Special Educational Needs and Disability (SEND) Policy

Approved by:	Governing Body	**Date:**	September 2026
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Wellington Primary School
Special Educational Needs and Disability (SEND) Policy

Wellington Primary School has a named SENDCo (Mrs L Gleeson) and an appointed SEND Governor (Mrs Satbir Sidhu). This policy operates within the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (January 2015), the Equality Act 2010 and other current statutory guidance. For 2026-27, the existing SEND Code remains the statutory Code. Government SEND reforms published in 2026 set an important direction of travel, including a Universal Offer and National Inclusion Standards, but are not treated in this policy as replacing current statutory duties unless and until relevant changes come into force.

Wellington believes that every child has an equal right to a broad, balanced and ambitious education and to participate fully in school life. The school will use its best endeavours to secure the special educational provision called for by a pupil's SEN. Special educational provision is provision that is additional to or different from that made generally for pupils of the same age. Our universal offer begins with high-quality, inclusive and adaptive teaching, early identification of barriers and reasonable adjustments, with additional or different provision made where a pupil has SEN.

The school considers needs within the four broad areas identified in the SEND Code of Practice: 0 to 25 years (January 2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is 'additional to, or different from', that made generally for others of the same age in a mainstream setting in England…. (also including) Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision. SEND Code of Practice: 0 to 25 years (January 2015)

Where appropriate, pupils may receive targeted small-group or individual support to address identified barriers to learning, participation, communication, independence or wellbeing.

High attainment or giftedness is not, in itself, a special educational need. A high-attaining pupil may, however, also have SEN where they have a learning difficulty or disability that calls for special educational provision. Identification is based on need and barriers to learning or participation, not attainment alone.

This SEND policy details how, at Wellington, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities alongside peers who do not have special educational needs.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their current and future learning potential and engage in activities alongside peers who do not have SEND
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account

gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation

in a multi-ethnic society. We also measure and assess impact regularly through meetings with our support staff and class teachers to ensure all children have equal access to success across all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with a variety of different needs such as communication, literacy, numeracy or social understanding.
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities

- helping children to manage their self-regulation and behaviour, in order to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma, anxiety or depression, in order to take part in learning alongside their peers

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities.

On entry, the school considers each pupil's prior attainment, development, strengths, needs and previous educational experience. Where a pupil has an identified special educational need, information from the previous setting, parents/carers and relevant professionals will inform transition planning. The class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences, in order to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or have arisen from special educational needs.

The Role of the SENDCo

The Special Educational Needs Coordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of all staff.
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer. Similarly liaising with other settings and Early Years providers to ensure smooth transitions at the beginning of or during the school year.
- Liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Support Register.

Monitoring Progress and Identifying SEN

The school's system for observing and assessing the progress of individual children will provide

clarification of areas where a child requires support. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done to accelerate progress or manage social emotional behaviours. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The decision to identify SEN is not based on attainment alone. The school considers the pupil's progress, development, access, participation, communication, independence, wellbeing and response to high-quality teaching and reasonable adjustments. A pupil may have SEN even where attainment is at or above age-related expectations.

Where progress, participation or development gives cause for concern, the class teacher and SENDCo will consider whether the pupil may have SEN and whether special educational provision is required. Difficulties related solely to learning English as an additional language are not SEN, although a pupil may have both EAL and SEN.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's wellbeing or relationships with others in the school community.

In order to help children with special educational needs, Wellington will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having the agreed desired impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an Individual Learning Profile (ILP) and a whole-school provision map. The Class Teachers will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the Local Authority with a record of our work with the child to date.

When a concern is identified, the class teacher is responsible for responding promptly through high-quality adaptive teaching, reasonable adjustments and the assess-plan-do-review cycle. Parents/carers and the pupil will be involved. There is no fixed waiting period before SEN Support can begin: the timing and intensity of action will reflect the pupil's needs, the evidence available and the impact of support already provided.

Where a pupil requires special educational provision, the class teacher and SENDCo will agree SEN Support through the graduated approach. Provision may include targeted teaching, interventions, specialist advice, environmental or communication adaptations and other support that is additional to or different from the school's universal offer. Outcomes and provision will be recorded on the pupil's Individual Learning Profile (ILP), reviewed at least termly with the pupil and parents/carers, and adjusted in response to impact.

Indicators that a pupil may require SEN Support include persistent or significant barriers within one or more of the four broad areas of need, where special educational provision is required. This may include difficulties with communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs. Decisions are based on the individual pupil and evidence gathered through the graduated approach, rather than on attainment thresholds alone

Partnership with Parents and Pupils

Partnership plays a key role in enabling children and young people with SEND to achieve their current and future potential. Our school community parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and hold clear views about the types of support they require. They will be encouraged to contribute to the assessment of their needs and the review and transition process where appropriate.

The school website contains further details of our work with special educational needs; the SEND Information Report includes the arrangements made for children in our school with special educational needs.

At all points of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of all children, including those with special needs, with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address and parents and children have access to the school website which has a dedicated section for Special Educational Needs.

The Nature of SEN Support

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Small group or individual support, which may involve small groups or individuals being withdrawn to work with the SENDCo; or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed

of the action taken to help their child, and of the outcome of any action. Parents/carers will be invited to meet regularly with the class teacher, SENDCo or external agencies involved on a termly basis.

The SENDCo will support further assessment of the child where necessary; assisting in planning for their future needs in discussion with colleagues and parents.

Working with External Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records, with parental consent, in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual Learning Profile (ILP) will set out strategies for supporting the child. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the programme continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a monitored period.
- Continues working at National Curriculum expectations substantially below that expected of children of a similar age.
    - Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional, mental wellbeing or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

Education, Health and Care (EHC) Needs Assessments

Where, despite relevant and purposeful SEN Support, a pupil may require provision beyond that which is ordinarily available, the school, parents/carers or other eligible parties may request an Education, Health and Care (EHC) needs assessment from the Local Authority. The statutory test is whether it may be necessary for special educational provision to be made in accordance with an EHC plan; a school does not need to wait for a pupil to fail or exhaust every possible intervention before a request can be made.

The evidence will include:

- Previous progress programmes.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in core subjects.
- Education and other assessments, for example from a SALT, OT or educational psychologist.
- Views of the parents.

Parents/carers will be kept fully informed when an EHC needs assessment is requested. Pupils with an EHC plan will have their provision and progress reviewed through the school's ongoing review arrangements and through the statutory annual review process. The Local Authority is responsible for securing the special educational provision specified in Section F of an EHC plan. Transition reviews will be planned in sufficient time to support transfer between phases and settings.

Individual Learning Profiles (ILPs)

Strategies employed to enable the child to progress will be recorded within an

Individual Learning Profile (ILP) which will include information about:

- Basic information regarding the child – DOB, languages spoken, Pupil Premium entitlement etc.
- An overview of strategies used in school
- Current provision

Access to the Curriculum

All pupils are entitled to an ambitious, broad and balanced curriculum. Teachers use high-quality adaptive teaching, scaffolding, explicit instruction, modelling, visual and communication supports, appropriate technology and reasonable adjustments to remove barriers while maintaining high expectations. Adaptation should not unnecessarily narrow curriculum entitlement or lower ambition.

Class teachers remain responsible and accountable for the progress and development of pupils with SEND, including where teaching assistants or specialists provide support. Assessment is used to identify strengths, needs and barriers and to inform the next stage of teaching and provision.

Where appropriate, assessment frameworks and smaller-step outcomes may be used to recognise progress for pupils working below age-related expectations. These tools support assessment and planning but do not replace access to an ambitious curriculum or determine whether a pupil has SEN.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as that of their peers without SEND. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENDCo oversees the operational management of SEND resources within the school. Resources are allocated according to assessed need and the impact of provision. The Local Authority remains responsible for securing the special educational provision specified in Section F of an EHC plan.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCo meet regularly to agree on how to use funds directly related to EHC plans.

The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing body. The named Governor for SEND meets with the SENDCo termly to evaluate current provision – a report is given to Governors at termly committee meetings.

Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up learning programmes for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.

Medical Conditions, Allergy Safety and Safeguarding

The school supports pupils with medical conditions in line with statutory guidance and individual need. Where appropriate, an Individual Healthcare Plan is developed with parents/carers and relevant health professionals. From September 2026, the school complies with the statutory Allergy Safety in Schools requirements, including maintaining, reviewing and publishing an allergy safety policy, staff awareness and training, emergency arrangements and appropriate access to emergency medication. SEND practice operates alongside Keeping Children Safe in Education 2026 and the school's safeguarding procedures.

Enhanced Provision: The Ark

Wellington Primary School is an Enhanced Provision school. The Ark provides specialist communication and interaction provision across the primary phases for pupils with EHC plans whose needs are consistent with the commissioned designation of the provision. Placement decisions are made through the Local Authority's statutory processes. A diagnosis alone does not determine entitlement to a place, and direct applications to the school cannot secure an Ark placement.

Looked-After and Previously Looked-After Children with SEND

The SENDCo works with the Designated Teacher, relevant Virtual School and social care professionals to coordinate SEND provision for looked-after and previously looked-after children. Where a child has both a Personal Education Plan and an EHC plan, the plans should complement one another and review arrangements should be aligned wherever practicable.

Concerns, Complaints and Independent Advice

Parents and carers are encouraged to raise SEND concerns early with the class teacher and SENDCo. Formal complaints about school provision are considered through the school's published Complaints Policy. Disagreement about Local Authority EHC needs assessment or EHC plan decisions follows the statutory disagreement resolution, mediation and SEND Tribunal routes. Families can obtain free, impartial and confidential information and advice from Hounslow SENDIASS and can use the Hounslow SEND Local Offer for current local information.

Relationship with the SEND Information Report

This policy sets out the school's principles, responsibilities and approach to SEND. The school's SEND Information Report explains how this policy is implemented in practice and is reviewed and published in accordance with section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The two documents should be read together.

Key statutory framework and guidance: Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; SEND Code of Practice: 0 to 25 years (January 2015); Equality Act 2010; Supporting pupils at school with medical conditions; Keeping Children Safe in Education 2026; Allergy Safety in Schools statutory guidance (2026).

Signed: Louise Gleeson

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Review: September 2027