



Special Educational Needs & Disability Policy

November 2025

This policy will next be reviewed: Date: November Year: 2026

SEN Policy for Henry Whipple Primary School

Legislative Compliance

This policy complies with the guidance:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
First published June 2015

Equality Act 2010

Policy Links

This Policy links to other school policies including:

Behaviour Policy
Safeguarding Policy
Complaints Policy
Admissions Policy
SEND information Report
Equality objectives
Accessibility Plan

Nottingham City SEND Local Offer –

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

Aims and objectives of this Policy

The aims of our SEND policy and practice in this school are:

- To create a learning environment to meet the needs of all including children with SEND. To identify and assess children with SEND as early as possible to ensure they have their individual needs through a wide range of carefully targeted provision
- To identify roles and responsibilities of all stakeholders
- To enable full curriculum access for all
- To ensure positive, honest and transparent relationships with parents and carers so they are able to play a full part in supporting their child
- For our children and parents to have a voice including their wishes and feelings in relation to planning provision
- To make clear provision for all learners including staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To make clear expectations of all partners in the process which includes working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To facilitate the development of children through the highest expectations so they achieve the best possible educational, social, emotional and personal educational outcomes.

Inclusion Statement

At Henry Whipple Primary School:

- Our strong vision of 'Believe, Belong' Achieve' supports the highest expectations for all children. We aim to achieve this for all by addressing and removing potential barriers to learning.
- Our school aim is to enable all of the children to feel confident of their place in our school community. We want them to know that they are valued as individuals.
- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.
- We provide a broad and balanced curriculum for all children and the national curriculum provides a basis for planning to meet the needs of individuals and groups with diverse needs
- Teachers adapt learning for all children within the school and provide materials appropriate to children's abilities and needs. This ensures that all children have a full access to our curriculum
- Teachers and teaching partners use a range of different teaching approaches encompassed by our cognitive science approach to learning (see cognitive science statement)
- Special educational needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, having the highest expectations for all.

- English as an Additional Language (EAL) alone is not considered a special education need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision.
- We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between “underachievement”.

- Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this as early as possible and ensure that appropriate interventions are put in place to help these children make good progress.
- Other children will have special educational needs and this **may** lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate and carefully planned assessments inform additional teaching opportunities which can address the root causes of any additional need.

Roles and Responsibilities

Class teachers

- ✦ Responsibility for identifying children with SEND and/or possible emerging additional needs within their class in partnership with the SENCO.
- ✦ **Know** of all children in school who are on the SEN register
- ✦ Maintain effective and **accurate** record keeping for children with SEND in their class including assessments, learning plans and passports.
- ✦ Provide information for wider professionals. For example; EHCP annual reviews, referrals to outside agencies such as **Neurodevelopmental Pathway and Support Team (NPST)** / CAMHS
- ✦ Securing good provision and good outcomes for all groups of learners by providing adaptations to ensure access to learning opportunities. This includes using the whole school approach to cognitive science. This encompasses dual coding, step by step learning and direct instruction
- ✦ ensuring there is opportunity for children with special educational needs to working on agreed targets which are “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
- ✦ ensuring effective deployment of resources within their classroom – including teaching partners to maximise outcomes for all groups of vulnerable learners
- ✦ Meet 5 times per year with parents sharing passports, learning plans and gaining parent/pupil voice

Teaching Partners

- ✦ Work in partnership with class teachers to secure quality first teaching and good outcomes
- ✦ **know** children in school who are on the SEN register

- ✦ Maintain effective and **accurate** record keeping of any additional teaching with children with SEN
- ✦ Contribute to learning plans/pupil passport where appropriate

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEND policy
- Annually review of the SEN policy and SEN report
- Ensure SEND register is regularly monitored and updated
- Deliver strategic development of SEND across school
- Coordinating provision for children with SEND
- Ensuring that the school keeps accurate and up to date records
- Support and advise staff and contribute to staff CPD and professional development
- Liaising with the relevant designated teacher where a child who is looked after has SEND
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Monitor and evaluate the effectiveness SEND provision across school. Monitoring and evaluating the progress of all children and suggest strategic decisions which will maximise their opportunity to learn
- Reports to governing body
- Being a key point of contact with parents
- Being a key point of contact with external agencies including for team around the school meetings
- Liaising with previous settings re the needs of a child and for potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Applies for funding such as higher-level needs

Head Teacher

- Allocate roles and responsibilities to staff so needs are met
- Discuss with SENCO monitoring and evaluation of the progress of all children and make making strategic decisions which will maximise their opportunity to learn
- Informing the governing body of how funding allocation to support children with SEND is deployed
- Will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision
- regular meetings with the SENCO
- discussions and consultations with children and parents as appropriate

•

The governing body

- Must have due regard for the Code of practice 2014 and Equality act 2010 when carrying out their duties
- Have an identified governors Hannah Webster specifically focussed on school's provision for children with SEND
- Understand and aware of school's SEND provision including deployment of staffing and funding. This is achieved by at least yearly formal SEND reviews with SENCO
- Holding headteacher/SENCO to account through appropriate governor monitoring during an academic year (formal SEND review)
- Hold the highest expectation and aspirations to ensure that all children with special educational needs are appropriately catered for to participate fully in school life
- Ensure that all teachers are aware of the importance of identifying and providing for any children with special educational needs alongside the headteacher/SENCO
- Ensure that parents are notified of a decisions by the school linked to their child where appropriate

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head Teacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of all vulnerable learners – specifically, all teachers are teachers of children with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all children at all times.

The name and contact details of the collaborative SEND co-ordinator

Mrs Sarah Winter 0115 9155723

The name and contact details of the SEND Governor.

Hannah Webster 0115 9155723

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children with SEND may have a disability under the Equality Act 2010 "a physical or mental impairment which has a long term and substantial adverse effect" This definition includes children with long term medical conditions such as asthma, diabetes, epilepsy or cancer (not exhaustive) Children with such conditions may not necessarily have SEND where educational provision is additional to and different from or needing additional academic support.

Special Educational Needs Provision in our school:

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. No pupil is ever excluded from taking part in activities because they have SEN or a disability (within risk assessments).

We have success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included children with:

- Social, Emotional and Mental Health needs
- Communication and Interaction needs
- Moderate Learning Difficulties
- Health and medical needs

Our SEND register is reviewed, updated and monitored at least half termly in-line with pupil progress meetings across school.

In admitting children with special educational needs, we would expect to have informative discussions with both the pupil's family, previous settings and where appropriate the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. We may begin the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

•
As a mainstream school, it would clearly be difficult for us to make provision for children whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2015 : Para 1.24)

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2015

Identification and assessment of children with SEND (*see referral pathway)

We aim to identify children with SEND as early as possible in their time at our school. Alongside information from previous settings, parents, and other services which may be involved we will conduct our own school assessments which will allow us to identify prior learning and possible barriers or difficulties. Additional SEND support will be given when it is clear that children's needs require intervention which is "additional to" or "different from" the well-adapted curriculum offer for all children in school.

This is through:

- initial teacher observation and class-based work and assessments
- the analysis of data including entry profiles, Foundation Stage Baseline Assessments, reading fluency/ phonics assessments as examples. It will also encompass other whole-school pupil progress data assessments
- Involving an external agency where it is suspected that a special educational need is significant
- Discussion with SENCO and class teacher to identify possible additional need concerns
 - Under-achieving children and children with EAL who do not have SEN will **not** be placed on the list of children being offered additional SEND support.

.

Accessibility

Some children with SEND may have a disability under the Equality Act 2010 that is "...physical or mental impairment which has a long term and substantial adverse effect on the ability to carry out normal day to day activities". Henry Whipple endeavours to make 'reasonable adjustments' to provide support and access (see accessibility plan).

Access to our curriculum

All children have the right and entitlement to our broad and balanced curriculum based on our 'Believe, Belong, Achieve' vision (in line with risk assessments).

Universal Provision:

Well-scaffolded, quality first teaching, including, where appropriate, the use of small group additional teaching time.

- All children will have access to quality first teaching encompassing the school's cognitive science approach (see cognitive science statement).
- Some children will have access to carefully adapted activities or approaches directly related to the school curriculum, which are part of our good practice in making teaching and learning accessible to children learning at different rates. This is considered an adaptation of the usual school curriculum.

We are responsible for the social and emotional wellbeing of all of our children. Our school values and actively teaching children about their social and emotional mental health. For example:

- Headspace & Yoga
- Forest schools

Additional provision for children with SEND

As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of our school.

Where children are identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual children.

- a range of strategies are deployed where teachers adapt work
- class support including teacher or teaching partner footprint (planned additional input/teaching for focus children)
- Pre teaching
- further adaptation of resources for those with very high needs this is done on a case-by-case basis tailored to personal need
- targeted additional teaching

-
- Pupil passports which give paint the picture of the child including their voice (what helps me, what is challenging, I want you to know, things you might see in my provision).
- Learning plans with a small step approach to success and progress
- Work with outside agencies to identify need and how needs can be met most effectively
 - Additional SEMH work including Forest schools and Headpace time which may include CAMHS Amazing Me resources.
 - Higher level need funding (HLN) is applied for where we feel appropriate with advice from external agencies. These bids are usually made very two years. An interim bid may be deemed appropriate for example if there are significant changes /a child has joined school within a school year.
 - Some children require additional support during unstructured times such as play/lunchtimes. It may be appropriate for adults to provide additional support and modelling of positive play and interactions during these times.
 - Where children require additional medical support, we liaise with Health Care teams. Please see supporting children with medical conditions policy.

Education Health and Care Plan:

Where a pupil has a significant, severe and sustained need, we will take advice from professionals to consider if help is needed from outside the school's resources and discuss with parents the assessment process. At the first stage of the process SENCO will meet with parents to jointly complete an EHCP assessment request. This will then be sent to the local authority SEN team. If a decision is made by the local authority to make a full assessment, all professionals involved will complete further reports to send to the local authority. A decision whether to issue the plan is made at a local authority panel after reviewing all of the evidence.

Children with an Education Health and Care Plan (EHCP's) will be on our SEND register and will have an annual review of their plan. If there are increasing concerns a review may happen before the annual review is scheduled.

Learning Away ('trips') is used to widen the experience of the children in many ways including cultural capital and social equity. These include residential learning away. Each year all children including those with SEND (in line with risk assessments/health and safety) will be offered the opportunity to take part of the whole school learning away program.

Pupil Participation

Where appropriate (in line with risk assessments/health and safety) we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing children and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget supports all curriculum experiences being available to all children in the school (e.g. learning away, extra-curricular activities). This complies with the Equality Act 2010.

•
All children have the right to be involved in exercising choices where this is appropriate. Children are encouraged to take responsibility around how they learn and there is an ongoing dialogue about this in our classrooms. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. This is rooted in our whole school 'Learning Wheel' which for example, includes Self Manager as a taught key skill. This will be adapted where needed to ensure children can access and understand the skill.

We strive for children to be fairly represented in our school leadership teams and this is monitored yearly when roles are decided. After school learning opportunities are also monitored for each term ensuring appropriate and fair access to these activities.

We endeavour for children with additional needs to be fully involve all children by encouraging them to (where appropriate)

- state their views about their education and learning
- identify their own needs and learn about learning
- self-review their progress and set new targets during review meetings
- Have their voice, wishes and feelings on their pupil passports and learning plans
- Have wishes and feelings heard on annual EHCP reviews

Assessing and Reviewing children' progress and targets

Assessing children's targets and knowledge throughout the academic year is vital to ensuring maximum progress. This is done through:

- Formal assessment/testing of progress and attainment 3 times a year in line with a whole school approach. This includes any child assessed via B Squared Connecting Steps. This is shared with SENCO/senior leaders and headteacher during pupil progress meetings
 - B Squared Connecting Steps is a live document and is updated where appropriate throughout the year but is formally reported at X3 progress meetings a year in line with whole school
- Class teachers and teaching partners reviewing the impact of additional teaching time which are baselined before and afterwards
- Informal teacher discussions with the SENCO
- Pupil and parent voice when setting targets or reviewing existing targets on passports where this is deemed appropriate.
- Parent meetings (see below in partnerships with parent and carers).

Additionally for children with SEND:

- Class teachers alongside SENCo/teaching partner at least half termly reviews of children's passports they will amend if this is required
- Learning plans are a live document where notes and evidence can be added day to day to illustrate progress towards learning plan targets

-
- Formally teachers alongside SENCO/teaching partners review learning plans in **a timely manner to demonstrate progress at least 5 times a year** (meeting with parents see below) or sooner if targets have been met or there are concerns.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)

Monitoring and evaluating the effectiveness of our SEND provision

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and senior leaders, books looks and teaching discussions which forms a triangulation of evidence
- Analysis of whole school data from the assessments stated above monitoring attainment and progress and potential gaps/barriers
- At least one formal annual review with the named governors (Hannah Webster)
- Children' progress discussions between the SENCO and the head teacher including SENCO/Head teacher's report to governors
- This policy is reviewed at least annually and ratified by Governors.
- SENCO monitoring of passports and providing support for class teachers
- SENCO monitoring of learning plans as a live document

Partnership with Parents/Carers

Henry Whipple Primary ensures that we work in close partnership for honest, open and transparent communications. We:

- Keep parents informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments
- Welcome participation in meeting with external agencies where appropriate
- Expect attendance at Annual Reviews of Education and Health Care Plans
- Listen to and respect the parents' views and needs, taking account of parental knowledge and experience of their child
- Provide support /reasonable adjustments within school capacity for parents who may have needs of their own
- Provide copies of any external advice given to support the school in the education of the child where appropriate
- Offer formal parent meetings held 5 times a year in **September**, December, March, **May** and July. Target setting for next academic year will be during the July meeting
- Additional SENCO/class teachers review meetings may take place where appropriate.
- Make parents and carers aware of the Nottingham City SEND Information and Advice Support Service available as part of the Local Offer.

-

Partnership with Outside Agencies

- We seek to respond quickly to emerging need and work closely with a range of other agencies including: (not exhaustive)
 - Behaviour Support Team and Inclusive Education Service
 - CAMHS
 - Educational Psychology Service
 - Autism Team
 - Speech and Language Therapy
 - Local NHS services
 - Multi-agency safeguarding hub
 - Neurodevelopmental pathway and support team

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as far as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

Arrangements for Transition

On admission to school.

- The headteacher will have an expectations meeting with parents and where possible the child. This provides an opportunity for parents to talk about their child and their needs and to meet the child's teacher/SENCO (where available) and visit their new classroom.
- The SENCO will liaise with previous setting to share information and support school in planning provision. It may also be appropriate to liaise with other professionals such as behaviour support/autism team.
- For some children a staggered transition to full-time school may be suggested to ensure the child's needs can be fully met and appropriate support put into place. This will be discussed at the expectations meeting and a clear plan for reviewing timetable arrangements will be agreed.

•

Moving to new class within school. Parents have the opportunity to 'meet the teacher' during the summer term and invited into school. Children move to their new class teacher during the final 2 weeks of the summer term where capacity allows. Additional visits for children to their new classroom/teacher are arranged where needed/appropriate. Current and new teachers will meet and discuss passports/learning plans and provision prior to moving to their new class. This information sharing is vital to smooth transition.

Moving to secondary school. We will ensure early planning for transfer to a pupil's next phase of education to secondary schools. The SENCO will liaise with chosen secondary schools ensuring a holistic view of the child is shared with the setting. All SEND records will be shared as soon as is appropriate. Liaising with secondary schools, the SENCO will arrange additional transition days or transition arrangements as needed for each child. Work within our 'Headspace' time may be used to support with the child's transition.

Children and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

Moving to a new school. We will ensure all records are sent as soon as appropriate to support the new setting in planning provision. SENCO will speak with the new setting re current provision and/or outside agency involvement.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Safeguarding

4 DSL's in school offer support and training to staff to ensure staff recognise additional risks that children with SEND can face when we consider safeguarding. This will be in annual refresher training and upon new updates/where deemed required.

Complaints

Please discuss any initial concerns with you child's class teacher. Further discussions can be held with SENCO and /or class teachers/headteacher relating to your child's provision.

The governor with specific responsibility for SEND/inclusion may be involved if necessary. Please see the complaints policy

SEN referral pathway



