

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

POLICY DOCUMENT



**WELL GREEN PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
September 2025**

Special Educational Needs and Disability (SEND) Policy

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RESPONSIBILITIES FOR CO-ORDINATING SEN PROVISION

Policy determination – Governors and Headteacher

Appropriate staffing – Governors and Headteacher

Monitoring work on SEND – SEND Governor, Headteacher, SENDCo and Subject Leaders

Day to day operation – SENDCo

SEND Governor – Mr Dave Sutcliffe

SENDCo – Mrs Charlotte Oldham

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SCHOOL'S BELIEFS AND VALUES

At Well Green Primary School great emphasis is placed on the individual development of each child, academically, socially, physically and morally in preparation for their present and future lives. We strive to develop the full potential for each child through a broad and balanced curriculum, fostering self-confidence and creating an atmosphere where everyone is valued.

LONG TERM AIM

Our policy is written in accordance with the SEND Code of Practice (2015) and our long term policy aim is to raise the aspirations of and expectations for all pupils with SEND.

DEFINITION OF SEND

Well Green recognises the definitions of SEND described in Section 20 of the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- a) Have 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.*

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.

OBJECTIVES

We strongly support the line that **every teacher is a teacher of every child, including those with SEND.**

Our objectives are:

- To identify and provide for pupils who have special educational needs and additional needs (through Quality First Teaching, high quality interventions and learning strategies)
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a SENDCo who will work with the Inclusion Policy to ensure all pupils have access to a broad, balanced, rich, varied and relevant curriculum
- To provide support and advice for all staff working with special educational needs pupils

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We are an inclusive school. The staff at Well Green support children with special educational needs in all areas:

- **cognition and learning** – this includes children who have moderate or specific learning needs, such as dyslexia.
- **communication and interaction** – this includes children with speech and language delay and those with needs in social communication.
- **social, emotional and mental health difficulties** – this includes children who may be withdrawn or isolated, hyperactive, who lack concentration or who are under stress or suffered trauma.
- **physical and/or sensory needs** – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental co-ordination delay, a long term condition and difficulties arising from accidents or surgery.

From their arrival at school the children are observed and monitored to check that they are making good progress in all aspects of their learning and development. Human development does not follow a checklist format and it is not always immediately clear how or why a child may have a need. Parents know their children best of all and so we welcome input from families about their child’s learning. Parents and the school may agree that further advice should be sought, for example, from a Speech Therapist or from the School Nurse or the family’s GP as a starting point.

The children's progress and attainment is continually tracked by the school team and reviewed every term. For any child who does fall behind there will be high quality targeted intervention to bring them back on track, either within or outside class alongside Quality First Teaching strategies to enable them to succeed to the best of their ability.

There are a number of ways in which a child’s needs may be identified:

- a) In the Early Years – Trafford SENAS (Special Educational Needs Advisory Service) or other partners, such as Speech Therapy – may inform the school about a forthcoming admission of a child with SEND.
- b) At any point within the child's school career – from 4 years to 11 years – parents or a class teacher may raise a concern, either about the child's day to day functioning at school or at home, or following routine classroom assessments, especially those in reading, writing and maths. Also, how a child functions in social situations, such as on the playground. We work hard to ensure that difficulties are identified and addressed as early as possible.
- c) More detailed assessments may be completed, with the consent of the parents, by any of the following: the School SENDCO, a Speech Therapist, an Educational Psychologist, or a member of Trafford SENAS – see above. The school has good links with many outside agencies who can support us in our assessment of children.

A GRADUATED APPROACH TO SEND SUPPORT

High quality classroom teaching - and how this is reviewed

- We ensure that all children will receive high quality classroom teaching. This means that all pupils are included so that they can do well at school. The curriculum for a child with SEND is adapted for them to access the curriculum.
- Class teachers are responsible and accountable for the progress and development of all 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.
- Classroom teaching is regularly observed by the Senior Management Team and Subject Leaders. This ensures that pupils, especially those at risk of underachievement, know and understand what is expected of them in lessons and how they can succeed.
- Pupils are always encouraged to ask if they do not understand. During the lesson and at the end of lessons, work is marked and the children indicate to the teacher how they felt about the work. Visual communication cards are provided for those children who lack confidence or struggle with communicating their needs.
- The children's books and other work are regularly monitored by the Senior Management Team. Pupil progress meetings are held with class teachers termly.

Provision for pupil catch up and provision for those with SEND

- The school will decide to put in place pupil catch up provision or more specialist SEND provision taking into account all of the information gathered about a pupil's progress. This includes all scores for reading, writing and maths for every pupil, which are reviewed every half term by the Head, Deputy and the SENDCO. Pupil scores are considered alongside national data and expectations of progress.
- A pupil is not assumed to have Special Educational Needs (SEND) just because they have fallen behind in their learning. Equally, it should not be assumed that a child working at age-related expectations does not have a Special Educational Need or Disability (SEND).
- For any child who does fall behind there will be high quality intervention, within or outside class, with the aim of bringing them back on track with their peers. Intervention will be

evaluated after half a term or a term with the pupil and the parent to see if it is working and if not, alternative measures will be considered.

- Provision for SEMH and C&I here: as all children are different, support will look different for children, some children will benefit from SaLT therapies, SEMH interventions and other adaptations to help them access school. For SEMH we follow a 'Well Green' graduated approach to support. Children are referred to the Well-Being Team by parents/carers or staff. The Well-Being Team meet once a half term to discuss need and approaches. Intervention then will be allocated dependent upon need.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

SEND Support and EHCP– Education, Health & Care Plan

Where it is agreed that a pupil does have SEND, the child will be added to the SEN register at SEN Support level, outside agencies sometimes become involved at this stage. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: ASSESS-PLAN-DO-REVIEW. This is an ongoing process, which begins with the half-termly assessments to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. The more we can personalise intervention to the needs and interests of the child the better.

One Page Profiles (OPP)

A One Page Profile captures important information to enable us to personalise learning for an individual child. This information enables adults working with a child with SEND to be aware of the strengths, interests and specific support that the child needs. The profile is created with the child, parents and class teachers input. A pack is provided for each parent to complete at the start of each school year so that an accurate One Page Profile can be created. This is reviewed and updated at least once a year but more often if necessary and/or the pupil would like to make changes. The One Page Profiles are kept in the Teachers SEND File. All staff working with that child will be asked to read the profile and the parents or carers/pupil will have a copy.

Personal Provision Maps (PPM)

A personal provision map illustrates the support a child needs and is getting in class and for interventions. This document contains SMART Targets (Specific, Measurable, Attainable, Relevant and Timely) as part of our assess, plan, do review cycle. The process involves reviewing the child's performance against their previous targets, then discussing with the child what they feel their areas of strength and needs are. New targets are generated for the next term, or sooner if required, and the document is shared with and signed by children, their family and the class teacher.

Individual Behaviour Plans (IBPs)

When required, an IBP is produced each term for pupils who are at SEND Support or who have an EHCP. These are reviewed each term and new targets set as with the Personal Provision Maps.

Additional Funding – Education Health and Care Plans - EHCPs

The school has an annual budget allocation for SEND based upon the number and age of children on roll, the level of free school meals and prior attainment. This funds a curriculum that is organised to address the learning needs of all the children and the cost of our team of teachers, teaching assistants and the school SENDCO. Trafford LA holds a small budget – the LA High Needs Block – for children with the most severe needs. Bids to meet the needs for these children are submitted to an LA panel, for them to be assessed in a wider context. This may result in the issue of an 'Education Health and Care Plan' (EHCP). An Educational Psychology assessment would normally be carried out in school before a bid is made for funding from the LA High Needs Block. Requests for EHCPs are usually made by the school but can be requested by a parent. Applications for an EHCP will combine information from:

Parents	Class teacher
SENDCO	Other Educational Advisers
Health Professionals	Social Care

Parents and carers have the right to appeal against a decision not to initiate an EHCP. If an EHCP is completed and agreed by the family then progress is monitored and reviewed formally each year.

CRITERIA FOR EXITING THE SEND REGISTER

Children who hold EHCPs will be monitored and reviewed as part of the school's ongoing assessment system, also at a formal annual review. Any decision to request reduced or increased support from the authority would be taken at an annual review meeting.

Children at SEND Support level will be monitored and reviewed as part of the school's ongoing assessment system, also via their Personal Provision Maps/individual behaviour plans. A decision to remove a child from the SEND register would be taken by the class teacher, in consultation with the SENDCO and the child's family.

SUPPORTING CHILDREN AND FAMILIES

Well Green is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child.

Parents and carers have vital knowledge and experience of their children and therefore creating and maintaining a close working relationships with parents, carers and the Well Green Team is paramount.

In order to support parents and carers of SEND pupils the school is required to produce an SEND Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND. Our school SEN information report covers admission to the school and also transition into school, between classes and onto high school for SEND pupils. The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

SENDIASS also have a telephone help-line, answering calls from parents and professionals who need help and advice on various aspects of SEND and a comprehensive website. Phone: 0161 912 3150, email: sendiass@trafford.gov.uk or visit <https://sendiass.trafford.gov.uk> .

Children with SEND also have knowledge of their own needs and what may help them in their learning and so that is why they are consulted as part of their termly plan reviews. SEND pupils with an EHCP also contribute to their Annual Reviews, either in person or via an adult – such as the parent, carer or SENDCO.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

- At Well Green we recognise 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. Please refer to the school's Inclusion Policy.
- For further information, see the Supporting children at school with medical conditions policy.
- Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please see the School's Accessibility Policy.

TRAINING AND RESOURCES

- The school will facilitate all staff to develop their knowledge about children with SEND and what they may do to support them, through a range of meetings and continuing professional development opportunities.
- The SENDCO attends the Trafford LA 'SENDCO Forum' meetings to keep up to date with local and national issues.
- A teaching assistant has attended a Dyslexia course.
- One HLTA has a specialist Speech and Language accreditation.
- All staff have received training on attachment, Executive Functioning, Emotionally Safe Classrooms and the Ordinarily Available Inclusive Provision .
- Resources are purchased when necessary to meet the needs are individual pupils e.g. five minute box, toe by toe, power of 2.
- The SENDCO is currently undertaking her NQPSENCO.
- The SENDCO, Head teacher, deputy head teacher and HLTA have received training in emotion coaching and mental health awareness.
- All the TAs have attended numerous speech and language training courses organised by the Speech and Language Service, including Lego Therapy, Social and Communication Support, Narrative Therapy and the use of Colourful Semantics to support language development.
- All TAs have had training to use Precision Teach.
- One HLTA has completed Drawing and Talking therapy.
- Our Nursery TA has completed training on Neurodivergence in the Early Years.

Links with other schools, primary, secondary and special schools, are promoted, together with the Trafford Small Specialist Classes (SSCs). It is recognised that transition phases can be

particularly difficult for children with SEND and therefore every effort will be made to ensure these are made as smooth as possible.

ROLES AND RESPONSIBILITIES

Role of the class teacher

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils.
- To inform the SENDCO of concerns about a child.
- To gather information about the child.
- To keep parents informed of the child's progress and identified needs.
- To present a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study.
- To adapt work to cater for the special educational needs and/or disability of children in the class, including extension activities.
- To incorporate multisensory teaching strategies into lesson plans, wherever possible.
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- To work with SEND pupils to generate their One Page Profile/Personal Provision Map, IBP targets.
- To implement and monitor any Individual Behaviour Programmes.
- To review (at least once every term) the individual progress of children with SEND.

Role of the SENDCO

- To review and develop the school's SEND Policy.
- To oversee the day-to-day operation of the school's SEND Policy.
- To co-ordinate the provision for pupils with SEND.
- To maintain the school's SEND register and oversee all records of children identified on it.
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise.
- To liaise with parents of special needs children in conjunction with their class teacher, in a positive and supportive manner.
- To liaise with external agencies on behalf of pupils with SEND.
- To liaise with feeder and receiving schools to ensure continuity of action/support.
- To keep up-to-date with current developments in the SEND field.
- To contribute to the in-service training of staff, including teaching assistants.

Role of the Headteacher:

- To determine SEND policy.
- To monitor the implementation of the SEND policy, including progress and data reviews.
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team.
- To keep the Governing Body well informed about SEND in the school.

Role of the Governing Body:

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils; and
- Ensuring that SEND pupils are fully involved in the full range of school activities.

The SEND Governor, Mr David Sutcliffe and SENDCO, Charlotte Oldham, meet to evaluate the success of current provision for SEND pupils.

STORING AND MANAGING INFORMATION

Please refer to the Information Management policy and Confidentiality policy.

ACCESSIBILITY

- The school is fully compliant with DDA requirements.
- The school is very well maintained, providing an environment to enhance learning of all children.
- The school has easy access with double doors and ramps.
- There is one disabled toilet and a toilet in KS1 and KS2 with handrails and easier access.
- A range of equipment is accessible to all children to support their needs.
- Specialist seating is available for those children that require it in the classroom and in the dining hall.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- A Separate Accessibility Policy is available on the school's website, as required by the Children and Families Act 2014 and the Equalities Act 2010.

ADMISSIONS

Admissions into the Nursery are at the discretion of the Headteacher and are governed by separate admissions policies

-Admissions for Reception to Year 6 are governed by Trafford School Admissions – see www.trafford.gov.uk/residents/schools/admissions

DEALING WITH COMPLAINTS

Our complaints procedure follows Trafford LA guidelines. Such is our partnership with the children and parents, we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

HEALTH AND SAFETY

All resources for children with Special Educational Needs and/ or a Disability will be subject to the school's Health and Safety policy and risk assessments will be carried out as appropriate for provision and equipment. All risk assessments are reviewed on a regular basis.

FURTHER INFORMATION

Further information on SEND at Well Green can be found in the school's SEND Information Report, which can be found on the school's website. Alternatively, please contact the School SENDCO, Charlotte Oldham, either by email: coldham@wellgreenprimary.co.uk , or by phone on: 0161 980 3976.

POLICY REVIEW

This policy will be reviewed and revised in line with developments in the National Curriculum, the Code of Practice and the School Development Plan.

Reviewed Sept 2025

Next review due Sept 2026

Charlotte Oldham, SENDCO

Appendix: SEND Process

