

Next review due by:

Contents

1. Key contacts
2. Policy statement
3. Aims and objectives
4. Definition of Special Educational Needs and Disabilities (SEND)
5. The role of the SENCO
6. Our Graduated Approach
7. EHCPs
8. Medical Conditions
9. Parent Partnership
10. Resources Available and Access Arrangements
11. Transitions
12. Confidentiality
13. Complaints

1. Key contacts

SENDCo: Mrs L Berry

SEND Governor: Mrs J Tartellin

Headteacher: Mrs J Thompson

Contact: 01472 822419

2. Policy Statement

This policy has been written by the SENDCo at Waltham Leas Academy and has been developed jointly with the Headteacher and agreed by Governors. This policy is a statement of the aims, responsibilities and strategies we have agreed, to ensure the effective and efficient provision for children with Special Educational Needs at Waltham Leas. It takes into account relevant legislation, including The Education Act (1996), The Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations (2014).

The Local Offer details all of the support and services available to children with SEND and their families. The Local Offer can be accessed by clicking on the link below.

<https://sendlocaloffer.nelincs.gov.uk/>

3. Aims and Values

At Waltham Leas Primary Academy, we recognise that all children have skills, talents, abilities and interests and believe it is our responsibility to support every child, regardless of need, to reach their potential

Aims

We aim to provide every child with the opportunity to succeed by recognising their strengths and removing barriers to their learning; preparing them for a happy and successful future.

Objectives

At Waltham Leas Primary Academy, we:

- Ensure that staff members seek to identify the needs of pupils with SEND as early as possible. To achieve this, collaboration between pupils, parents/carers, education, health and care services, and early years or previous settings prior to the child's entry into the academy is essential.
- Ensure that the correct provision is implemented for any pupil with SEND and consider them within the wider context of inclusion.
- Share the SEND information and provision with all adults who will be involved in the child's care and education.
- Maintain high expectations for all pupils, including those with SEND.
- Ensure that all adults in the school are aware of the importance of identifying and providing effective provision for those pupils who have SEND.
- Ensure that the culture in school is such that a pupil with SEND is included in all

aspects of school life and receives a broad and balanced curriculum that promotes the highest level of achievement and progress.

- Have regard to all relevant policy and legislation in the decisions we make as a school.
- Use the procedures outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014) to identify, assess and make provision for pupils with Special Educational Needs and/or Disability.
- Consider parents/carers and pupils as central to effective provision, nurturing a positive partnership of support.
- Strive to provide the best setting we can to meet the needs of children with SEND, continually monitoring and evaluating the site, resources and provision in place in order to effect improvements.
- Work closely with external agencies, when necessary and appropriate, to ensure that pupils and their families have access to all available, necessary and relevant support.

4. Definition of Special Educational Needs

Waltham Leas Primary Academy recognises a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them, as outlined by The 0-25 Special Educational Needs and Disability Code of Practice (2014). A child of compulsory school age or a young person is understood as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- 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.

A child under compulsory school age has Special Educational Needs if they fall within the definition above or would do so if special educational provision was not made for them.

These difficulties are considered to fall into one or more of the following categories:

- Communication and Interaction,
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

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 which they will be taught.

We recognise that a pupil who displays poor behaviour in school may be responding to a need that we will seek to identify and support.

Where a child or young person has a difficulty or health condition which requires special educational provision to be made, they will be covered by the SEND definition. In addition, there are a number of factors which may impact progress and attainment which are not considered under the definition of SEND. These include:

- Attendance and punctuality,
- Health and welfare,
- English as an Additional Language (EAL),
- Being in receipt of a Pupil Premium Grant,
- Being a Child who is Looked After (CLA)
- Being the child of a serviceman/woman

5. The Role of the SENDCo

At Waltham Leas Primary Academy, the SENDCo coordinates, manages and reviews the provision for pupils with SEND. With the support of the Headteacher and governing body, the SENDCo is responsible for leading the support and provision children with SEND receive and provides professional guidance for all staff in the area of SEND to secure high quality teaching and the effective use of resources to improve the outcomes for pupils with SEND.

This includes, but is not limited to:

- Monitoring the day-to-day operation of the school's SEND policy.
- Liaising with and advising all staff
- Co-ordinating provision for children with SEND.
- Maintaining the school's SEND register, and overseeing the records kept for all pupils with SEND.
- Reviewing all policy and official documentation in good time.
- Ensuring lines of communication with parents of children with SEND are open and accessible, and encouraging effective home-school partnerships to develop.
- Contributing to continuous training of staff.
- Liaising with external agencies including the Educational Psychology service and other support agencies, medical services, and Children's Social Care and voluntary bodies in order to access additional and relevant support for those pupils for whom it is required.
- Promoting a child-centred approach to provision throughout the school.
- Encouraging a joined-up approach to provision, from the EYFS through to Year 6.

6. Our Graduated approach to SEND Support

Waltham Leas Primary Academy identifies initial concerns about children through the Graduated Approach as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014), following the Assess-Plan-Do-Review approach. Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies, which are also used to review and monitor progress once a pupil is identified as having SEND:

- Liaison with pre-school provision and/or previous schools
- EYFS profiles and phonic assessment in reception and standardised tests in Years 1-6, including the Phonics Screening Check and Y2 and Y6 SATs
- Additional range of assessments carried out individually as appropriate
- Liaison with teachers who assess their pupils on a regular basis, in line with the school Assessment Policy
- Liaison with parents through Parent Consultation Evenings and individual contact between home and school
- Review of attainment and progress during termly Pupil Progress Meetings
- Liaison with external agencies where pupils may have been known to their service(s)
- Observations conducted by the SENDCO, Subject Leaders or Senior Leadership Team
- Work sampling and analysis
- Termly Pupil Voice and feedback through The Four Houses activities and teacher meetings
- In class target setting and monitoring
- Pupil voice including termly pupil feedback meetings
- Review of initial interventions

What happens after a child is identified as having SEND?

- Once concerns have been raised, discussions are held between the class teacher and SENDCo assess a child's needs and identify support and strategies needed to meet those needs. Parents/carers are informed of these concerns and initial targets and provision are collaboratively agreed and a review date set. A decision will be made at the review stage as to whether or not to place the child on the SEN register, with parental consent.
- Once a child is placed on the SEND register they will be classed as receiving SEN support. Again, following the ASSESS PLAN-DO-REVIEW approach in accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), after the initial joint meeting a Support Plan will be written jointly with SENDCO, class teacher, parent and child, where appropriate. This is a working document which gives detailed specific, measurable, achievable targets which are reviewed on a termly basis. The targets are always responsive and relevant to a pupil's individual learning needs. In accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2014), class teachers continue to be responsible and accountable for the progress and development of the pupils in their class with the SENDCO offering support and guidance.
- If, despite the additional support and input received, a pupil continues not to make desired or appropriate progress, or their wellbeing remains a concern, advice and input will be sought from external agencies, with parental permission. Advice from external agencies may include specialist assessments, advice on targets, teaching approaches and resources. Parents are always invited to attend initial meetings and subsequent reviews. Following involvement with external agencies, results and suggested advice and strategies are always shared with parents/carers, teachers and support assistants, once received.
- For pupils with significant communication and interaction difficulties, and who have an EHCP or are in the process of being assessed for an EHCP, (See point 7) there is the possibility to join a small morning intervention named The Hive, which delivers a bespoke curriculum to meet the needs to identified pupils. The Hive is led by the SENDCo with a small team of Teaching Assistants, and pupils' progress is monitored half-termly to ensure provision is specifically tailored to meet the needs of all pupils.
- Parents/carers are informed of the school's concerns at every stage and are included in discussions to gather appropriate, relevant information about their child. The school recognises that effective communication will nurture successful parent/carer partnerships, which in turn will facilitate improved learning outcomes for pupils. Pupils who require additional support will also have their needs considered when sitting both internal and external examinations in terms of special arrangements. Statutory guidance will always be followed during statutory assessments.
- It is expected that, in most cases, pupils who receive SEN Support will be removed from this stage when their additional needs are met, eventually returning to being monitored and supported through whole class provision and Quality First Teaching.

7. Application for an Education, Health and Care Plan (EHCP)

If a child has significant or complex needs or difficulties, it may be appropriate to request an EHCP in order to provide adequate and appropriate support to meet the child's individual

needs. This does not automatically mean one-to-one support for a child, which can be a common misconception. An Education, Health and Care Assessment Request is usually initiated by the school but can be requested by a parent. This is done through the Education Health and Care Hub and is digital based process. The application for an EHCP will combine information from a variety of sources including:

- The child
- Parents/carers
- Teachers and support staff who know the child well
- SENDCo
- Children's Social Care
- Health professionals

This information is collated and the impact of current and previous provision that has been implemented is evaluated. Provisional outcomes are set and suggested provision stated. A decision about whether an EHCP is issued is a joint process and made collaboratively by a group of professionals from education, health and social care based on the evidence presented on the Hub as well as assessments completed by an Educational Psychologist.

Parents have the right to appeal against a decision not to initiate a statutory assessment or to issue an EHCP once all evidence has been submitted. Further information about EHC Plans can found via the SEND Local Offer: <https://sendlocaloffer.nelincs.gov.uk/>

Alternatively, the Parent Partnership Service (SENDIASS) can be contacted on: 01472 326363 or via email: ask@nelsendiass.org.uk

Education Health Care Plans (EHCP)

If it is agreed that an EHCP should be issued, long term outcomes, short term steps and provision is outlined in the plan. This is a legal document and Waltham Leas Primary Academy will support the specific details outlined in the plan. The EHCP is reviewed annually and updated or resubmitted (if appropriate) accordingly. A pupil's Support Plan will incorporate the targets identified in their EHCP.

The plan will also detail any financial support the child is entitled to receive through the school budget to meet their needs. This funding varies according to the severity and complexity of need. Parents are entitled to request a personal budget to support their child's provision; this must be applied for and the Local Authority will decide if it is appropriate to agree to the request.

8. Medical Conditions

Waltham Leas Primary Academy keeps a separate record of children who have a diagnosed medical condition. A medical condition is not an automatic indicator of an SEN need. Children will only be identified as needing SEN support if that medical condition impacts on their learning as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014).

9. Parent/carers Partnership

At Waltham Leas Primary Academy, we aim to promote effective partnerships with parents and carers. This is achieved through:

- Creating trusting relationships with pupils and their parents/carers
- Involving parents/carers as soon as concerns are raised
- Ensuring all parents are aware of relevant legislation, such as The 0-25 Special Education Needs and Disability Code of Practice (2014)
- Ensuring all parents/carers and pupils are included in setting targets and agreeing provisions, including the involvement of external agencies, if required
- Ensuring pupils and parents/carers are invited to termly SEND reviews in addition to the termly Parent Consultation Evenings available to all children. If a child has an EHCP, one of these termly reviews will be their annual EHCP review
- Providing parents/carers with copies of all written correspondence and reports in relation to their child's SEND
- Providing additional meetings with the class teacher and/or SENDCo, if requested

10. Resources Available and Access Arrangements

Resources available

The school also has a wide range of resources to assess and support children with varying needs, including, but not limited to: computer-based programmes, commercial interventions, interventions based on teacher-based assessments, support packages implemented following the advice of external agencies, and adaptations or alternatives to existing resources. These interventions are used to support the following needs:

- Literacy
- Mathematics
- Speech, Language and Communication
- Social, Emotional and Mental Health
- Behaviour
- Visual and auditory processing/memory
- Fine and gross motor
- Dyspraxia
- Dyslexia
- Autistic Spectrum Condition
- Working memory

These interventions are monitored and updated regularly.

Our Accessibility Plan provides more detail about how learning resources and the environment meet the needs of pupils with SEND.

Access Arrangements

Some pupils may need additional provision during statutory assessments, namely the Phonics Screening Check (PSC) in Y1 and SATs in 6. In Y1, the PSC may be enlarged or a braille copy for used for children with visual impairments. Although the Y2 SATs are non-statutory and are completed under test conditions, the guidance for SATs allows children

to complete the tests in smaller groups and with breaks, if required. They may also have a reader (but not in the reading papers) or a scribe, if appropriate, during the tests. Adapted test papers are available for children with visual impairments.

Access arrangements for children in Y6 must be officially applied for by school to the Department for Education and children must meet strict criteria. If there is sufficient evidence that a child meets the criteria of having slow processing and/or cannot write or read quickly enough to fairly access the test papers, they may be eligible for 25% extra time in the SATs and/or have a scribe or reader although readers cannot be used in the Reading papers. The decision made by the DfE is final and cannot be overruled by the school. Having a diagnosis does not automatically mean a child is eligible for extra time. All children are able to have breaks during the tests, if required and guidance from the DfE is slowly followed to ensure the integrity of the testing process is not compromised.

10. Transitions

At Waltham Leas Primary Academy, we value communication in order to best support our pupils. With this in mind, transitions are carefully managed.

At the end of each academic year, handover sessions take place to allow staff to share pupil information regarding the class they are passing on, and the one they are to take over. Detailed files and copies of assessments, work samples, associated letters and other important documentation follows the child through their time at school.

Waltham Leas Primary Academy is also committed to ensuring that the transition for all of our pupils to their new schools is managed as carefully and as sensitively as possible. With this in mind, receiving schools are, as far as possible, given a comprehensive and complete overview of the needs of our pupils with SEND, the support historically in place for them during their time at Waltham Leas and our view of the support that will be necessary for them to receive on arrival at their new school. The SENDCo will ensure that requests for information submitted by receiving schools are responded to promptly.

11. Staff Development

In order to maintain a high standard of teaching and learning across the school, with particular focus on meeting the needs of pupils with SEND, Waltham Leas Primary Academy ensures:

- That staff will attend and participate in training and skills development training that support the needs of the pupils within school.
- That the SENDCo provides appropriate training in school, will source external and specialist agencies, and will respond to the training requests of all teaching staff, wherever possible and relevant.
- That staff are given regular opportunities through a range of means to share and discuss any concerns or queries they may have in terms of the learners with SEND in their classes.
- That the school SENDCo regularly attends any local training organised by the Local Authority and that provided within the Athena Alliance.
- That on arrival, new staff receive an appropriate induction which includes an introduction to the school's approach to SEND provision and the expectations the school places on all staff in terms of supporting all their learners, including those requiring additional support.

12. Confidentiality

To maintain confidentiality with Waltham Leas Primary Academy, the following protocols are in place:

- Parents/carers have full access to information about their child. They cannot access or receive information about another child.
- In the event that written correspondence contains information about another child, all identifiable details relating to the other child or children will be redacted before the information is shared.
- Staff will not discuss individual children, other than for the purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the school will not be passed on to other adults (not including Waltham Leas Primary Academy employees, members of the governing body and/or peripatetic teachers).

13. Roles and Responsibilities

When considering the provision for pupils with SEND at Waltham Leas Primary Academy, the following members of staff and governor are key to ensuring a cohesive and collaborative approach:

- Lindsay Holness (SENDCo)
- Jane Thomson (Deputy Headteacher)
- Claire Rigg (Headteacher)
- Dani Sankey (Pastoral Lead and DSL)
- A Jackson (SEND Governor)

14. Complaints Procedure

Any concerns regarding the provision made for children with SEND should be addressed in the first instance to the class teacher. If parents/carers need further advice, they are welcome to arrange a meeting with the SENDCo. If they are not satisfied that concerns have been addressed, they may escalate their concern to the Deputy Headteacher or the Headteacher.

The Academy's SEND Policy is reviewed annually by the SENDCO to evaluate the cycle. effectiveness of identification, target setting and provision. The efficiency of record keeping and resources, with the aim of continually reviewing and improving our provision, is also reviewed.

Waltham Leas Primary Academy SEND Information Report provides further detail about how the school meets the needs of pupils with SEND children; this can be found on the Academy's website: <https://walthamleas.net/>

Policies/documents that should be read in conjunction with this report:

- Safeguarding and Child Protection Policy
- SEND Information Report
- Behaviour Policy
- Accessibility Plan and Policy
- Complaints Procedures

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