



Wellington Community Primary School and Marlborough Infant School
Special Educational Needs and Disabilities Policy

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Review Date: June 2026

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date: _____



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POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	December 2022	Complete	ST	Yes	Written and approved
1.1	September 2023	Written	SMR	Yes	Updated with new leadership team Approved October 2023
1.2	28.09.2024	Approved	SMR	Yes	Maintained
1.3	Sept 2025		SMR		Review, minor edits made
1.4	02.06.2025		SMR		Editing - in line with leadership structure

Wellington Community Primary School and Marlborough Infant School:

- expects that everyone will aspire for excellence, reflecting in the outcomes for all learners in our local and wider community
- develops a self-belief in our own abilities and those of others
- values the learning opportunities that are experienced from our rich and diverse culture
- provides memorable opportunities, allowing us to show and share our aspirations for the future
- nurtures individuals in a safe, secure and welcoming environment
- inspires lifelong friendships and relationships that are based on respect, trust and honesty in a community where we all belong
- celebrates our different skills, talents and achievements
- is united with our community through a shared vision
- dares to dream and takes the steps to living those dreams

We recognise that, at some points in their school life, some pupils may require additional or different provision to minimise difficulties in achieving these aims. Whilst many factors can contribute to the difficulties faced by children and young people, we hope that effective collaboration between parents, teachers can minimise the impact of these.

At Wellington Community Primary School and Marlborough Infant School we believe in raising the aspirations of and expectations for all pupils with SEND. Our schools provide a focus on outcomes for children and young people and not just hours of provision or support.

SEND OBJECTIVES

- To identify and provide for pupils who have special educational needs, disabilities and additional needs
- To work within the guidance provide in the SEND Code of Practice, September 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- To provide training, support and advice for all staff working with special educational needs pupils

COMPLIANCE

This policy was written by the school's Inclusion Lead who holds the role of Special Educational Needs and Disabilities Co-ordinator (SENDCo), in liaison with SEND Governor, Senior Leadership Team and staff. **This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 - 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:**

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Federation Safeguarding Policy
- Marlborough Infant and Wellington Community Primary Schools' Accessibility Plan
- Teachers' Standards (updated 2021)

More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

The SENDCo at Wellington Community Primary School and Marlborough Infant School works in collaboration with the leadership team in order to ensure an aspirational response to the provision made for children and young people with SEND (SEND Code of Practice 2014, reg 3a for schools) (Clause 64, Children and Families Bill, 2014).

The SENDCo can be contacted through the school's offices:

Wellington Community Primary School:

Telephone: **01252 326573** or e-mail: adminoffice@wellington.hants.sch.uk

Marlborough Infant School:

Telephone: **01252 323910** or e-mail: adminoffice@marlborough.hants.sch.uk

The SENDCo is part of the leadership team.

(Ref: Role of the SENDCO in Schools SEND Code of Practice, 6.89)

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (Taken from section 20 of the Children and Families Act 2014.)

1. 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 them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
4. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND CLASSIFICATIONS

The Code of Practice describes the 4 broad areas of need:

- **Cognition and Learning**, including Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia
- **Communication and Interaction** Speech, Language and Communication, including children on the Autistic Spectrum
- **Social, emotional, and mental health difficulties**, including Attention Deficit Disorder.
- **Sensory and Physical needs**, including vision and hearing impairments.

(Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories. These four broad areas give an overview of the range of needs that we plan for. The purpose of identification is to work out what action the school needs to take.)

IDENTIFICATION AND ASSESSMENT

We use a range of ways to identify and assess special educational needs and disabilities, including:

- concerns raised by teachers and/or parents
- observations by the class teacher/SENCo
- liaison with previous school or nursery
- regular monitoring, assessment and analysis of progress
- specific screening or assessment for example Salford sentence reading and comprehension, RWI assessments, spelling assessments, DEST-J dyslexia screening assessment, Speech and Language Links assessment
- consideration of the advice of external professionals.

We recognise that there are a number of different variables that may impact on a child's progress and attainment that are not necessarily indicators of special educational needs. For example, a child's progress and attainment may be affected by:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare issues
- English as an Additional Language
- Being in receipt of the Pupil Premium funding
- Being a Looked After Child
- Being a child of Serviceman/woman or from a Traveller family

Any concerns relating to child or young person's behaviour will be considered an underlying response to a need which we will be able to recognise and identify as we will know the child well.

Placing pupils on the SEND Register

- The decision to place pupils on the register is made after consultation between class teacher, parent and SENDCo. These children have not made adequate progress even when they have had intervention/adjustments and good quality personalised teaching. (SEND Code of Practice Pg. 88 Section 6.37 onward)
- When deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative teacher

assessment, and also using effective tools and early assessment materials, such as standardised tests for reading, spelling and maths.

- Usually, a Record of Initial Concern is drawn up which looks at a child's strengths and areas of difficulty and this is discussed with the parent or carer and shared with the SENDCo. A plan is drawn up and support is provided and monitored for a period of approximately six weeks or half a term. This plan is then reviewed for its effectiveness and the current position is reconsidered.
- If expected progress is being made, then the provision will continue, the adjustments that have been made will be adopted and progress will continue to be carefully monitored.
- If, despite the interventions that have been put in place, progress continues to cause concern, the consultation between parent/carers, teacher and SENDCo will take place and the child may be placed on the SEND register.

A GRADUATED APPROACH TO SEND SUPPORT

Children who have been identified as having a Special Educational Need are included on our SEND record or 'register'. Our criteria for including a pupil on this record arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised. The aim of this is to lead to a growing understanding of the pupil's needs and what support them in making good progress and securing good outcomes (Nasen, 2014). The Four stages of the cycle in the graduated approach are:



- **Assess** - To gain a growing understanding of pupil needs.
 - **Plan** - What teaching approaches work in class and through targeted provision.
 - **Do** - Using the school systems of Assessment for Learning (AfL) teachers continue to understand effective support for individual pupils.
 - **Review** - Pupil progress to gain a growing understanding of the approaches that secure better outcomes for pupils.
- Teachers remain responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. It is recognised that additional intervention and support, however well planned and delivered, cannot compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement, through regular monitoring of teaching and learning by members of the school's Leadership Team, with feedback to the class teachers. There are also opportunities for book scrutiny and pupil conferencing. We also review and, where necessary, help to improve, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered in their classrooms.
- For higher levels of need, Wellington Community Primary School and Marlborough Infant School will draw on more specialised assessments from external agencies and professionals. We work closely with external agencies, relevant to each individual child's needs.
- These currently include GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, educational psychologists, primary behaviour support workers, specialist advisory teachers for hearing, visually impaired or physically disabled pupils, specialist outreach workers, family support and other social services.

Individual Education Plans (IEPs)

Throughout the graduated approach, more personalised approaches will be drawn upon and recorded using Individual Education Plans (IEPs).

- Children receiving interventions have an Individual Education Plan (IEP), written by the class teacher, in consultation with the parents, the special needs assistant (SNA) or learning support assistant (LSA), and the SENDCo.
- The IEP gives details of what the child finds difficult (**assess**), their current targets (**plan**), details of the type of help they will receive both in class and through interventions (**do**) and the progress made towards individual targets (**review**)
- IEPs are shared with parents. Parents are invited in termly to discuss their child's IEP and are asked to sign a copy and return it to school.
- IEP targets can be amended or updated at any point within a term as a result of progress, meetings with parents or advice from external agencies such as the Speech and Language therapist.
- Updates are recorded on the classroom copy of the IEP.
- IEPs are usually within the school assessment cycle or sooner if more appropriate. The review is carried out by the class teacher with the

SNA/LSA and recorded on the IEP, with evidence from the most recent assessments. This is then passed onto the SENDCo and informs the target setting for the next IEP.

- Some children are included on the SEND register for their emotional, social or mental health needs. For these children, the Boxall Profile is the most commonly used assessment tool, to help to provide diagnostic information and to measure progress.
- Instead of an IEP, these children may have their outcomes and targets recorded on a Behaviour Management Plan (BMP), which may be reviewed at more frequent intervals.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

- Children on the SEND register are recorded as having one of the four needs listed on page 3.
- Most children are recorded at the level 'School Support'.
- A few children, with the most complex needs, may require Statutory Assessment to help to cater for these needs. A request for Statutory Assessment is made to the local authority children's services.
- If successful, Statutory Assessment may lead to the writing of an Education, Health and Care Plan (EHCP), (formerly known as a Statement of Special Educational Need).
- An EHCP will detail the child's needs and state their targets for the coming year, as well as expected long-term outcomes for the child.
- An EHCP is reviewed annually by the SENDCo, class teacher and parents.
- Person Centred Planning options are used both for annual reviews and for target and outcome setting for those children for whom it would be appropriate.
- Where appropriate a child's abilities in reading, comprehension and spelling are assessed at the beginning of every school year and then again in Spring, and Summer terms. Their reading, comprehension and spelling ages are recorded as well as their standardised scores.
- Children who are shown to be a year or more below the Age Related Expectation (ARE) for their year in mathematics are also tested using a recognised, standardised Maths Assessment.
- Standardised scores compare children with others of the same age and a standardised score of 100 is expected, a standardised score of below 80 will be considered for extra support or intervention. Children with a standardised score of 85 or below are usually supported within the adaptations in the class and continuously monitored to ensure progress is made.

- Class teachers use assessment for learning in their classrooms on a daily basis and adjust their teaching for individual children accordingly.
- Class teachers make more formal judgments at the end of each half-term's teaching, using the Age Related Expectations (AREs).
- Every child is assessed again towards the end of the academic year for a final assessment of progress.
- For some children, particularly in Early Years and Key Stage 1, assessments of phonic skills using the Read Write Inc assessments and the ability to read or write common exception words may be used in place of other assessments.
- The purpose of these assessment arrangements is to ensure that the children who have difficulties with reading, writing or mathematics are receiving interventions that are effective, are making good progress and are closing the gap with their peers.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

- If, at the review point, a child has made sufficient progress to close the gap between their peers and projected progress is expected to be good, the child's name will be removed from the SEND register.
- The parents will be informed.
- The child's progress will continue to be monitored by the SENDCo, until at least the end of the school year to ensure that it is sustained.

SUPPORTING PUPILS AND FAMILIES

- Wellington Community Primary School has its own, dedicated Family Support Worker.
- The Family Support Worker can be contacted through the school's offices by phone:

01252 326573 or e-mail: adminoffice@wellington.hants.sch.uk

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'. This can be found at:

<http://www.hantslocaloffer.info>

- From 1st September 2014, every school, college and educational setting has been required to provide an SEND Information Report for parents.

(Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act, 2014)

The SEND Information Report can be found on the school's website at:
Wellington Community Primary School

<https://www.wellingtonprimary.com/key-information/send-information>

Marlborough Infant School

<https://www.marlborough.hants.sch.uk/send-information/>

- Our SEND Information Report links to the Hampshire Local Offer.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school's policy for supporting pupils with medical conditions can be found on the school website

ACCESSIBILITY

- The school aims to increase and promote access for all pupils, including disabled, EAL and SEND, to the school curriculum through teaching and learning opportunities and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Marlborough Infant School and Wellington Community Primary School aims to continually improve access to the physical environment of the school, through improvements to the physical environment and with physical aids to access education.
- This has included the provision of CLICKER7 & 8 software to support pupils, where needed and Soundfield systems in classrooms and the hall.
- The School embraces the requirements of the legislation in the Equalities Act 2010, in terms of improving access to written information.
- The School has the ability to produce key documents for pupils and/or parents in appropriate fonts, print styles and different languages.
- The website allows for "high contrast" viewing, translation and the school has access to printing Braille via the Local Authority.

MONITORING AND EVALUATION OF SEND

There is a school Governor who is responsible for monitoring the provision for children with special educational needs in school (the SEND Governor).

- The SEND Governor will meet each school term with the SENDCo to talk through the progress that the children are making and then report back to the Governors. In these meetings all discussions and data are anonymised.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The SENDCo reports to the Governing Body and/or the Curriculum and Standards Committee.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo regularly attend SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- The training needs of staff are identified and planned so that as a school we have the expertise we require to support the different needs of the children.
- Training may be provided within the school by an experienced and qualified member of the school staff, for example the SENDCos, English or Maths Curriculum Leaders, or by an expert brought in to deliver training.
- Some staff members, both teaching staff and SNA or LSA, will attend professional development run by the Hampshire Inspection and Advisory Service or the Hampshire Teaching and Learning College.
- Local organisations may also provide support and training for staff.
- Some SEND training may be accessed on-line.
- The SENDCo meet regularly with the SENDCos of the other schools within the Aldershot cluster.

Allocation of resources

- A proportion of our budget is allocated for resources, which include identified materials for use to support children with SEND.

- The provision of appropriate additional support is made from the delegated SEND budget.
- We have a range of resources to support children with SEND, these link with the priorities stated in the School Improvement Plan.

ROLES AND RESPONSIBILITIES

- The SEND Governor will meet each school term with the SENDCo to talk through the progress that the children are making and then reports back to the Governors. In these meetings all discussions and data are anonymised.
- The role of the SEND Governor is to ensure that the school meets its obligation to provide for the needs of all children with Special Educational Needs.
- All the LSA's and SNA's employed across the school have responsibility for supporting children with SEND.
- The SENDCos have responsibility for line-managing SNA's.
- The Year 1 Class teacher is the designated Safeguarding lead at Marlborough Infant School, the Assistant Head Teacher is the designated Safeguarding lead for Wellington Primary School, Family Support Worker and SENDCO and are deputy safeguarding leads.
- The Executive headteacher is the member of staff responsible for managing Pupil Premium Grants and Looked After Child funding (alongside the DSL).
- The Governing body has responsibility for managing the school's policies for meeting the medical needs of pupils.
- The class teachers are responsible for identifying, reporting, planning for and delivering high quality differentiated learning opportunities for every child in their class including those with Special Educational Needs and Disabilities.

'Every teacher is a teacher of every child or young person including those with SEND'
(SEND Code of Practice 2014)

STORING AND MANAGING INFORMATION

Wellington Community Primary School and Marlborough Infant School aims to ensure that all personal data collected about staff, students, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the [Data Protection Act 2018 \(DPA 2018\)](#) as set out in the Data Protection

Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

REVIEWING THE POLICY

- The School's SEND policy is a Statutory A policy.
- Pupil's IEPs are reviewed to ensure that the appropriate targets set provide success for the child and progress is made.
- Evaluations of the School Improvement Plan regarding SEND are made on a termly basis between the Head Teacher and Inclusion Leader (SENDCo).
- This SEND policy will be reviewed annually, given the climate of reform for SEND for schools, effective from 1 September 2014.

DEALING WITH COMPLAINTS

- The first point of contact will always be the child's class teacher.
- The SENDCo may also be consulted.
- If an independent source of support is required, Hampshire SENDIASS (**Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire**)

can be contacted at:

<https://www.hampshiresendiass.co.uk/> or

- Independent Special Education Advice at:
<http://www.ipsea.org.uk>
- The school has a formal complaints policy. It can be found on the school website

BULLYING

- The school has anti-bullying policy and this can be found on the school website
- Pupils will be taught what is meant by bullying and that bullying is unacceptable behaviour.
- Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminder of class and school rules.
- Children will understand the school values and that bullying is completely against these values.
- Children will be involved in formulating rules for their own class, which encourage them to be responsible for transgressions against their own rules.

- When classes include children with specific learning, communication, sensory or physical needs the class may receive particular tuition to help them to understand what those child's needs are, and how the school will be working to meet those needs.

This policy should be read in conjunction with the Single Equalities Scheme, all other school policies and the Wellington Community Primary School and Marlborough Infant School SEND Information Report.