



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Wilton
CE Primary School

Special Educational Needs and Disability Policy

Policy Date: September 2026

Review Date: September 2027

Special Educational Needs and Disability Policy

Rationale

Definition of Special Educational Needs and Disabilities:

Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for special educational provision to be made for them. Children have a special need if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational resources and facilities of a kind generally provided for children of the same age in school.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's My Plan Review;
- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The responsible persons for SEND at the School are:

- Richard Boase – Executive Headteacher (EHT)
- Mandy Gough – Head of School (HoS)
- Hannah Mathers – SEND Governor

The SENDCO at the school is Bev Davis. The SENDCo is responsible for co-ordinating the day to day provision of education for pupils with SEND at the School.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the School's SEND policy.
- They are up to date and knowledgeable about the School's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the School are aware of the importance of identifying and providing for all pupils in their care.

- Ensure that parents/carers are notified of a decision by the School that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the School.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The Senior Leadership Team will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

Access to the Curriculum

The School is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and adapted and that strategies of support are used to enable children to access learning. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

Ordinarily Available Provision (OAP)/ Quality first teaching (QFT) including highly effective adaptation for the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

Monitoring – prior to an ILP (Individual Learning Plan) being issued, pupils are monitored for a period of two half-terms to determine whether they require something that is additional to and/or different from. This process is led by the class teacher and supported/authorised by the school SENDCo.

SEND Support/ Individual Learning Plan (ILP) – following the period of monitoring, if a child requires specific support different to OAP/ QFT and/or is below age related expectations, they will be placed on an ILP. This decision takes place according to need and is intentionally dynamic (pupils can move on and off the SEN Register). Class teachers, parents and SENDCo collaborate on this decision. EHT and HoS are informed. When a child is supported with an ILP, targets and associated outcomes are set at

the beginning of the academic year. These are focused on the primary area of need and are reviewed by all stakeholders at three points of the year.

Education and Health Care Plan (EHCP) - A child who requires specific support in class and where progress and needs have not been met through an ILP will be considered for an EHC Needs Assessment. The EHC Needs Assessment is put forward to the SEND panel to be considered for a Statutory EHCP. A child at this level will be allocated a SEND Lead Worker through Wiltshire Council SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Wiltshire Council SEND panel.

The Graduated Approach to SEND



Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four-part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess

Class teacher and SENDCO will carry out a clear analysis of a pupil's needs, drawing on teacher assessment, experience of the pupil, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments will be reviewed regularly to ensure that support and intervention are matched to needs.

Plan

If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENDCO, parents and pupil in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant or specialist teacher works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review

The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress.

Generation of an Individual Learning Plan

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The Individual Learning Plan will be generated in full consultation with the class teacher, the SENCo, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, an Individual Learning Plan will be generated with the child at its centre. Long term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals.

The **Individual Learning Plan** will evidence:-

- The child's strengths and needs in relation to their primary and other areas of need
- The child's view
- The views of their parents/ carers
- How best to support the child (including Teaching and Learning approaches, reasonable adjustments in place, social and emotional support)
- How the child learns
- Attendance data
- Outside agency involvement (if applicable)
- Shared action plan with long term outcomes (broken down into short term pathway targets, in line with school assessment cycles)
- Review against targets

Education and Health Care Plan (EHCP)/ Statutory My Plan

Requesting an EHC Needs Assessment

If, after three cycles of Assess, Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the Local Authority (LA) to request a statutory assessment for an EHCP. However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, the LA, outside agencies, SENCO and the class teacher will be invited to attend. The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Specialist Facilities

Wilton Primary School has a Communication and Interaction Resource base (CIRB), split into two classes known as Elmer Class and Paddington Class, with a specialist focus of supporting children with speech, language and communication needs. Elmer Class provides a Discovery pathway of learning which focuses on the Early Years statements. Paddington class provides an Explorer pathway of learning which focuses on National Curriculum objectives.

The resource base is managed by the SENDCo (Resource Base Manager). Nominated children with EHCP Plans for Speech, Language and Communication needs are included and taught in the Resource Base in two separate classrooms, supported by the specialist Teachers and specialist Teaching Assistants. We have a designated Speech and Language Therapist who supports children and staff within the Resource Bases on a weekly basis. The resource base focuses on teaching English and Maths, as well as emotional literacy and social skills, including identification of and managing feelings. Resource base staff, liaise closely together to ensure that the children's specific needs are met through adapted teaching of the Curriculum. The children are included into some mainstream lessons according to individual need, in their appropriate year groups (which may be stage not age) some of which are supported by Resource Base staff. Mainstream staff work closely together with Resource base staff to ensure that the children's specific needs are met through the teaching of a modified curriculum.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and their needs will be met through Ordinary Available Provision/Quality First Teaching. The pupil's progress will continue to be monitored.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be supported to allow them full access to education, including school trips and physical education. If children have a medical need or disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan/Statutory My Plan. Where needed, Medical plans will be put in place in collaboration with parents and medical professionals. These will be shared with school staff and monitored to ensure that they are followed. Appropriate training will be provided as required. Children with medical needs who do not require an EHCP will be given a Medical Care Plan, drawn up with support of medical professionals and parents.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the School in raising their child's attainment. The School strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the School. Parents'/carers' contribution to their child's education is valued highly by the staff in the School.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with either the SENDCO or the Headteacher who will issue a copy of the School's Complaints procedure. The complaints policy is also available through the school's website.

Criteria for Evaluating the Success of our Policy:

The policy will be evaluated against the objectives stated on page two by:

- ✓ An analysis of the curriculum, support and resources that are deployed to meet the pupil's needs.
- ✓ An analysis of the pupil's academic, social and emotional data and the interventions in place to narrow identified gaps (this analysis will include evidence from learning walks and learning assistant appraisals).
- ✓ By involving the pupils, parents/carers and outside agencies in discussing, constructing and reviewing provision through the process of My Support Plan and My Plan reviews.