West Green Primary School

Special Educational Needs and Disabilities (SEND) Policy

Inclusion Manager / SENDCo: Lou Archer
SEND Governor: Jane Betsworth

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1. Legislative and Policy Context

This policy complies with the statutory requirements and guidance set out in:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (DfE, January 2015, updated April 2020)
- Equality Act 2010 (including reasonable adjustments and disability discrimination duties)
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Education Act 1996
- The Special Educational Needs and Disability Regulations 2014
- Ofsted Education Inspection Framework

This policy should be read alongside the schools: - Admissions Policy - Behaviour Policy - Safeguarding and Child Protection Policy - Equality and Accessibility Plan - Supporting Pupils with Medical Conditions Policy

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2. Definition of Special Educational Needs and Disabilities (SEND)

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

A child of compulsory school age has a learning difficulty or disability if they: - Have significantly greater difficulty in learning than the majority of others of the same age, or - Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

A child under compulsory school age has SEND if they fall within the above definition or would do so if special educational provision were not made.

(SEND Code of Practice 0–25, Children and Families Act 2014)

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3. Vision and Aims

Statutory SENDCo
The Inclusion Manager fulfils the statutory role of SENDCo in line with the SEND Code of Practice (0–25).

At West Green Primary School, we are committed to providing an inclusive, ambitious and supportive learning environment where all pupils, including those with SEND, are valued and enabled to achieve their full potential.

We adopt a whole-school approach to SEND, recognising that: - All teachers are teachers of pupils with SEND - High-quality teaching, adapted for individual pupils, is the first step in responding to SEND - Barriers to learning should be identified and removed wherever possible

We work in partnership with pupils, parents, carers, governors and external agencies to ensure that pupils with SEND experience success, belonging and well-being.

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4. Objectives

- To identify pupils with SEND as early as possible
- To ensure pupils with SEND have access to a broad, balanced and relevant curriculum
- To ensure provision is evidence-based, regularly reviewed and impactful
- To promote high expectations and positive outcomes for pupils with SEND
- To involve pupils and parents fully in decision-making and review processes
- To ensure equality of opportunity and compliance with the Equality Act 2010

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5. Roles and Responsibilities

Governing Body

The Governing Body will:

Ensure statutory duties relating to SEND are met - Monitor the effectiveness of SEND provision.

Appoint a governor with responsibility for SEND

Headteacher

The Headteacher will:

Ensure the SEND policy is implemented effectively - Support the Inclusion Manager/SENDCo in their role - Ensure staff are appropriately trained

Inclusion Manager / SENDCo

The Inclusion Manager will: - Oversee the day-to-day operation of SEND provision - Coordinate provision for pupils with SEND - Advise and support staff - Liaise with parents

and external agencies - Maintain accurate SEND records - Contribute to staff training and development.

Class Teachers

Class teachers will:

Be responsible and accountable for the progress and development of pupils with SEND in their class

Deliver high-quality, differentiated teaching

Monitor progress and implement provision plans

Work collaboratively with the Inclusion Manager and parents

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6. Admissions and Transitions

Reasonable adjustments, including environmental and curriculum adaptations, are made to ensure access for pupils with disabilities, in line with the Equality Act 2010.

Admissions for pupils with SEND are in line with the school's Admissions Policy and the Equality Act 2010.

We work closely with parents, feeder settings and receiving schools to ensure smooth transitions, including:

Early information sharing

Additional transition visits where appropriate

Liaison with secondary schools for pupils with SEND

Attendance at the LA School's transition information sharing days

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7. Identification and Assessment

Identification of SEND is an ongoing process and may include:

Teacher observations and assessments

Baseline and standardised assessments

Progress against age-related expectations

Information from parents

Advice from external professionals

English as an Additional Language (EAL) is not considered a SEND in itself. Careful consideration is given to distinguish language acquisition needs from SEND.

8. Graduated Response: Assess – Plan – Do – Review

The school consistently applies the graduated approach of **Assess–Plan–Do–Review (APDR)** for all pupils receiving SEN Support, in line with the SEND Code of Practice.

SEN Support

Where a pupil is identified as requiring SEN Support:

A n Individual Support Plan (ISP) will be created

Outcomes will be clear and measurable

Provision will be additional to or different from that normally available

Progress will be reviewed regularly with parents and pupils

Education, Health and Care Plans (EHCPs)

Where progress remains limited despite targeted SEN Support, the school may request an EHC needs assessment from the Local Authority, in partnership with parents.

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9. Working with Parents and Pupils

We value the contribution of parents and pupils and ensure:

Parents are informed and involved at every stage

Pupils' views are sought and respected

Reviews are regular and meaningful

Support and advice is available through Haringey's Local Offer and the Information, Advice and Support (IAS) Service.

https://haringey.gov.uk/children-young-people-families/send-local-offer

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10. External Agencies

The school works with a range of external agencies, including:

Educational Psychology

Speech and Language Therapy

Occupational Therapy

Health Services

Social Care services

Referrals are made with parental consent and advice is implemented promptly.

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11. Emotional Health, Wellbeing and Safeguarding

West Green recognises the strong link between SEND, emotional wellbeing and safeguarding. Pupils with SEND may be more vulnerable to safeguarding concerns. Reasonable adjustments are made to safeguarding procedures where necessary.

The school provides targeted emotional and mental health support, including access to counselling services and CAMHS GEMHS provision, to support pupils with SEMH needs.

All safeguarding procedures apply equally to pupils with SEND and staff receive regular training.

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12. Evaluating the Effectiveness of SEND Provision

The school supports pupils across **all four areas of need** as defined in the SEND Code of Practice.

Staff receive ongoing professional development in areas including autism, speech and language needs, SEMH, and evidence-based interventions.

Effectiveness is evaluated through:

Pupil progress data

Monitoring of teaching and provision

Parent and pupil feedback

Governor oversight

External review and Ofsted inspection

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13. Complaints

Complaints regarding SEND provision should be made initially to the Inclusion Manager, then escalated to the Headteacher or SEND Governor if necessary, in line with the school's Complaints Policy.

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14. Review of Policy

This policy will be reviewed annually by the Governing Body.

Ratified by Governing Body: _____

Signed: _____

West Green Primary School
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Contact Details
Inclusion Manager: Lou Archer
Tel: 0208 800 4676
Email: lou.archer@westgreen.haringey.sch.uk