

Westacre Middle School



SEND Policy

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Committee	Full Governing Board



Legislation and guidance

This policy and information report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Published 11 June 2014; Last updated 12th September 2024) and has been written with reference to all relevant guidance and documents (see Appendix 1).

In light of the current SEND reforms this policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents of pupils with SEND.

School Ethos

At Westacre Middle School, we embrace the fact that every child is different therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs. We at Westacre Middle School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our school vision, 'Inspire. Challenge. Achieve' is what we aim to achieve every day. Westacre Middle School is a fully inclusive school, which strives to ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Our policy is a whole school policy where every teacher is a teacher of every child and every member of staff shares responsibility for children with Special Educational Needs and Disabilities.

As a school, we also pride ourselves on the relationships that we build with our children and value the partnerships that we have with our parents. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. 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 to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

We promote inclusion at Westacre Middle School (see Inclusion Policy)

Objectives

This SEN Policy details how Westacre Middle School will ensure that the necessary provision is made for any child who has special educational needs.

The Specific objectives of our SEND policy and SEN Information Report are:

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify pupils with SEND early and ensure that their needs are met
- To ensure that children with SEND join in with all the activities of the school and access a broad and balanced curriculum
- To ensure that all learners make the best possible progress

- To ensure parents are regularly informed of the additional provision planned to meet or support their child to access learning
- To ensure effective communication between pupil, parents and school
 - To ensure that learners express their view and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies, when appropriate
- To set out the Whole School Graduated Response to SEND
- To provide support and advice for all staff working with pupils with a special educational need or disability
- To provide a Special Educational Needs & Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Team.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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.

The SEND Code of Practice identifies four key areas of SEN:

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

These four broad areas give an overview of the range of needs that are planned for.

The purpose of the identification is to ascertain what action needs to be taken, and not to fit a pupil into a category. At Westacre Middle School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The following areas identified are NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty provided under current Disability Equality legislation – these do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is no longer classed as need in itself and any concerns relating to a child or young person's behaviour should be identified as an underlying response to a need that school should be aware of and seeking to support.

Following the review and collection of feedback from teachers the SENCO may remove pupils from support on the SEN Register. This decision will be made as a result of pupils no longer requiring support which is additional to, or different from the majority of pupils and assessment data identifying improved progress with targets being met. Pupils will continue to be monitored carefully.

Whole School Graduated Response to SEND

Every teacher is a teacher of every child and therefore they are accountable for the progress and development of all pupils, including those pupils who access support from teaching assistants or specialist staff. All teachers are expected to deliver Quality First Teaching (QFT) which includes adaptation and personalisation where needed to support children's learning (Wave 1). This is the first step in responding to pupils who may have SEND. We acknowledge that an intervention cannot compensate for lack of good QFT.

Teaching and learning in school is reviewed regularly for all learners including those with SEND. School use an "Assess Plan Do and Review (APDR)" approach to carefully monitor the progress of all children and to plan more specific interventions to help close a gap. If a child does not make adequate progress once these interventions and adjustments have been made, they will then be considered for SEND Support.

A number of factors are considered when discussing whether to make SEND provision for a child. These can include; formative and summative assessment data, assessment tools, observations, information from parents/carers, pupil strategy meetings, use of support referral forms and information from external agencies. In order to provide effective support, the process of APDR is carried out and reviewed regularly by class teacher and SENCo.

Roles and responsibilities

The SENCO

Our school's SEN co-ordinator (SENCO) is Mrs L.Coldrick. She can be contacted via our school telephone number 01905 772795.

They will:

- Work within the Inclusion Team and with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching .
- Advise on the graduated approach to providing SEN support.
- Liaise with and support staff in the identification of children with special educational needs or disabilities
- Support teachers in the writing, implementation, monitoring and reviewing of Individual Provision Maps
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with and support the Teaching Assistants

- Liaise with and support parent/carers of those children with special educational needs
- 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
- Maintains the SEND register and oversees the records of all pupils with special educational needs or disability
- Contributes to the in-service training of staff
- Maintains and evaluates the effectiveness of provision

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 including following the graduated approach to providing support for those with SEN
- Work with the SENCO and Inclusion Team to identify pupils who may have Special Educational Needs
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Liaise with and support parent/carers of those children with special educational needs
- Writing, implement, monitor and review Individual Provision Maps
- Working with the SENCO to write, implement, monitor and review EHC plans, including contributing to annual reviews.
- Ensuring they follow this SEN policy

Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Inclusion
- SEND Information Report
- Anti bullying
- Behaviour
- Equality including Accessibility Plan
- Medicine Policy
- Safeguarding