Special Educational Needs and Disabilities (SEND) Policy

Waddesdon Village Primary School – *a Pathway to Excellence*

Approved by:	Governing Body	**Date:** September 2025
Last reviewed on:	October 2025	
Next review due by:	December 2026	

This policy complies with the statutory requirement laid out on the SEND Code of Practice (September 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE, February 2013)
- SEND Code of Practice (0-25 years) 2015
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England (2014)

1. Introduction

Waddesdon Village Primary School believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Waddesdon Village Primary School, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

The special educational needs policy at Waddesdon Village Primary School gives due regard to Part 3 of the Children and Families Act 2014, its associated regulations and Code of Practice came into force on 1 September 2014. Whenever decisions are taken relating to children with SEND, consideration must be given to what the Code says.
All staff at Waddesdon Village Primary School maintain a culture of high expectations and include children with SEN or disabilities in all the opportunities available to other children.

2. Definitions

Special educational provision is described as:

Educational provision that is additional to or different from high quality teaching that is differentiated and personalised. High quality teaching will meet the individual needs of the majority of children and young people.

Special Educational Needs is defined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015) in the following way:

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 or a young person 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*

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.

Disability is defined by the Equality Act (2010)

A person has a disability if:

- a person has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Such conditions do not always have SEN but where a child requires special education provision over and above the adjustments, aids and services required by the Equalities Act 2010, they will additionally be covered by the SEND definition.

3. Aims & Objectives

At Waddesdon Village Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Waddesdon Village Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

We aim to:

- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- enable every pupil to experience success
- promote individual confidence and a positive attitude
- give pupils with SEN equal opportunities
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their pupil's development
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

Objectives:

- Ensure implementation of government and Local Authority SEN recommendations
- Ensure that Waddesdon Village Primary School's SEN policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate all pupils' achievements
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all school staff, governors and parents in SEN issues
- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In

particular to be aware of the standards of achievement and progress of individual pupils in reaching their educational potential
- To promote continuity of approach through step-by-step attention to individual needs
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use
- To involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs
- To involve parents at an early stage, in developing a home school partnership working together for the benefit of the child

4. Roles & Responsibilities

Provision for pupils with SEND is a matter for Waddesdon Village Primary School as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The governing body will be responsible for:

• Ensuring this policy is implemented fairly and consistently across the school

• Ensuring the school meets its duties in relation to supporting pupils with SEND

• Ensuring that there is a qualified teacher designated as SENDCO for the school

Special Educational Needs Co-ordinator (SENDCo) has responsibility for:

- overseeing the day to day operation of the school's SEND policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- liaising with outside agencies and arranging meetings, and providing a link between these agencies, class teachers and parents
- liaising with parents of pupils with SEND
- Liaising with Early Years providers and other schools
- supporting class teachers in devising strategies, and writing SEN Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- monitoring and evaluating the progress of pupils with SEND through the maintaining of SEN Support Plans, and EHC Plans
- contributing to the in-service training of staff
- Being a key point of contact for external agencies, especially the LA and LA support services
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Waddesdon Village Primary School staff are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo and other colleagues for advice on assessment and strategies to support inclusion

- devising strategies, drawing up SEND Support Plans, setting targets appropriate to the needs of the pupils
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- liaising with outside agencies and arranging meetings
- liaising with the SENDCos and other mainstream school staff in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- meeting with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process and providing feedback to parents of pupils with SEND.

Staff

Teachers and LSAs work together to support children' individual needs, and ensuring the inclusion of children with SEND within the class. They play an important role in implementing provisions and monitoring progress. They contribute to review meetings and help children with SEND to gain access to a broad and balanced curriculum.

As part of continuing professional development, all staff at Waddesdon Village Primary School is able to access a range of training such as:

- Staff meetings
- INSET days
- Compulsory training such as health and safety or child protection
- Courses run in house
- Courses run by external agencies
- Coaching

Accessibility in the school is continually under review and the school would make any reasonable adjustments as required.

Specific equipment found to be required by children with Special Educational Needs and/or Disabilities to ensure their access to school curriculum would be made available, wherever reasonably possible.

5. Allocation of Resources

The SENDCo ensures that resources are appropriately allocated for groups and for individuals to meet the needs of all pupils.

6. Identification, Assessment & Provision

Waddesdon Village Primary School aims to work in partnership with parents and pupils to identify and support any pupil who may have a Special Educational Need. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The school recognises that early identification and effective provision improves long-term outcomes for pupils

All teachers are responsible for the progress and development of the pupils in their class, including where pupils access targeted support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

Class teachers formally assess their pupils' progress on a termly basis. This provides opportunity to identify any pupil that is making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

However, it is important to note that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

The SEND Code of Practise (2015) describes 4 broad areas of need:

i. Communication & Interaction
ii. Cognition & Learning
iii. Social, Emotional & Mental Health difficulties
iv. Sensory and/or physical needs

Assess: Clarification of need – School staff work closely with referring schools, other professionals and parents/carers to clarify the SEN needs of individual pupils.

Plan – The class teacher will agree, in consultation with parent and the child, as necessary the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do – The class teacher remains responsible for working with the child on a daily basis. The impact of planned interventions is closely monitored and links to classroom teaching are made. School staff co-operate with colleagues to develop and share teaching approaches suited to pupils' special educational needs and support each other with ideas and techniques.

Review – The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents, support is then revised in light of the child's progress and development. Parents are given clear information about the impact of the support through regular meeting with the class teacher. Where a child has been given an Education, Health and Care plan the local authority must review the plan, as a minimum every twelve

months, through an Annual Review meeting. School staff will participate in meetings or contribute to meetings and reports as needed.

7. Curriculum Access & Inclusion

Waddesdon Village Primary School is a fully inclusive setting, which ensures that all children achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. The curriculum is adapted to meet the needs of individual pupils. Waddesdon Village Primary School takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

Waddesdon Village Primary School provides various interventions and support, both in class and out of class that are designed to meet the individual needs of a pupil. Children who require higher levels of support may have access to appropriately trained support staff. Some children may work with other professionals to gain further support e.g. Speech and Language therapists, Occupational therapists etc. See Appendix 1 for more information about curriculum accessibility.

Supporting pupils with medical needs

Waddesdon Village Primary School recognises that pupils with medical conditions should be properly supported so that they can have full access to education, including school trips and Physical Education. Some pupils may also have SEND and may have an EHC plan which brings together health and social care needs as well as their SEN provision.

8. Partnership with parents

We believe that a child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly. We offer an open door policy where parents are welcome at any time to make an appointment to meet with us and discuss how their child is getting on. We can offer advice and practical ways that parents can help their child at home.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. This will happen at least three times in the year, for example through termly SEN meetings, parents evenings, Annual Reviews, the sharing of reports and ongoing discussions.

Additionally, Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service provides a range of information, advice and support for parents of pupils with SEN.

9. Links with other agencies

Waddesdon Village Primary School actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire Council. Advice and support can be requested from other professionals, including:

- Specialist Teaching service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family Support Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- Buckinghamshire SEN Team

10. Complaints and concerns

In the first instance we encourage parents to contact their child's class teacher as they are often the best placed person to resolve any issues. For a problem that might need time to explore fully, parents/carers should make an appointment.

If parents still have concerns then they should contact the SENDCo or Head Teacher. In the unlikely event that the concern is not resolved, then the Chair of Governors can be contacted.

Appendix 1

Excellence for All – Curriculum Accessibility

Communication and Interaction

SLCN and ASD (social use of language)

All pupils will have…	Some pupils will have…	A few children will have…
• Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (differentiate as necessary)	• Social group • ELSA Support • Speaking and Listening intervention (TalkBoost in EYFS/KS1) • ~~NELI (Nuffield Early Language Intervention)~~ • Organisational reminders • Visual prompts	• Now and Next board • Playground support/monitoring • Buddy System • Social stories • Comic strip conversations • Lego Building Club (Lego therapy) • Pre-teaching - vocabulary/concepts • a specific seat in lessons to meet a sensory or a learning need. • ~~PECS~~ • Support from outside agencies including, SALT Programme of support planned by outside agency (delivered by school staff) • Speech Link/Language Link interventions

Cognition and Learning

General Learning Difficulties / SpLD

All pupils will have…	Some pupils will have…	A few children will have…
• Access to WVPS curriculum that is appropriate for all but is also meaningful, challenging & ambitious • Quality First Teaching • Cognitive and metacognitive strategies • Broad and balanced curriculum • Flexible grouping • In Maths lessons, use of concrete and pictorial representations during teaching and when working independently to aid their understanding (CPA approach) • Scaffolding in lessons • Aids: Sentence stems, Phonics and Spelling mats, handwriting prompts and writing checklists on tables. • Receive feedback in lessons that results in further progress across the curriculum	• Visual prompts and resources • Breakdown and revisit instructions • Organisational reminders • Non-negotiable reminders • Now/next board • Additional processing time (accounted for in assessments) • Support in school to complete homework • Targeted adult support • Targeted interventions to fill gaps in understanding e.g ELS Phonics intervention, Year 3/4 – ELS Progress, Numeracy intervention, Reading intervention, Spelling intervention	• Targeted 1-1 interventions e.g Precision Monitoring • Curriculum adaptations to allow for engagement through pupil interests. • Targeted home learning • Tinted paper / coloured overlays • Supported recording – whiteboards, scribe, iPad: dictation tool • Regular access to ICT • Touch typing practice • Pre-teaching • Individual assessment arrangements • Support from outside agencies including School Advice Clinic, EP

Social, Emotional and Mental Health

Anxiety, depression, attachment disorder and ADHD / ADD

All pupils will have…	Some pupils will have…	A few children will have…
• Quality First Teaching • Consistent approach by adults • PSHE Curriculum—Kapow • Staff trained in safeguarding • Zones of Regulation: feelings check in • Reward system including house points, rainbow, golden table at lunch • Playground buddies • Pre-registration soft start to the day (08:30 - 08:50 arrival) • Brain breaks • Monitoring of incidents (CPOMS) • Calm areas in every classroom and in Key Stages • Are supported with their behaviour choices in a positive environment	• Social/Nurture Group/ELSA • Access to The Snug • Organisational reminders • Additional movement/sensory breaks • Adaptations to the classroom: safe space, sensory resources	• Worry Box/ Feelings box • Sensory resources / Fiddle toys • Wobble cushion • Access to quieter areas in class • Key adult • Alternative soft start activities • Playground monitoring • 1:1 Zones of Regulation work: check ins / end of day reflection time • Home/school communication system • Social stories /Comic strip conversations • ELSA: Drawing and Talking/ Theraplay • Risk assessment • Positive Intervention Plan • Targeted reward system • External support including: School nursing service, CAMHS, CABHS, EBSNA

Sensory and Physical Needs

Visual impairments, hearing impairments, physical disabilities and sensory disorders

All pupils will have…	Some pupils will have…	A few children will have…
• Quality first teaching • Regular handwriting practice prompts on tables • Regular fine motor activities, e.g funky fingers (CR & C1) • Pencils, pens and scissors tailored to their needs. Triangular pencil (C2), pencil with grooves (CR & C1) KS2 – a variety of pens for children to choose from in KS2 (biro/ink) • Brain breaks • Opportunities for outdoor learning • Broad PE Curriculum	• Fine motor skills intervention (e.g. Rainbow Road) • Additional gross motor skills activities • Support during PE / modified tasks that take into consideration their physical needs • Writing books that have handwriting lines in them (KS2) • Additional movement/sensory breaks	• Specialist equipment • Ear defenders, wobble cushion, weighted blanket, resistance band, writing slope, pencil grip • Fiddle toys/Sensory resources • Access to quieter areas in class • 1:1 support for PE • Risk assessment • Medical Care plan in place • A specific seat in lessons to meet a sensory or a learning need • Support from outside agencies: Nurse, OT, Physio Programme of support planned by outside agency (delivered by school staff)