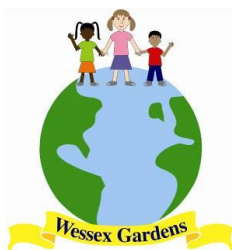


Wessex Gardens

Primary and Nursery School



SEND Policy



2024 - 2025

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was ratified by the governing body on 26th November 2024.

Approved by:	Alexander Banks	Jill Summers
Designation:	Headteacher	Chairman of the Governing Body
Signed:		
Review due by:	November 2025	

Introduction

Wessex Gardens Primary and Nursery School is deeply committed to fostering an inclusive environment that actively seeks to remove potential barriers to learning and achievement. We believe that every teacher is responsible for the education of every child, including those with special educational needs and disabilities (SEND).

The school's provision for children with SEND is managed by our Special Educational Needs and Disabilities Co-ordinator (SENCO), Layla Albaidhani, who also works as a Class Teacher. Supporting the SENCO in delivering high-quality SEND provision is our Assistant SENCO, Maiko Takemoto, who is also a valued member of the Inclusion Team and a class teacher.

For any SEND-related queries or concerns, Layla Albaidhani and Maiko Takemoto can be reached via the main school contact number at 0208 455 9572.

This policy is in full compliance with the statutory requirements of the SEND Code of Practice 0–25 (July 2014) and aligns with the following guidance and legislation:

- **Equality Act 2010:** DfE advice for schools (Feb 2013)
- **Schools' SEN Information Report Regulations** (2014)
- **Statutory Guidance on Supporting Pupils at School with Medical Conditions** (April 2014)
- **The National Curriculum in England:** Framework for Key Stage 1 and 2 (July 2014)
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers' Standards** (2012)

Aims of the SEND Policy

At Wessex Gardens Primary and Nursery School, our aim is to create an inclusive, welcoming environment where every child feels valued and supported. Our SEND policy reflects our commitment to nurturing each child's individual potential by:

- Identifying any special educational needs early on and putting in place the right support to help each child thrive.
- Providing an environment where every child—no matter their background, abilities, or circumstances—can feel seen, understood, and encouraged to achieve their personal best.
- Ensuring that all children with special educational needs have full access to a rich and balanced curriculum tailored to meet their individual needs.
- Welcoming children with special educational needs into our school community and integrating them into mainstream classes whenever possible, fostering a sense of belonging.
- Helping each child grow in confidence and develop the skills they need for a successful transition to adulthood, building independence along the way.
- Building strong, respectful partnerships with families, children, and external agencies to create a support network that truly benefits each child.

- Encouraging every member of our school community to develop empathy and respect for others, promoting a culture of kindness and understanding.

Objectives of the SEND Policy

To bring these aims to life, we focus on practical steps that keep each child's needs at the heart of our work:

- Creating a safe and inclusive classroom environment where all children can engage fully in learning.
- Holding high expectations for every child's progress, celebrating their efforts and encouraging them to keep growing, regardless of their starting point.
- Providing high-quality teaching adapted to meet the diverse needs of each student, so everyone has the opportunity to succeed.
- Identifying special educational needs accurately and as early as possible to ensure that children receive the right support when they need it most.
- Following a thoughtful, step-by-step approach that respects each child's pace, in line with the SEND Code of Practice (2014).
- Working closely with children and their families to design personalised support plans, involving relevant outside experts where helpful, to ensure the best possible support.
- Empowering children and their families with the information and guidance they need to make decisions that impact their education.
- Using ongoing assessment and monitoring to ensure that each child is making meaningful progress and adjusting plans as needed.
- Keeping thorough records of each child's unique needs, the support they receive, and their progress over time.
- Reviewing and refining our SEND provision regularly to make sure it is as effective as possible.
- Supporting our staff with training and resources so they can provide the highest level of care and education.
- Actively promoting a respectful, compassionate environment by challenging prejudice, stereotyping, and bullying.
- Providing disability awareness education for staff and students alike, fostering understanding and inclusivity at every level.

Identifying Special Educational Needs and Disabilities (SEND)

At Wessex Gardens Primary and Nursery School, we believe every child deserves the support they need to flourish. Identifying and understanding each child's unique needs as early as possible helps us provide timely and effective support, ensuring they feel valued, included, and able to achieve their best. Guided by the SEND Code of Practice (2014), we take a flexible approach, recognising that each child's needs are unique and may span multiple areas. Here are the four key areas we consider when assessing needs:

1. Communication and Interaction (CI)

Some children may find it challenging to understand or use language, retain vocabulary, or

pronounce certain words. Social communication—like knowing how to start or hold a conversation—can also be difficult. We want to be clear that learning English as an additional language is not considered a special educational need unless a child experiences these same challenges in their home language as well. For us, understanding each child’s unique language needs is key to helping them connect and thrive socially and academically.

2. **Cognition and Learning (CL)**

Every child learns in their own way and at their own pace. Some children may need extra time or different ways of learning to grasp new ideas, and some may have specific learning differences, such as dyslexia (reading), dyspraxia (motor coordination), or dyscalculia (math). At Wessex Gardens, we provide differentiated support that focuses on each child’s strengths and helps them make steady progress, celebrating every achievement along the way.

3. **Social, Emotional, and Mental Health (SEMH)**

Children can face a variety of emotional challenges, such as feeling anxious, withdrawn, or struggling to manage their feelings. Some may have conditions like ADHD, anxiety, or depression, which impact their ability to connect and engage at school. We believe that addressing these needs with understanding and compassion is crucial to creating a supportive, safe space for each child to grow in confidence and resilience.

4. **Sensory and/or Physical Needs (SP)**

Some children may have physical challenges or sensory needs, like hearing or vision difficulties, that make it hard to fully engage in the classroom without extra support or resources. We are committed to making the necessary adaptations—whether it’s equipment or a different learning approach—to ensure that these children feel fully included and able to participate alongside their peers.

How We Identify SEND at Wessex Gardens

We believe in a collaborative approach to understanding each child’s needs. Here’s how we work to identify and support children with SEND:

- **Daily Monitoring and Teacher Observations:** Our teachers and staff are always observing and assessing each child’s progress to spot any emerging challenges. Daily interactions and ongoing support within the classroom help us understand when a child may need additional help.
- **Family Involvement:** Parents and carers are essential partners in this process. We encourage open communication and value the insights families bring, as they often notice needs that may not be as visible in the classroom.
- **Regular Review Meetings:** Termly meetings with class teachers, teaching assistants, the SENCO, and senior leaders allow us to discuss any areas where a child might need extra support. These meetings give us a chance to review progress and consider additional strategies to help every child succeed.
- **Specialist Assessments:** When specific concerns arise, we may call on specialists from outside the school, such as speech and language therapists or educational psychologists, for their insights. Additionally, we use tools like Barnet’s Identification Toolkit to help us assess needs accurately and create an effective plan for each child.

A Supportive and Graduated Approach to SEND

Our approach to SEND is grounded in the belief that every child’s progress is a team effort. We work together—teachers, families, and specialists—to ensure each child’s experience is positive, inclusive, and empowering:

1. **High-Quality, Inclusive Teaching**

Our teachers plan and adapt lessons with every child in mind, creating a learning environment that embraces diversity. For children who may need a bit more help, we review and adjust our strategies to make sure they're getting the right support in the classroom.

2. **Collaborative Strategy Review**

When a child isn't making expected progress, the class teacher, SENDCO, and parents/carers sit down together to review what's working and what can be improved. We discuss additional support options, like targeted interventions, and make sure everyone is aligned on the best path forward.

3. **Personalised SEND Support Plans**

If we find that a child needs ongoing support, we create a SEND Support Plan as part of our school's Provision Map. This plan is tailored specifically to the child, setting meaningful targets and outlining support strategies. Parents/carers, teachers, and specialists all contribute to ensure the plan truly reflects the child's needs and goals.

4. **Regular Monitoring and Progress Checks**

We believe in celebrating progress at every step. Regular reviews of the SEND Support Plan help us track the child's development and make any necessary adjustments. Families are always part of this process, helping us make sure we're meeting the child's needs in a way that feels right for them.

5. **Access to Specialised Support**

When additional expertise is needed, we partner with external professionals to provide targeted support. With parents' consent, we work with specialists like speech therapists or educational psychologists to gain insights that help us refine our support strategies.

At Wessex Gardens, our commitment to each child's growth and happiness is at the heart of everything we do. By working closely with families, teachers, and external specialists, we create a caring, inclusive environment where every child can thrive and feel empowered to reach their full potential.

Provision - The Graduated Response

At Wessex Gardens, our approach to supporting children with special educational needs and disabilities (SEND) follows a continuous cycle called "assess, plan, do, and review." This method, recommended in the SEN Code of Practice, allows us to regularly evaluate and adapt our support for each child's unique needs. Meeting these needs is a collaborative effort that involves our whole school community—teachers, support staff, parents, and external specialists.

Quality Teaching First

Our first step is to provide high-quality, inclusive teaching tailored to each child's needs. If, despite this focused teaching, a child isn't making the expected progress, we move to additional interventions and support designed specifically to help them succeed.

Assessment: Understanding Each Child's Needs

Ongoing observations and assessments play a key role in understanding every child's achievements and identifying areas where they may need extra support. Here's how we approach this:

- **Early Years:** For our youngest learners, assessment is based on continuous observation of each child's development within their peer group. Teachers use their professional judgement to assess progress.

- **Key Stages 1 and 2:** In primary years, class teachers assess progress continuously against National Curriculum standards, learning objectives, and personal goals. We may use formal assessments, such as phonics screening in Year 1 or statutory assessments in Years 2 and 6, to further inform our understanding.

If concerns arise, the Inclusion Leader may conduct additional assessments to identify specific needs, and we will have ongoing conversations with parents and carers. With parental agreement, we may refer children for more detailed assessments from external specialists. Throughout this process, we take into account each child's home background, language, culture, and time in school to ensure we are seeing their progress in the right context.

Planning and Delivering Targeted Interventions

Once a child's needs are identified, our Inclusion Leader works with class teachers and parents to decide on the best type of support. Parents are always kept informed, and together we develop a plan that outlines the right interventions. Our range of interventions is available in our SEND Information Report, which includes support for reading, writing, numeracy, motor skills, language development, and social skills. These interventions are backed by educational research and tailored to each child's needs.

Support may take place in small groups or one-on-one sessions. We carefully time these sessions to avoid missing essential classroom learning. For example, a reading intervention might be scheduled during the class's reading period so that it aligns with the teacher's plan and keeps the child engaged with their peers.

Our intervention team includes class teachers, teaching assistants, members of the inclusion team, and sometimes trained volunteers. We work closely with outside specialists who offer guidance on personalised work plans. Parents and carers are always invited to be part of this journey. We might even invite them to observe an intervention so they can see how to support this learning at home.

Occasionally, additional support may involve making simple adjustments to the classroom, such as adding window blinds to reduce glare for a child with a visual impairment. The school typically covers these costs within our SEND budget, though we may apply for additional support from the Local Authority as needed.

For children with an Education, Health, and Care Plan (EHCP), additional funding may be provided for specific resources or support, although the school contributes to these resources from our existing budget.

Reviewing Progress: A Cycle of Growth and Improvement

Reviewing each child's progress is a continuous, collaborative process. Teachers regularly adjust learning plans to match each child's development, and children are encouraged to engage actively by monitoring their own progress and celebrating their successes.

After a targeted intervention concludes, or during a termly review meeting, we look closely at how the child has progressed. This review may involve formal or informal assessments that guide our next steps. Together with parents, teachers, and the child, we discuss the outcomes and, if needed, begin a new "assess, plan, do, review" cycle.

Planning and Monitoring Each Child's Individual Needs

At Wessex Gardens Primary and Nursery School, every child is seen as a unique individual with their own strengths, challenges, and dreams. Our approach to planning and monitoring support for children with special educational needs and disabilities (SEND) is designed to be flexible, personalised, and deeply collaborative. By working closely with children, families, teachers, and specialists, we can ensure that every child feels confident, capable, and celebrated in their journey.

The SEND Register: Tailoring Support Levels

We keep an SEND register to guide us in meeting each child's specific needs. Children on this register are grouped into two main levels of support:

1. SEN Support (SENS)

This level of support is for children who need a little extra help beyond what's offered through regular classroom teaching. For each child on SEN Support, we create a personalised provision plan. This plan outlines the specific support the child will receive, which might include small group sessions to build reading or math skills, targeted support for social or communication skills, or individual sessions to work on motor skills.

One of our goals is to make children feel a sense of ownership and pride in their progress. We encourage each child, where possible, to set their own goals and to review their achievements with us. Celebrating their progress, no matter how big or small, helps children build confidence and independence, showing them that they're on a path to success.

2. Education, Health, and Care Plans (EHCPs)

For children with more complex, lifelong needs, an EHCP may be in place. This plan is created with families and specialists, outlining specific resources and support needed to help the child thrive. EHCPs are legally binding documents that detail the types of assistance a child requires to make steady progress throughout their school journey. Only about 4% of children nationally have an EHCP, and these plans are designed to support their unique needs, setting long-term goals and guiding their development across each stage of education.

Creating and Reviewing Personalised Support Plans

For children receiving SEN Support, we record all interventions and track progress on an individual provision plan. For those requiring more extensive assistance, we create an **Individual Support Plan (ISP)**. These plans are living documents, shaped by input from everyone involved in the child's life—the child themselves, parents and carers, teachers, and any specialists who are part of the support team. We review ISPs each term to ensure that we're meeting each child's current needs and to celebrate every step forward.

Our Approach to Monitoring and Celebrating Progress

Tracking progress isn't just about academics; it's about recognising growth in confidence, independence, and social skills. Here's how we keep the process child-centered and positive:

- **Daily and Weekly Check-ins:** Teachers continuously adjust lesson plans based on each child's needs, providing day-to-day support that adapts as they grow. This daily attention ensures that challenges are identified early, and children have the space and support to work through them. We also encourage children to reflect on their own progress, helping them build self-awareness and pride in their achievements.

- **Termly Progress Reviews:** Each term, we hold meetings with teachers, teaching assistants, inclusion staff, and the senior leadership team to review each child's progress. We use these sessions to discuss what's working, set new goals, and make adjustments if necessary. If a child is progressing well, we may decide to modify or reduce their intervention, but we continue to monitor their growth closely to ensure they remain on track.

For children with EHCPs, we hold an **annual review** where parents, teachers, and other professionals join together to share insights, celebrate progress, and set fresh goals. We gather input from all parties ahead of time so that the meeting is a meaningful discussion focused on the child's growth and future.

Additional Support and Outside Referrals

Sometimes, a child may benefit from the expertise of external specialists. If further assessment or support is needed, we might refer the child to professionals like educational psychologists, speech and language therapists, or occupational therapists. We ensure families are part of every conversation and are kept fully informed at each stage. When in-depth assessments suggest that an EHCP might be appropriate, our Inclusion Leader collaborates closely with families to gather all necessary information and to submit an application to the Local Authority. This process is always handled with transparency and respect for each family's unique insights.

Inclusive and Accessible Learning for Every Child

Beyond our SEND provision, we understand that some children may need additional support for reasons other than SEND. Our inclusive approach makes sure these children receive the assistance they need without formal diagnoses:

- **Children New to English:** We support children who are learning English as an additional language, creating a welcoming environment where they can integrate comfortably. This includes providing language support and encouraging friendships with classmates to help them build confidence in their new surroundings.
- **Children with Medical, Sensory, or Physical Needs:** Some children may have medical or physical needs that require extra adjustments in the classroom, like accessible seating, specialised equipment, or even quieter spaces. For us, it's important that every child feels comfortable and fully included in every aspect of school life.

Building Strong Partnerships with Families

We know that a child's well-being and progress are most successful when families and schools work together. At Wessex Gardens, we foster a close partnership with parents and carers, inviting them to be active participants in their child's journey. Here's how we work with families:

- **Regular Meetings and Open Communication:** Families are invited to termly meetings with teachers and the inclusion team to discuss their child's progress, set new goals, and provide feedback. We maintain an open-door policy, encouraging parents to share any concerns, insights, or celebrations they may have. We also offer resources for families who need extra support, like interpreters, large-print documents, or help from bilingual staff, so that every family feels heard and involved.

- **Empowering Parents and Carers:** We recognise that the SEND journey can be challenging, and we provide both practical and emotional support to families. This might mean connecting them with local resources, explaining educational policies, or simply offering reassurance. We want every family to know they are valued partners and that their perspectives are essential to shaping the support we provide.

At Wessex Gardens, our mission is to ensure that every child feels empowered, supported, and ready to meet their full potential. By nurturing strong connections with families, fostering close collaborations with specialists, and creating a learning environment where every child is celebrated, we strive to make each child's journey a positive, uplifting experience.

Reviewing the policy

The headteacher and inclusion leader are responsible for monitoring the policy throughout the school. The governing body has the ultimate responsibility for monitoring the policy, through the standards subcommittee. The governor responsible for special educational needs is an important link in this process.