Willowbrook Primary School

Special Educational Needs and Disabilities (SEND) Policy

Revised in line with the SEND Code of Practice 2015

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Reviewed September 2026

This policy should be read in conjunction with the School SEND Information Report.

Our Mission

Willowbrook Primary School welcomes children with special educational needs and disabilities and will make sure that none in the community let a child's additional needs get in the way of high expectations of social and academic achievement. We want all children to receive the best possible education so that they can develop to their full potential, bearing in mind their individual needs and abilities.

Our Values

We want all children to develop their strengths and overcome their weaknesses. In accordance with this principle, we recognise that all children are different and we endeavour to welcome all children to the school, whatever their needs. We will use all resources available to the school in order to meet those needs and will attempt to make full use of externally provided facilities where appropriate.

Aims and Objectives

We follow the statutory guidance from the Department of Education, 'Special Educational Needs and Disability Code of Practice 0-25 years.' The school and its community aim to:

- have a SENCo who, in conjunction with the Headteacher and Senior Leadership Team, co-ordinates learning support;
- promote positive attitudes towards children with special needs or disabilities;
- make sure that children with special needs or disabilities receive the right provision for their needs;
- make sure that children with special needs or disabilities are not treated differently than other children and have access to the full curriculum;
- make sure that children with special needs or disabilities engage in school activities together with children who do not have special needs;
- make sure that reasonable adjustments are made so that children with special needs or disabilities are not at a disadvantage compared to others;
- produce and publish an equal opportunities policy;
- ensure that classroom activities are delivered at appropriate levels for all pupils through quality first teaching and clear differentiation;
- make sure that the governors monitor, support and challenge the implementation of the SEND policy on a regular basis;
- champion the needs of vulnerable children;
- listen to children and their families when making plans to meet a child's particular needs and when reviewing the child's progress;
- ensure that targets, outcomes and reviews are child-centred;

- make sure that parents have the information they need to know how the school is supporting their child;
- forge positive partnerships with external services and agencies, including special schools, where children need additional help;
- make sure that teachers and other staff are well trained and confident to identify and overcome a range of barriers to learning, to manage challenging behaviour, to address bullying, and to intervene early when problems emerge;
- make sure that teachers are able to identify what a child needs to help them learn and to plan support to help every child progress well, reflecting the needs of children with special needs or disabilities and those who may just be struggling with learning and need school-based catch-up support.

Persons responsible for SEND provision

The Headteacher, in conjunction with the SENCo (day-to-day responsibility and leader), has overall responsibility.

The SENCo works full-time as Deputy Headteacher. She is a member of the Senior Leadership Team and attends staff meetings. She is also a governor at the school. Her role includes working with pupils, liaising with staff and outside agencies and meeting with parents. She is responsible for day-to-day organisation and delegation of support staff and is available to meet with parents at prior arranged times.

The SENCo has completed the National Award for SEN Co-ordination.

Principles and Provision

The school is in a favourable position to provide physical access for children with disabilities as its building and site are fully DDA compliant (Disabilities and Discrimination Act).
The SENCo co-ordinates learning support across the school to fulfill the following provision:

- managing school-based provision and interventions, encompassing the following areas: speech and language; fine and gross motor skills; social communication; emotional health; and English and maths.
- overseeing and monitoring the school behaviour policy;
- ensuring regular review of support and provision so that children's needs are always met appropriately;
- providing professional advice and guidance to staff on SEND matters;
- supporting staff to adapt the curriculum and teaching materials to ensure good access and progress for children with special needs or disabilities;
- managing and deploying support staff to assist the learning of children with special needs or disabilities;
- ensuring the SEND budget is used effectively to enhance the educational experience and achievement of children with special needs or disabilities;
- advising school leadership and governors on SEND strategy and reporting progress to them on a regular basis;
- building good relationships and liaising with families, external agencies, other professionals and the local authority;

- working with other organisations and agencies to ensure that support to children with special needs or disabilities and their families is fully integrated and effective.

The school will work on the principle that wherever possible it will meet children's needs within the classroom alongside their peers. Where this is not possible, they may be taught in small groups or individually in one of the group teaching rooms; it is anticipated that this would only be for a small proportion of their time in school.

Full use will be made of specialist equipment, adapted materials and ICT to ensure access to the curriculum for children with SEND. This will be the responsibility of the class teacher but with support from the SENCo, LSAs and the Learning Mentor. Family members will also be encouraged and supported to help reinforce their child's leaning at home.

Identification and Assessment

Special educational needs might mean:

- children with learning needs across the curriculum;
- children with learning needs associated with language delay;
- children with specific learning difficulties;
- children with physical or sensory needs;
- children who experience communication difficulties;
- children with social or emotional needs;
- children who are More Able; (Please refer to the 'Most Able policy')
- or a combination of these needs.

The school has a set procedure for identifying and assessing the special needs of individual children which involves at various stages, teaching staff, parents, external agencies and of course the children themselves. The school uses The Ordinarily Available Framework to clarify the level of learning support that a child may require.

Children on the Inclusion register are monitored through termly pupil progress meetings and ongoing teacher assessment. Information from observations, book monitoring, discussions with pupils, parents and teaching staff are used to inform strategies to support progress.

Early Years Foundation pupils carry out an initial baseline assessment and have regular observations to help identify their progress.

The Graduated Approach

A cycle of assessing, planning, doing and reviewing through which earlier actions and decisions are revisited, refined and revised, leads to a growing understanding of a pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

High Quality First Teaching is paramount for all children in our school. All class teachers use adaptive teaching within class lessons to support children's learning and plan for differentiation (different work and expectations to reflect pupil ability and readiness) within some subjects to ensure all children can access the curriculum. Class teachers liaise with the SENCo for advice, either before or

during provision. If the class teacher identifies a pupil making less than expected progress given their age and individual circumstances, the first response is high quality teaching targeted at their area of weakness. We refer to The Ordinarily Available framework: High quality inclusive teaching framework in order to identify any strategies that can be implemented in order to do this. If a pupil continues to make slow or little progress (significantly below age related expectations) despite the targeted work, the class teacher along with the support of the SENCo will discuss the areas for development with the parents and put into place interventions designed to secure better progress. The class teacher and SENCO will refer to The Ordinarily Available framework: Targeted support in order to do this. The response of the pupil to the intervention will be regularly monitored and updated using a graduated approach. At this point, if during discussion with the class teacher and parents, it is felt that the additional targeted intervention needs to continue, the child will be placed on the Inclusion Register; a One Page Profile will be created with the pupil; and a One Plan will be developed.

A One Plan is devised by parents, child and staff. It includes a One Page Profile which outlines the views of the child (how they feel about their learning and the support that they would like). It also details long-term outcomes and SMART targets which are reviewed termly by the class teacher, child, parents and SENCo. The parents of children on the Inclusion Register are invited to attend One planning meetings with the SENCo and class teacher once a term, to discuss their child's progress and review their child's targets. This is in place of the Parent/Teacher consultations which are held for all children. This is an important part of home and school working together for the child's best outcome. Additional meetings are also held if further discussions are required.

The Essex Local Authority has a staged approach which is detailed in the Essex Provision Guidance Toolkit. It consists of 3 stages:

1. HQT (High Quality Teaching)
2. ASI (Additional School Intervention and Support)
3. HN (High Needs)

<u>HQT (High Quality Teaching)</u>
Pupils operate broadly within the expected range of abilities for their age but their progress/ development may occur at a somewhat slower pace than that of other pupils. Pupils will be provided with High Quality Teaching and remain part of the mainstream teaching timetable for all activities. They will have a consistent learning environment with established practices and routines. They will receive consistency from all adults and provision is based on the 4-part cycle: Assess, Plan, Do, Review through the school monitoring systems.

<u>ASI (Additional School Intervention and Support)</u>
Progress with learning and development is at a very slow rate and additional support is needed to achieve this. Pupils are attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers. Pupils will need 'additional to' or 'different from' interventions. Provision is based on the 4-part cycle: Assess, Plan, Do, Review and a One plan is written and reviewed regularly in line with the SEND Code of Practice.

HN (High Needs)
Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream schools. Pupils may have life-long learning difficulties or disabilities across several areas of development and will require more targeted and specialist intervention. An application for an EHC Plan will be considered at this point.

EHC Plans (Education, Health and Care Plan)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings without requiring an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. The Local Education Authority considers the needs for an EHC Plan (Education, Health and Care Plan) and, if necessary, issues a plan, arranges funding and reviews the provision. The parents and child would be fully involved in the process. Funding for additional provision is provided jointly by the school and the Local Authority.

More information on EHC Plans can be found on the Local Offer https://send.essex.gov.uk/ or from the SENCAN office based at Ely House, Ely Way, Basildon, Essex, SS14 2BQ – 01268 632360.

Social and Emotional Wellbeing

If a pupil is having difficulties with their social or emotional well-being, we will ensure that support is put in place. If a parent has concerns, they must notify the school in order for us to support the pupil and if the school has concerns, then we will involve the parent/ carer as soon as possible.

The support will be individualised depending on the situation and the need. The school has a learning mentor who is accessible to all pupils who need social and emotional support. She is able to provide additional interventions such as art therapy and emotional literacy. We also have access to wider support which may be required for emotional needs. We can sign-post parents to various support services or consult with parents before referring to Family Innovation Fund, CAMHS or Kids Inspire.

Access to a broad and balanced curriculum

All children have a thematic curriculum delivered through high quality first teaching which includes appropriate differentiation strategies to suit the needs of all pupils. Reasonable adjustments are made to ensure that pupils with SEND are able to access the activities that are available for pupils in school who do not have SEND.

High-needs pupils, including those working significantly below age-related expectations and who are unable to access the mainstream curriculum, will receive a personalised curriculum linked to the long-term outcomes in their EHC Plan and the SMART targets in their One Plan. Where appropriate, they may access additional areas of the school beyond their classroom to support their physical, sensory and developmental needs.

English as an Additional Language (EAL)

We recognise that we live in a culturally diverse community. For our pupils with English as an additional language we aim:

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills, both oral and written.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- Liaise with parents in order to support pupils with EAL.

SEND Governor and Annual Reports to Governors

The school has a named governor for SEN. They liaise with the SENCo, members of staff and other governors. The SENCo produces reports to the Governing Body informing them of SEND matters in the school.

Monitoring & Evaluation

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions or in light of any developments and changes in school:

- Are our objectives being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?