despite Quality First Teaching and interventions a pupil is still not making adequate progress then, parents will be formally consulted, and the child will be added to the SEND register and a SEND Support Plan put in place. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

#### SEND Support Plans

Strategies employed to enable the child to progress will be recorded within a SEND Support plan which will include information about:

- The long-term outcome and short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- How the child can be successful
- The review date.

All Support Plans are stored on the school system, in pupil's individual folders. Termly review meetings are carried out involving teachers, parents and pupils, where progress and targets are discussed. Parents' views and those of the pupil (where appropriate) are sought and considered.

Some pupils identified as SEND Support may also be identified as requiring High Needs Funding (HNF). The SENDCo will apply for this through the identified Local Authority. Local Authorities use information provided to establish a banding and allocated associated funding. There may also be some pupils who are placed on an EHCP pathway. These pupils are then identified as SEND Support High Needs - **Band 4 of the Ad Astra Academy Trust Graduated Response. These pupils will have a 'Co-Ordinated Support Plan' in line with the expectations of Hartlepool Borough Council.**

### **c) Education, Health and Care Plans – Band 5 of the Ad Astra Academy Trust Graduated Response**

If a child has significant difficulties, then an EHC plan (Education, Health and Care Plan) may be applied for. This is usually requested by the school, but parents are also able to request an EHC plan.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCo, social care and health professionals. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

All EHC plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved.

## **5. The Process**

At West Park Primary school we follow the 'Assess, Plan, Do, Review' cycle for all pupils at Band 3 or above:

### a) Assess

When assessing a pupil's needs, the following are taken into consideration:

- Teachers' assessments and experiences of the pupil
- Pupil progress, attainment and behaviour
- The individual development in comparison to their peers
- The views and experiences of parents/carers
- Advice and support from external support agencies (as appropriate)

### b) Plan

- A plan for targeted provision will be discussed with parents, the child and the class teacher and recorded in a SEND Support Plan, which will show the support that is

being provided, teaching strategies/approaches which will be employed and set 3/4 targets.

- Class teachers retain responsibility for the child even when they are taking part in provision away from the classroom.
- All staff working with the child will be informed of their individual needs.
- Where appropriate training will be put in place.

#### C) Do

- The class teacher remains responsible for working with the child on a day-to-day basis and retain responsibility even when they are working with another adult in group or one to one intervention. Class teachers work closely with Teaching Assistants to plan and assess the impact of support and interventions.

#### d) Review

- A pupil's progress will be reviewed.
- SEND Support plans will be reviewed termly in consultation with parents and, where appropriate, the pupil.
- During termly reviews the class teacher and parents will review the impact of support and interventions and amend targets according to the progress that has been made.

### **6. The Nature of Intervention**

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work more closely with the teacher or with TA support or other interventions.
- Staff development and training to introduce more effective strategies.

### **7. Outside Agencies**

There are a range of outside agencies which we can access in order to support children with SEND:

- Educational Psychologist
- STARS – Sensory Teaching Advisory and Support Service
- Speech and Language Therapy Service
- School Nurse
- Physiotherapist, Occupational Therapist etc
- Alliance – Therapeutic Support
- Outreach workers from special schools

## **8. Partnership with parents**

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs; whose support is vital if progress is to be achieved and maintained, will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our SEND school offer along with the Local authority offer and details of our school's policies. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

Parents always have access to the SENDCo (Heather Price) through the school office's email address and parents and children have access to the school website which has a section dedicated to Special Educational Needs. Additional support and advice are available through our school-based PSA (Parent Support Advisor) Laura Baker.

## **9. Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in West Park we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

## **10. Resources**

Many of the resources normally found within each class are appropriate, or can be adapted, to meet the needs of children on the SEND register. A range of additional resources and equipment are kept at central points; the cupboard in the SEND Hub and the SEND filing cabinet, having easy access for all staff members. There are also lots of resources and information about different areas of need in the SEND file on digital shared staff folders. Resources are well maintained, and regularly updated and new resources/equipment is shared with staff.

## **11. Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

### **The SENDCo**

The SENDCo is Heather Price.

She will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Liaise with the SLT in co-ordinating provision for children with special educational needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- The administration of annual reviews, Education and Health care plans and applications for funding and specialist support
- Updating the SEND register; monitoring, tracking and evaluating SEND pupil progress

### **The Governing Body**

The school's governors have important duties towards pupils with special educational needs.

The Governing Body must: -

- Do their best to secure that the necessary provision is made for any SEND pupil.
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Consult the LA as the appropriate funding authority, and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report annually to parents on the school's policy for pupils with SEND.
- The SEND Governor is Mrs Sue Sharpe.

### **The Headteacher**

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **12. Monitoring arrangements**

This policy and information report will be reviewed by **the SENDCo and Leadership Team every year**. It will also be updated if there are any significant changes to the information during the year.

All amendments will be approved by the Governing Body.

## **13. Complaints Procedure**

Complaints about SEND will be dealt with in the same way as any complaints about the school. Please refer to the Complaints Policy which can be found on the school website.