



Special Educational Needs and Disability Policy

Inclusion does not always mean treating children with disability the same as everyone else, but knowing when to treat them differently.

Wivelsfield Primary and Nursery School Vision

At the heart of the community, inspiring our children to be the best they can be in an ever-changing and diverse world.

We value:

- A love of discovery and learning
- Respect and consideration for self, others and our environment
- A positive and reflective approach
- Confidence and independence
- Working happily together

We are:

- Considerate
- Honest
- Helpful
- Confident
- Happy
- Respectful



Curriculum Intent

At Wivelsfield Primary and Nursery School, we believe all children are entitled to a rich and relevant curriculum. As a result, they will develop a love of discovery and learning to ensure they are prepared for the next stage in their life.

Through carefully structured teaching of skills and knowledge, along with contextualised experiences, children can deliberately practise and embed their learning.

We value and encourage a resilient, risk taking and reflective approach; teaching the children to work together and respect each other's views, equipping them to succeed in an ever changing and diverse world.

SEN code of Practice

The Special Needs and Disability Policy is part of the [LA's Inclusion Policy](#) and also supports the Statement of Inclusion in the National Curriculum. It follows the guidance set out in the *SEN Code of Practice* (2014), and the provisions of the *SEN and Disability Act* (2001) ('*SENDA 2001*')

At Wivelsfield we believe:

- All children shall be given access to a broad, balanced and well structured curriculum suitable for their needs using a flexible approach
- All children are entitled to have their particular needs recognised and addressed
- All children are entitled to experience success
- All special educational provision is more effective if pupils and parents/carers are fully involved and informed.
- It is the responsibility of the class teacher to meet the special educational needs of pupils in their class within the constraints of the resources of the school and in liaison with the Inclusion leader.

Special provision should relate to the individual needs of the pupil.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report 3.



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.

Principles

At Wivelsfield Primary and Nursery School, we are committed to giving all our children every opportunity to achieve the highest standards and to maximise their life chances. We will actively seek to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of each individual. This policy helps ensure that this happens for children of every age, gender, ethnicity, attainment level and background.

Objectives

This policy should be viewed in conjunction with all other policies, in particular [our policies](#) for Teaching and Learning, Assessment and Early Years.

The objectives aim:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To provide an inclusive environment where an adaptive/SEN first approach allows all children to access every aspect of school life.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.



Interpretation of Special Educational Needs

A child has special educational needs if he/she has a difficulty that calls for special educational provision to be made for him/her. The school considers the following areas of SEND in line with the SEND code of practice:

- Communication and interaction.
- Cognition and learning difficulties.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Roles and Responsibilities

The Head Teacher and Head of School

The Headteacher, Mrs Helen Smith, and Head of School, Mrs Kirsty Green, have the responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. They will keep the governing body fully informed and will work closely with the SENCO. They have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SENCO

The school has a Special Needs Co-ordinator (SENCO), Mrs Laura Cosgrove. She works closely with the Headteacher and Governing Body on the strategic development of the SEND provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities are:

- The day to day operation of the school's SEND policy;
- Liaising with, and advising school staff, giving clear guidelines for procedure when needs are identified;
- Co-ordinating provision and targets for pupils with SEND;
- Maintaining the school's SEND register and overseeing records of all pupils with SEND;
- Liaising with parents/carers of pupils with SEND;
- Contributing to in-service training of staff;
- Liaising with external agencies including County Psychological Service and other SEND support services, medical and social services and voluntary bodies;
- Consulting with Special Needs Co-ordinators and Inclusion Managers from other schools to ensure effective use of resources and the dissemination of good practice;
- Managing a range of resources, human and material, linked to children with special educational needs;
- Giving support and advice to colleagues;
- Monitoring and evaluating the special needs provision and reporting to the governing body through the named governor.



The Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The nominated SEND governor, has a specific role to monitor and report on this provision and works closely with the SENCO in order that reports to the governing body are made regularly. The nominated governor:

- Helps to raise awareness of SEN issues at governing board meetings.
- Monitors the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Works with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Teaching Staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs.

All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. Alongside the SENCO they use the Assess, Plan, Do, Review cycle 3 times a year.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- 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.
- Ensuring they follow this SEN policy.

Teachers assessing and reviewing pupils' progress towards outcomes:

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant.



The Support Staff

All support staff have a role in supporting the education of SEND children throughout the school.

Individual Needs Assistants (INAs) work with the SENCO in providing support for children with Special Educational Needs across the school.

Their responsibilities include liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

Parents/Carers of Pupils with SEND

In accordance with the SEND Code of Practice the school believes that all parents/carers of children with SEND should be treated as equal partners. In accordance with the school's 'Open Door' policy, parents/carers are encouraged to contact the child's class teacher and/or the SENCO as needed either by telephone or appointment to share information and discuss their concerns.

Parents/Carers will be supported and enabled to:

- Recognise and fulfill their responsibilities as parents/carers and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.

Pupils

Pupils with SEND have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They are encouraged to participate in the decision-making processes including the setting of learning targets. Pupil Voice materials are used to collect information about their feelings, learning and difficulties as appropriate to the age of the child. The results of these are used, in addition to informal interviews and target reviews, to inform provision.



Identification, Assessment and Review Procedures

Pupils with special educational needs are identified using the 'Identification of Pupil with SEND' guidance for East Sussex State-funded Primary and Secondary School as early as possible from various sources:

- Pre-school settings
- Parental concern
- Foundation Profile in Reception
- Teaching and non-teaching staff
- National Curriculum assessments (SATs)
- Previous school records/reports

The information forms the basis for planning a differentiated programme to meet a recognised need.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, Social and Emotional needs. For children with Social and Emotional needs we use the Boxall Profile (an assessment tool to monitor SEMH needs) to assess them before and after support is given.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If, after interventions are in place, the gap has widened/ not narrowed and a long-term intervention is required a discussion will be had with parents/carers about moving the child onto the SEN register. Children with a diagnosis will not automatically be added to the SEN register.

Once on the SEN register, individual targets are set and reviewed a minimum of 3 times a year.

We have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps will be

Monitoring children's progress

The school's system for observing and assessing and monitoring the progress of individual children will provide information about areas where a child is not progressing in line with expectation. Under these circumstances, teachers will need to consult with the SENCO to consider what else can be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class. The key test of the need for action is evidence that current rates of progress are inadequate. Where a child is not making adequate progress through quality first teaching, the child's name, difficulty and level of special need will be recorded on the SEND Register. This will be updated regularly by the SENCO. Parents/carers will also be consulted to provide consent.

In some cases outside professionals from health or social services may already be involved with the child. The SENCO will discuss any new referrals with parents/carers, and gain their permission, before proceeding. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The strategies for supporting the child will be implemented, at least in part, in the normal classroom setting.

<ul style="list-style-type: none"> • Cream/blue background where possible for PowerPoints and screens • Clear and clutter free classrooms • Pictures to show what you want them to do • Symbols/Widgit to support understanding • Clear display of key vocabulary • Questioning to check understanding and to develop learning 	
<p><u>Speech and Language difficulties</u></p> <ul style="list-style-type: none"> • Key learning points are clear and reviewed during the lesson and at the end of the lesson • Model presentation – show them what you want it to look like. • Task planners to tick off each step. • The 10 second rule to give pupils time to process a question or request. • Scaffolding – writing frames and key vocabulary to support. • Widgit symbols used in lessons. 	<p><u>Dyslexia and other specific learning difficulties</u></p> <ul style="list-style-type: none"> • Revisit previous learning at start of the lesson. • Only invite pupils to read aloud if they want to. • Task planners to tick off steps • Visual prompts (pictures and symbols) • Scaffolded sheets • Use of resources (word mats tailored to the child/resources if dyscalculia/sloping boards and pencil grips if dysgraphia etc.)
<p><u>Autism</u></p> <ul style="list-style-type: none"> • Timetable on display and removed throughout the day after lessons complete. • Prepare children for any changes. • Be clear on expectations – use task planners to support this. • Seat away from busy areas of the classroom and windows or doors. • Each lesson must be a fresh start. 	<p><u>ADHD/ADD</u></p> <ul style="list-style-type: none"> • Seat away from doors, windows and busy walk ways. • Allow fidget toys or doodling. • Prompts (verbal and visual) to support starting a task and remaining focused – use task planners. • Post its or jotters to write notes. • Planned movement breaks • Resources to support need for movement (wobble boards, cushions etc)
<p><u>SEMH</u></p> <ul style="list-style-type: none"> • Timetable on display and referred to. • Speak to children in a relational way, away from others and without invading personal space. • Once spoken to a child, move away. Allow child to rectify the situation. • Allow child time to regulate – access to a personal/safe space area or outside etc. • Praise (where well received) at every opportunity but being specific in your praise. 	



Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment
- Referrals for more in depth assessment

All teachers make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We enable pupils with SEND to engage in activities available to all in school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs, where risk assessments allow. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We provide support for SEND pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, choir and any other group activities that the school organises.
- Pupils with a SEMH are offered the opportunity to attend nurture.
- We promote a nurture ethos around the school.

Additional Needs Plan

Where a child has an Additional Needs Plan targets are set and strategies employed to enable the children to progress. This is used to set targets which are **additional to**, or **different from**, the usual differentiated curriculum. Reviews of these targets will take place at least three times year. The reviewing process and will involve the SENCO, class teacher, pupil, parents/carers and INAs/ TAs as appropriate.

The long-term targets are supported by SMART targets that are recorded on the Assess, Plan, Do Review forms.



Statutory Assessment – EHCP

A child may be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carers or a referral by another agency.

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern.

Statutory assessments involve consideration by the LA, working co-operatively with parents/carers, the child's school and as appropriate, other agencies, as to whether a statutory assessment is necessary. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to issue an EHCP outlining the SEND provision required.

All EHCP's must be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved with the pupil. The specific targets for the year will be divided into smaller steps and recorded on an Additional Needs Plan.

Provision Map

The SENCO will complete a provision map for all children on the SEND register. This will be reviewed and updated three times a year.

Admission Arrangements

The admission arrangements for pupils with SEND are no different from the arrangements for other pupils, providing their needs can be met within the school's resources. Children with an EHCP can name a school on their plan and we are under a legal obligation to accept the child unless it is: 'unsuitable for the age, ability, or aptitude of the child', or 'the child's attendance there would be incompatible with the efficient education of others, or the efficient use of resources'.

Building Accessibility

The school would seek to meet the needs of any child, where necessary with financial support from the LA. The main building allows wheelchair access. There is a disabled toilet, with changing facilities, and a shower in the main building. Each classroom has a door with flat access to the terrace and gently sloping paths lead to the playground.

Resources

Funding for SEND is allocated by the LA to enable the school to fulfil its statutory obligation.



Support Services

The SENCO works closely with and takes advice from the County Psychological Service, CLASS, and the Speech and Language Support Service. This takes the form of assessment, planning and review meetings and resources to tailor the provision to meet the needs of each child. In addition the school can access support from the Educational Psychology Service, TASS, CITES etc:

- The School Medical Service
- Physical and Sensory Impairment Support Services
- Child and Mental Health Service - CAMHS
- Occupational Therapist
- TASS for behaviour and attendance

Staff Training

All teaching and non-teaching staff and governors are aware of, and attend as appropriate, relevant in-service training courses. Support to all staff is given by the SENCO. The SENCO attends training courses and feedback is given to staff. When appropriate, school in-service training for SEND will involve other schools and support agencies.

Links with Other Schools

Where children with SEND transfer to another school, appropriate advice will always be given to the receiving school. KS3 transition arrangements are discussed in detail with the receiving school.

The SENCO's from schools within the cluster group meet regularly to discuss current issues.

Impact

The impact of the education offered to children with SEND is regularly monitored and judged against the aims set out above. The policy will be reviewed regularly and the Governing Body will receive regular reports on the implementation of the policy.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher / Laura Cosgrove / Helen Smith / Kirsty Green in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Contact details of support services for parents of pupils with SEND

Parents/carers should contact the SENCO Laura Cosgrove for details of support services in East Sussex or go to the CZONE on: <https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-healthemotional/support-services/>

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Laura Cosgrove

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