

WILBURTON C of E PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Last reviewed: September 2025

Date of next review: September 2026

Definition of Special Educational Needs taken from the SEND Code of Practise (January 2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, post-16 institutions or by relevant early years providers.

At Wilburton Primary School, we are determined to meet the learning needs of all our pupils and ensure that they reach their full potential, loving to learn and learning to love.

Aims and Objectives:

Some children will, permanently or from time to time, have a significantly greater difficulty with their learning or communicating than the majority of children of their age. Some may experience social or emotional distress that seriously impedes their access to school. Others may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give all such pupils individual consideration and aim to support and make provision for their needs, working in partnership with others to help the pupil develop the school's core values of well-being, love and excellence.

The governors' and staff intentions are that the needs of all pupils are identified and met as soon as possible. By doing this, we aim to treat our pupils fairly, providing planned support so that all are able to confidently engage in the full curriculum of the school, fulfil their aspirations and achieve their best in line with our school values.

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, SEND co-ordinators (SENDCOs) and the SEND information report.

The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities.

The [Governance Handbook](#) which sets out governors' responsibilities for pupils with SEND.

The [School Admissions Code](#) which sets out schools' duty not to disadvantage unfairly children with a disability or with special educational needs.

Definitions

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

They have a difficulty or disability if they :

- Have a significantly greater difficulty in learning or communicating than the majority of the other children of the same age, or
- are prevented or hindered from making use of facilities of a kind generally provided for others of the same age at Wilburton Primary School.

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 at Wilburton Primary School.

Roles and Responsibilities

Headteacher	Mr David Aston
Special Needs and Disability Co-ordinator	Mrs Kara Atkinson
Special Needs Governor	Mrs Anthea Dodson

Everyone in our school community – governors, staff, pupils and parents – has a positive and active part to play in achieving our school's aims and objectives.

Our Head Teacher:

- Has overall responsibility for the provision and progress of learners with SEND;
- is the named responsible person and keeps the governors informed;
- will work with the SEND governor, SENDCo and teaching staff to determine the strategic development of the SEND policy and provision within the school.

Our SEND link governor:

- Helps to raise awareness of SEND issues at governing board meetings;
- Monitors the quality and effectiveness of SEND provision within the school and update the governing board on this;
- Works with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Our Special Educational Needs and Disability Co-ordinator:

- Works with our Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Has responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support;
- Advises on the graduated approach to providing SEND support;
- Will be the point of contact for external agencies, especially the local authority and its support services;
- Liaises with other educational providers to help provide the support that some children with SEND require;
- Liaises with teaching staff and parents about a pupil's needs and provision made;
- Ensures the school keeps the records of all pupils with SEND up to date.

Our Class Teachers:

- Are responsible for the progress and development of every pupil in their class;
- Work closely with any teaching assistants or specialist staff to assess, plan, deliver and review support and consider how it can be linked to classroom learning;

- Work with the SENDCo to review pupil's progress and development and decide on any changes to provision;
- Seek and listen to the views of the pupils;
- Work in partnership with parents to support each pupil's progress and development;
- Participate in appropriate training.

Our pupils are asked to:

- Consider and share their thoughts on their own strengths and difficulties;
- Become involved in the planning of their support when possible;
- Treat others in line with Wilburton school values: well-being, love and excellence.

Our parents are asked to:

- Work in partnership with the school and other professionals to help meet the needs of their child;
- Follow up with any shared strategies of support at home;
- Take a full role in an application for external agency advice or support.

Admissions Policy:

The currently agreed admissions policy makes no distinction to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school.

In the case of pupils with an Educational Health Care Plan, the Headteacher and SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that he/she has special educational needs or disabilities.

Allocation of resources

The Governors will allocate funds to meet the needs of pupils with SEND. The Headteacher will manage the funds allocated by the governors to meet the differing needs of the pupils in the school with SEND. The Headteacher, Senior Leadership Team and SENDCo will ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of all pupils providing that there is no disadvantage to the pupil to whom they are normally allocated.

In service training of staff and training for governors

The Head Teacher will give consideration and appropriate priority to the needs of all teachers and teaching assistants with regard to SEND when planning staff development and training programmes. The school's in-service training plans for SEND are reported to the

governors and include details of training for class teachers and subject leaders, the SENDCo, Teaching Assistants and other ancillary staff.

The SENDCo will assist in the provision of training for staff.

The governors give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

Identification and assessment of SEND and provision

The school provides a graduated response to pupils with SEND as outlined in the SEND Code of Practice (2015). This states that teachers are 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.

Class teachers will 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 academic attainment, for example, social, emotional or communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but will be used as part of a wider understanding of a child's situation.

When deciding whether special educational provision is required, Class Teachers, with the assistance of the SENDCo, will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether they can provide it by adjusting the core learning plans, or whether something different or additional is needed.

Initially high quality teaching and the teacher led reasonable adjustments will be used to support the pupil's learning. This is classed as Wave 1 support.

If the pupil continues to make less than the expected progress, despite the reasonable adjustments made, they will move to 'Wave 2' of the school's special needs register. This means that the class teacher will implement strategies which can be used to help the pupil achieve identified learning outcomes and will involve parents in a discussion around home and/or school support which might benefit their child.

For some pupils, these planned strategies may help them to develop a skill and enable greater progress in their area of need. However, if a pupil continues to make little or no

progress in particular areas despite the specific support then the pupil will be deemed as SEND support and will move to 'Wave 3' of the school provision. This is for pupils who:

- continue to make little or no progress in specific areas over a long period of time;
- are working significantly below the expected level;
- may require more specialist support from an outside agency.

When a class teacher identifies that a pupil requires SEND support, he/she will:

- Involve the parents in the decision;
- Involve the SENDCo in discussions of SEND support;
- Provide longer term support for the pupil within the classroom and/or in small groups;
- Keep careful records of the pupil's progress;
- Monitor and review the pupil's progress.

The SENDCo will:

- Continue to advise the class teacher, who remains responsible for planning, teaching and recording;
- Request specialist involvement when it is deemed necessary by all adults involved;
- Assist in co-ordinating, assessing and reviewing additional provision;
- Consult with parents and pupils throughout.

(Please see Appendix 1 for an outline of the different Waves of support.)

Records

All pupils with identified special educational needs will be recorded on the SEND register. This is divided into the four broad areas of need:

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Area of need	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

On the census, pupils receiving SEND provision will be marked with the code K.

SEND Support

Once a pupil has been formally identified as requiring specific, individualised support, the school will work with parents and the child to ensure that effective provision is in place and work to remove barriers to learning. This takes the form of a four part cycle known as the graduated approach:

Assess

The teacher and SENDCo will consider the pupil's progress alongside national data and expectations of progress. This will include teacher observations, teacher assessment, parental concerns and pupil voice.

Plan

Pupil needs will be planned for: this could involve the use of supporting materials, small group work or seeking the advice of external agencies and professionals.

Do

The plan agreed will be carried out.

Review

The effectiveness of planned support and its impact on pupil progress will be reviewed and fed back to parents and pupils. Following assessments, teaching staff, pupil, parent and SENDCo will consider whether the pupil continues to require individual provision or not. Decisions may be based on: a closing of the gap between the pupil's and peers' attainment; an improved rate of learning progress from the pupil, decreasing incidents of difficult or dangerous behaviour, increased confidence, improved social/communication/personal skills or increased independence around a sensory/physical difficulty.

Decisions made as part of this review process will be used to inform the next cycle of 'Assess, Plan, Do, Review'.

(Please see Appendix 2 for an example of our Graduated Approach/ Assess, Plan, Do, Review cycle.)

Links with external professional agencies

External support plays an important role in supporting the school in identifying and providing for pupils with SEND and will sometimes work directly with a pupil.

These services include:

- SEND Services
- Speech and Language Therapy Service
- Emotional Health and Wellbeing Service
- School Nursing
- Locality Team
- Hearing Impairment Team
- Visual Impairment Team
- SENDCos within the local cluster

Parental permission will always be sought for a referral to any external service.

EHA forms

Some agencies require the completion of an Early Help Assessment form (EHA) to request support for pupils. Parental permission will always be sought for any involvement from external services and parents are expected to play a full role in the EHA process.

Referral for an Education, Health and Care Plan (EHCP)

Where a pupil displays very limited progress and/or significant learning difficulties, the school or parents may request an Education, Health and Care assessment. In these cases, the pupil's needs will be of a complex nature and involve the support of a number of different external agencies.

Once a request has been made, the Local Authority (LA) will consider whether the pupil is eligible for an EHCP. If the request is agreed, the LA will develop and produce a plan for the pupil, outlining support that is required in order for them to make sufficient progress. Parents and the school will be fully involved in developing and producing this plan.

Parents have the right to appeal against any decision not to initiate an assessment leading to an EHC Plan.

Parents have the right to appeal against the content of an EHC Plan. They may also appeal against the school named in a Plan if it differs from their preferred choice.

Once an EHCP has been completed and agreed, it will be reviewed annually by staff, parents and, where possible, the pupil. This annual review allows for any changes to provision which need to be put in place, for example: reducing levels of support.

(Please see Appendix 3 for our school response to Special Educational Needs and/or Disabilities.)

Transition arrangements

Starting school

There are good links between Wilburton CE Primary School and local preschools: teaching staff meet with all relevant Early Years settings to discuss pupils, including those with SEND, when they are about start school.

Links are established between school and parents: our EYFS teacher meets with the families and where applicable, previous EYFS settings, of all new starters, including those with SEND, to discuss needs, learning styles and other relevant information. Additional preparations and meetings are held for new pupils requiring highly personal and specialist provision.

Within school

Teachers liaise closely when pupils transfer from one class to another within the school. For some pupils with complex additional needs, special transition arrangements may be put in place to ease the transfer from one teacher to another.

Pupils with SEND are invited to complete a pupil profile to inform their new teachers of their interests and details of how they like to be supported in class.

Transfer to college

During the summer term, there are opportunities for all pupils to become more familiar with their chosen college. For those with additional needs, further arrangements may be made to help the pupil to become more accustomed to their new setting.

All records of pupils with SEND will be passed onto the appropriate college following county procedures.

Monitoring and Evaluation of SEND

Teachers and teaching assistants are regularly observed by the Headteacher and subject leaders to ensure that daily teaching is meeting the individual needs of pupils with SEND. There are regular book scrutinies and meetings between teachers and the SENDCo which aim to provide opportunities for assessing the learning progress of pupils with SEND.

Pupil progress is monitored closely in line with the SEND Code of Practice 2015. SEND provision is recorded on a provision map, detailing the additional support for each pupil with SEND. This information is reviewed termly and adapted as deemed necessary to ensure that provision remains effective.

The SEND Information Hub (Local Offer)

The SEND Information Hub is a Cambridgeshire resource which is designed to support children and young people with SEND and their families. It provides information and advice about the services and provision that are available to all families in Cambridgeshire who are experiencing a degree of special educational need. The SEND Information Hub includes information about targeted support and specialist services which are available for children who may need short term additional support and for children with complex, longer term needs.

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

Working with parents

Wilburton CE Primary School values working in full partnership with all parents.

We will seek to involve parents in all decisions about their children, including them as far as possible in sharing support strategies to be put in place. They are invited to discuss any concerns with teachers as they arise and take a full part in their child's education.

Parent consultation meetings are offered three times a year, one in each term. When parents meet with class teachers, they aim to give a full picture of their child's progress in all areas of the school curriculum.

Parents will be consulted before outside agencies are involved and are included as far as possible in the strategies implemented. They are encouraged to take part in the process of reviewing and monitoring provision and progress. When a pupil meeting involves adults in more than one household, school will deal directly with the parent who has day-to-day responsibility for the pupil.

Parents are invited to visit school or arrange other meetings to discuss any aspect of their child's progress, either with the class teacher and/or the SENDCo.

Parent Partnership Service (SENDIASS) provides a range of support to parents of pupils with SEND and can be contacted for independent advice on: 01223 699214 or via the SEND Information Hub:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa9Q>

Complaints

Should pupils or parents be unhappy with any aspect of SEND provision, they should, in the first instance, discuss their concerns with the class teacher. Anyone with further concerns should ask to speak to the SENDCo. For a problem which might require a more detailed discussion, parents should make an appointment to meet with the class teacher and SENDCo.

In the event of a formal complaint, parents should contact the Head Teacher. This will be handled in line with the school's complaints policy (please see school website).

For impartial advice, parents can contact the Parent Partnership Service (SENDIASS) on 01223 699214.

Evaluation of success

The governors will evaluate the success of this policy of the school by enquiring how effectively all pupils, including those with SEND, participate in the whole curriculum and all activities.

In particular, the governors will come to judgements about:

- whether pupils with SEND feel safe, valued and included in the school community;
- pupils' progress and attainment once they have been identified as having SEND;
- comments and feedback from pupils and their parents;
- how resources have been allocated to and between pupils with SEND.

The governors observations on the above will form the basis of the special needs section of the annual report to parents.

Monitoring arrangements

This policy will be reviewed by Kara Atkinson each 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 all Wilburton School policies but has a particular link to:

- Accessibility Plan
- Behaviour Policy
- Behaviour Principles
- Medical conditions
- Reception and Key Stage One Changing
- Safeguarding and Child Protection