WHOBERLEY HALL
PRIMARY SCHOOL

Special Educational Needs & Disability Policy

Date implemented in school: September 2026

Date to be reviewed: September 2027

Believing Achieving Learning for Life

Special Educational Needs and Disability Policy

Background Information about Whoberley Hall Primary School

We are a school of approximately 213 children including a Nursery, located on the west side of the city serving a disadvantaged neighbourhood.

47 children, 22%, are recorded as having special educational needs. We currently have 12 children with Education Healthcare plans.
A further number of our children are noted as being monitored closely by the Class Teacher.

The children on the SEND register have a range of difficulties including those at the monitoring stage. Some children have difficulties in the area of Communication and Interaction (including children with Autism Spectrum Disorder). Some children have difficulties in the area of Cognition and Learning (including general learning difficulties, dyslexia, dyscalculia). A few children have difficulties in the area of Behaviour, Emotional and Social Development (including ADHD) and a minority of children have Sensory and / or Physical difficulties (including Dyspraxia).

Learning Support within the school is led by the Special Educational Needs co-ordinator. Close working relationships between children, staff, parents and outside agencies have been established so that children can be helped in a fully supportive environment.

- Special Educational Needs Co-ordinator (SENDCO): Mrs Rachel Davis

Definition

Children with Special Educational Needs are those who have a significantly greater difficulty in learning than the majority of children of the same age, or those who have a disability, which hinders or prevents them from making use of generally, provided educational facilities. They are children who require educational provision that is additional to, or different from, that made generally for children of the same age. (Special Educational Needs Code of Practice 2001)

The objectives of our policy are to:

- Organise all our activities to ensure that all children are included in the life of the school
- Work closely with parents, sharing information on children's progress and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- Meet the requirements of the Education Act (1996), the Special Educational Needs (SEND) Code of Practice (2014) and the Special Educational Needs Disability Act (2001)
- Encompass the LA SEND Policy within the context of Whoberley Hall
- Support children in such a way that they do not feel inferior or different from their peers and that promotes confidence, independence and high self-esteem
- Give all children with SEND the opportunity to succeed and achieve, both in academic and non-academic areas, and to recognise and celebrate their strengths
- Ensure that no child with a disability is discriminated against, treated less favourably than, or placed at a substantial disadvantage to, those who are not disabled in school.
- Recognise the rights of the child to have their views taken into account
- Engender a sense of community and belonging within the school to which children with SEND can feel valued, worthwhile contributors

- Develop good working relationships with outside support agencies and the LA to successfully identify and meet the needs of children with SEND
- Continuously develop and update the knowledge and skills required for the effective teaching of children with differing SEND

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year, in the Autumn term to ensure that we are doing all we can to meet the objectives.

Collaboration

At Whoberley Hall we have a history of developing close working relationships between children, staff, parents, outside agencies (including Social Services) and the LA so that children can be helped in a fully supportive environment.

We have close links with the Coventry Social, Emotional Mental Health and Learning Team (SEMHL), Complex Communication Team (CCT), Speech and Language Therapy Service, the Educational Psychology Service, the Child and Adolescent Mental Health Service, School Nurses and the Ethnic Minority Support Group.

At the beginning of each term meetings are arranged with outside agencies involved with the school. Discussions then take place around individual and groups of children as well as training needs. Plans are put in place for intervention support in the short and long term in order to make best use of the resources available.

Arrangements for partnership with parents/carers

The concept of parents as partners is central to the SEND Code of Practice (2014). Parents / carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage. Written parental consent should be obtained before outside agencies are asked to observe or assess children.

Parents/ carers will be encouraged to attend termly review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:-

- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through Provision Maps, Support Plans or Education Healthcare Plans (EHCP)
- Open Door Policy for parents / carers
- Discussing with parents/carers options when children leave school
- Meeting the parents/carers of prospective new children to the school to discuss SEND support

IDENTIFICATION, ASSESSMENT MONITORING AND REVIEW ARRANGEMENTS

We use the definition of the Special Educational Needs in the SEND Code of Practice (2014): "Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them".

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 educational facilities of a kind generally provided for others of the same age in mainstream schools

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional or mental health,
4. Sensory and/or physical.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures. However these are closely monitored by the SENDCO and class teachers to ensure progress is made.

At Whoberley we believe that all teachers are teachers of pupils with special educational needs.

Special Needs provision will be provided wherever possible alongside other children taking account of:-

- The wishes of parents / carers
- The children's needs
- The resources available to the school
- The efficient education of other children in the school

Monitoring Stage

An informal stage where class teachers:

- Identify a concern about a child's progress
- Gather available information about a child
- Discuss strategies for providing appropriate work for the child with the SENDCO
- Seek to discuss concerns with the child's parents/carers
- Review progress

SEND Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

If it is decided to provide a child with SEND support the parents will be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil 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.

A child's progress will be reviewed at least termly with the parents and the child if appropriate.

Where a child continues to make less than expected progress, despite support and interventions the school will involve specialists from outside agencies.

Provision Mapping

As a school we create a Provision Map for each phase; Early Years, Lower Phase (Y1,2 and 3) and Upper Phase (Y4, 5 and 6).

A Provision Map shows the range of provision available to our learners throughout the school. It allows us to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards.

My Support Plans

The My Support Plan is used with children who have identified special educational needs and receive SEN Support in school. It can be used for anyone who has a number of professionals supporting them that would benefit from coordinated support. The Support Plan outlines in detail the specific details of their needs and smaller targets for them to work towards. The Plan will be reviewed with parents and professionals every 8 weeks. The Plans will then be used, if appropriate, to support the completion of the EHC Referral.

Education and Health Care Plans

The SEND support that a child receives will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents would consider requesting an Education, Health and Care needs assessment.

The Education, Health Care Plan is issued by the LEA a set of outcomes are given to work towards by school. An Annual Review of the EHC Plan is carried out, which involves the child, his/her parents/carers, any outside agencies involved with the child, the Head teacher, the SENDCO and an officer from the LA.

Child Participation

Staff will seek to involve children, in an appropriate way, in the reviewing of their Provision Maps, My Plans and EHCP and in the setting of new targets, giving them 'ownership' of their learning and an understanding of their goals. Children's views should be recorded and taken into account using a variety of methods, for example Inprinted, scribed by an adult or recorded.

Parent Participation

- If a child is experiencing difficulties this should be made known to parents at the earliest opportunity and we will seek to use the parents' knowledge of their child to plan support

- Parents/carers will be encouraged to attend parents' evenings where they will have the opportunity to express their feelings about their child's progress and be able to discuss how they can support their targets at home.

- We seek to work in partnership with parents/carers through:
  - Regular consultation/review procedures for the sharing of information
  - Sharing of assessment and planning information
  - Ensuring that they have a copy of the current targets and outside agency reports
  - Having an 'Open School' access for parents/carers

Partnership with external support agencies

Our objective is to "provide integrated, high quality, holistic support focused on the needs of the child" (Code of Practice-2000)

By working closely with a range of external support services we can ensure that we:

- Provide early and accurate identification of a child's needs
- Share expertise and good practice in the dissemination of effective techniques and approaches
- Have a better understanding of a child's difficulties
- Target focused intervention

To these ends we will continue to work closely with the support services detailed earlier in this policy. We will:

- Hold regular planning meetings
- Refer children for assessment
- Incorporate advice in our planning
- Hold multi-agency consultations/reviews
- Use external agencies to provide INSET for staff
- Develop links with special schools

Monitoring

The Head Teacher monitors the progress of all children through teachers updating the Assessment System.

The SLT, along with the SENCo will meet with teachers termly to monitor progress of children with SEND, which may be measured by:

- Closing the attainment gap between the child and his peers
- Preventing the attainment gap from widening
- Monitoring achievement by looking at rate of progress
- Improved access to a full curriculum
- Improvement in self-help, social skills, personal skills or behaviour

Reviews

- Provision maps and My Plans will be reviewed each term with children and with parents/carers
- The SENDCO alongside staff will review the SEND Register each term
- This policy will be reviewed annually
- Governors will review the success of this policy annually through discussion with the headteacher and SENDCo.

Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through adaptive teaching, differentiation, Provision maps, My Plans and EHCPs and allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the termly Pupil Progress meetings to identify any barriers in the way of the child and plan appropriate and reasonable action
- Ensuring that all children have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEND is a natural part
- Ensuring that our reading stock includes stories with positive images of children with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEND to work with other children
- Encouraging children with SEND to play / socialise with other children
- Developing links with special schools to extend the children's experience of diversity

Acorns Room

The Acorn Room is a designated Support Base within the school designed to support pupils with SEND in achieving their personalised learning objectives from their EHCP. The room provides a structured, calm, and inclusive environment that promotes focus, independence, and emotional regulation. The staff promote a positive and supportive atmosphere through providing a welcoming environment that fosters confidence and engagement and celebrating and where appropriate displaying all the children's personal achievements

The Acorns room provides a low-stimulation environment with limited visual distractions, neutral colour schemes and organised resources. Children have individual workstations for one to one and independent working. There is a range of hands-on activities, fine motor tasks and interactive learning activities linked to the stage of the development for the children. There is a calm, sensory zone designed to aid children's emotional regulation and self-soothing. Visual supports for example visual timetables, task boards, and clear signage are used to aid understanding and promote independence. Sensory resources such as fidget items, weighted blankets, and noise-reducing headphones are used to support self-regulation.
Children are selected for the Acorns room based upon their level of need, EHCP targets and discussions with class teacher and parents.

Admission Arrangements into Whoberley Hall Primary School:

Before children come to school, we will:-

- Collect information about the child's educational history from the last school attended by the child, any educational support services who may have been involved with the child, and from the parents/carers
- When appropriate visit feeder schools

Once children arrive in school, we will:-

- Review any existing Provision Maps, My Plans or EHCPs.
- Ensure that information about the child's SEND is passed onto appropriate school staff,
- Ensure all relevant paperwork is saved in the child's SEND folder in the school's shared drive.

When children leave the school, we will:-

- Pass on information about the child's educational history
- Complete any transfer documentation as required

The allocation of resources to and amongst pupils with SEND

The Governing Body of the school sets the overall budget available to meet SEND taking account of:-

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified for SEND within the School's Budget

- The availability of additional grants to the school
- Priorities identified in the SIP

The SENDCO works alongside the Leadership team to and where appropriate with relevant staff:

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting these needs
- Allocate support to groups of children and individual children, including those with statements of special educational needs
- Ensure that support is allocated to children on a fair and equitable basis
- Monitor the progress made by pupils with SEND
- Evaluate the effectiveness of provision for SEND
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice

CO-ORDINATION OF EDUCATIONAL PROVISION FOR PUPILS WITH SEND

Provision for children with SEND is a matter for the school *as a whole. "All teachers are teachers of children with SEND."* (Code of Practice 2001)

Class Teachers will:

- Through ongoing assessments and monitoring, identify children experiencing difficulties and discuss these children with the SENDCO before pupil progress meetings OR using pupil concern document.
- Where relevant use targets created through Insight SEND data to support children in the classroom or through interventions,
- Teachers to review and update Provision maps and interventions termly,
- Teachers to write a one page profile of children where appropriate,
- Liaise with parents/carers, keeping them informed and seeking their views as part of the review process.
- Record the children's views as part of the review process of their Provision Maps, My Plans, EHCPs and involve them in the setting of new targets
- Include provision in their planning for the inclusion of children with SEND and the delivery of Provision Maps, My Plans, EHCPs
- Seek to meet SEND within the overall framework of inclusion in the school
- To support the SENCo in writing My Plans and EHC Plans.

Teaching Assistants will:

- Familiarise themselves with the any relevant targets of any children with SEND that they deal with
- Assist the class teacher in assessing progress of children and reviewing their targets, Provision Maps, My Plans and EHC plans.

The SENDCO will:

- Manage the day-to-day operation of this policy
- Support staff in the assessment of children
- Ensure that children on the SEND register have appropriate and current targets, Provision Maps, My Plans and EHC plans, advising where necessary, and that SEND provision for the children is arranged
- Update the SEND register termly through discussions of the cohort profile
- Keep individual files for children on the SEND register updated with all relevant information and ensure that these are sent on to other schools receiving children from our school
- Keep up to date with new initiatives to support children with SEND and share good practice with staff
- Supervise the role of teaching assistants assigned to children with SEND
- Contribute to the management of arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Liaise with the external support services to identify and make provision for SEND
- Be responsible for organising the annual reviews for children with a EHCP.
- Identify the need for resources, maintain a bank of resource materials and monitor their effectiveness
- Be responsible for developing assessment procedures
- Take an active role in providing INSET for staff
- Be involved with the reviewing of the SEND Policy

The Head Teacher will:

- Manage the work of the SENDCO
- Work closely with the SENDCO to plan the most effective, efficient and equitable way of using resources
- Decide, in consultation with parents/carers, whether to put children forward for EHC Assessments.
- Prior to the admission of any child, have a full consultation with parents/carers to discuss their child's individual needs
- Monitor progress made by children
- Monitor teachers planning to ensure they include provision for the inclusion of children with SEND
- Manage the arrangements for the monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Report to the governing body on the effectiveness of the educational provision made for children with SEND
- Ensure that governors are aware of the budget needs of staff and resource provision for SEND

Governors will:

- Identify at least one governor with a special interest in SEND
- Be aware of the statutory duties of the school
- Report on the effectiveness of the SEND Policy in School Profile
- Use their best endeavours to ensure that children with SEND are identified and provided for
- Ensure that the school has effective procedures for keeping parents/carers informed when special provision is made for their child

- Set the overall budget for meeting SEND

In-Service Training

- All staff have the opportunity to receive in-service training on SEND procedures in school
- All staff have the opportunity to receive training on specific disorders and /or disability of children within their care
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- Whole school training issues will be incorporated into the SIP

ARRANGEMENTS FOR DEALING WITH COMPLAINTS ABOUT THE SEND PROVISION

- In the first instance complaints should be taken up with staff directly concerned
- If necessary, a meeting should be arranged between the complainant, the staff directly concerned and the SENDCO
- If the complaint is still not resolved then the matter should be raised with the Head teacher, who may:
    a) Arrange a joint meeting with the complainant
    b) Undertake further investigations
    c) Take action to address the complaint
    d) Seek the involvement of external agencies such as the Parent Partnership Service or the Midlands Mediation Service
    e) Decide that the complaint does not warrant intervention and advise complainants of further action they can take

POLICY REVIEW DETAILS

Policy adapted: September 2026

Policy to be reviewed: September 2027