Winlaton West Lane Community Primary School

	SEND Policy
Issue date:	**November 2026**

1 Objectives

- To ensure equality of provision for pupils with special educational needs and disability (SEND)
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND (SEND Information Report on our website)

2 Roles and Responsibilities

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

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEND.
- The SENDCo is also a Designated Teacher for Safeguarding so will ensure that the correct provision is in place for SEND pupils who are looked after.
- Advising on the graduated approach to providing SEND support this is in line with Gateshead's Thresholds. SEND thresholds - Gateshead Council
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The Well Being Champion supports families of children with additional needs. We employ some Teaching Assistants to support specific children with SEN. A link governor is responsible for SEND (see website) and there are three designated leads for child protection (see website).

3 Access to facilities and provision

The school holds accessibility plans which outline how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Have disabled toilets in lower and upper school

4 Allocation of resources

The head teacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

5 Access to the curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to ensure that good or better progress is achieved, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

6 Identification, Assessment, Planning and Review Arrangements

West Lane follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012). SENDcos when consulting with parents and teachers will use the Gateshead threshold to identify the areas of need and what provision we need to provided for individual children.

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A SEND provision register outlines all SEND support and is updated each term.

The following are not SEN but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked after child
- Being a child of service personnel

7 SEND support – the four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified, an initial discussion takes place with the SENDCo and a plan is put in place.

Assess

The class or subject teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment, by sharing information too.

Plan

Parents will be formally notified when we feel that a child may have a special educational need. This could be in the form of a discussion with the class teacher or we may have a formal meeting if we need input from other services, for example Speech and Language Therapy. Adjustments, interventions, support and review date will be agreed with parents and pupil (where appropriate). This will be recorded on the school information system, the class provision map and the whole school SEND Provision Map. All children are given educational targets and their needs are clearly identified on their own individual personalised learning plan.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will discuss and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services:

- Educational Psychology Service
- School Health;
- Local Authority services SENIT;
- Behaviour Support Service;
- Speech and Language Therapy;
- Counselling

8 Additional Top-Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority, in discussion with external agencies.

9 Education Health Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

If this process is initiated, the SENDCo will notify a SEND Caseworker from the Local Authority to arrange a Multi- Agency Meeting to discuss with parents what this process will entail and inform families of the timescales in place.

10 SEND information document

This report can be found on the school website and is regularly updated. It outlines the provision West Lane makes for all pupils with SEND, within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Further details on provision for pupils with SEND can be found in the SEND information document (see the school website and attached document).

11 Transition arrangements

Transition is carefully planned. In order to ensure successful transition to secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

12 Partnership with parents / carers

West Lane has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.
The Well Being Champion and SENDCO are proactive in supporting parents in a variety of ways, including meeting with parents, liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.
We arrange Coffee Mornings/Parent Workshops to inform our parents of services available to them and to share information.

13 Pupil participation

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and our pupils are involved in the review process.

14 Monitoring and evaluating the success of provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils
- Regular meetings between SENDCo, head teacher, Senior Leadership team, class teachers and teaching assistants
- Provision Mapping – used as a basis for monitoring the impact of interventions

15 Staff development

The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

16 Medical conditions

WWLCPS will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

17 Admission arrangements

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

18 The complaints procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved. If the complaint is not resolved, the school has a complaints policy which can be found at www.winlatonwestlane.org.uk

Parents and carers can contact the Special Educational needs and Disability Information and Advice Service which is run by Barnado's in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers.

Gateshead Council has developed a local offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. Gateshead SEND Local Offer - Gateshead Council