



Weston Primary & Nursery School

A Community, Learning and Growing

Special Educational Needs and Disability Policy (SEND)

Created by: SENCO/DHT Alison Gooderson	Date: April 2026
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Chair of Governors:	Date: 28/4/26
Headteacher:	Date: 28/4/26

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015).

In Weston Primary school and Nursery, we are committed to inclusive education. We aim to ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum.

In line with national comparisons, Weston school has a proportion of pupils who have SEND.

1/Information about the school's SEN provision

Mrs Alison Gooderson is the SENCo for Weston School. She is a member of the Senior Leadership Team and reports to Mr G Holmes, the Headteacher. Mrs Pam Blackburn is our named SEND Governor. These people can all be contacted via the School Office.

At Weston, the general arrangements for planning, teaching and assessing work considers the wide range of abilities, aptitudes and interests that children bring to the school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have Special Educational Needs (SEN). This policy states how the Local Authority, Governing Body and Staff make provision for these children.

According to the Code of Practice (2015), a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 facilities of a kind generally provided for others of the same age in mainstream schools.

This proportion of pupils in Weston school may require targeted support during their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs.

Weston school is required to identify and address the SEN of the pupils that we support. And we must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN. We use the Herts' 'Ordinarily Available Provision' document as a tool to monitor this and adapted teaching strategies for example: Communication in Print.

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

We expect that all teachers at this school must ensure that every pupil makes progress, and this certainly includes those recognised with special educational needs.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identification of children with SEND.
- Devising and implementing targets and support for individual children considering the of the child and the family (graduated approach).
- Review and set new targets with parents and children
- Liaise with the SENCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
- Implement the school Special Educational Needs Policy.
- Undertake any training suggested or supplied by the school.
- Ensure reasonable adjustments in place from Herts' Ordinarily Available Provision
- Use adapted teaching strategies and activities

The key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support;
- 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 Head is responsible for:

- informing and liaising with governors on special needs provision;
- managing the Special Educational Needs Policy on a day to day basis. Giving and arranging for practical help and training to be given to members of staff on how to deal with special needs issues;
- ensuring that complaints regarding SEND provision are dealt with in accordance to the LA guidance for school-based complaints procedures and
- ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development.

2/ Aims: our approach to SEND

As a school we aim to raise the aspirations and expectations for all pupils with SEN. We aim to improve outcomes for all pupils and this involves high expectations for all young people, including those with SEN.

We do this by:

- Identifying and providing for pupils who have SEND or other additional needs Working within the guidance provided in the SEND Code of Practice (2015) and Equality Act.
- We have a whole school approach to the management and provision for SEND that is fair and consistent across the school.
- We work with parents and pupils in partnership in deriving our provision using the graduated approach
- We provide time for our SENCo to undertake her Special Educational Needs Co-ordinator's role (SENCo.) This includes supporting and advising staff working with pupils with SEN and managing the provision across the school.
- We work with the Governing Body who ask us about the impact of the provision made and agree funding for SEND provision within school.
- The whole staff follow the SEND policy in their daily practice.
- We provide staff training and undertake training with the Local Authority, DSPL and other organisations such as charities to constantly update our knowledge and skills.
- We aim to identify SEND as early as possible so that all can respond appropriately.
- We work with outside agencies to further our knowledge and understanding of a young person's needs.
- We work with parents to provide consistent approaches and listen to our pupil's views on how they might progress.
- Our School Information Report and Local Offer are published on our website for all to share.

- We use the Hertfordshire SEND tool kit to help us highlight areas for improvement in our current practice, in line with Local Authority SEND targeted outcomes and utilise their suggestions for documentation.

SEN provision is funded from our school budget. The Head teacher sets the budget and the Governing Body work with him to scrutinise and agree to it. For pupils with the most significant needs as recognised by an Educational, Health and Care Plan (EHCP) there is also be personalised funding available (this might be for aspects of social care required by the child, for example) The County Special Needs team agree the amount of high need funding schools receive each year according to banded criteria relating to the 4 areas of need, as part of the review of the Education, Health and Care Plan. A specific matrix is used to assess each plan based upon the needs of the child or young person to determine the level of funding.

3/ Identifying SEN

The Code of Practice (2015), describes four broad categories of need. The identification of these categories helps us to plan for the provision that the school will take (and is not just there to fit pupils into categories). At Weston, we consider the needs of the whole child and not just their special educational needs. Some pupils will have co-occurring needs and will not just fit into one category.

The 4 areas of SEN identified by the Code of Practice are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health and
- Sensory and/or Physical Needs.

The following may also impact on progress and attainment but are not considered to be SEN:

- Disability (we have a duty to make reasonable adjustments for disability under Equality legislation but this alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare needs;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child or having been previously a child looked after by the Local Authority;
- Being the child of a serviceman/woman;
- Being a “Child in Need” or under a Child Protection order;

- Having unacceptable behaviour for learning (although this could be a symptom of an underlying cause such as mental health difficulties which would be SEN)

4/ A Graduated Approach to SEN Support

This section sets out the process by which Weston school identifies and manages young people with SEND.

All teachers at this school are responsible and accountable for the progress and development of the pupils in their class. It is the class teacher who is responsible for allocating support from teaching assistants to pupils in their class and the Senior Leadership Team who allocate Teaching Assistant time to the teachers each term, on the basis of pupil needs as understood through their analysis of progress data and knowledge of the pupils.

All class teachers provide quality teaching and must endeavour to meet the needs of each and every pupil each day. This means that they differentiate or personalise activities for different groups of pupils. This is recorded in their daily planning. Our teachers make reasonable arrangements/adjustments designed to overcome any possible barriers to learning and make reasonable adjustments so that all pupils can learn.

The Senior Leadership Team regularly reviews the quality of teaching across the school to ensure the highest standards are in place for each child; for example, by lesson observations. The Leadership Team are careful to understand what strategies are being used by class teachers to support vulnerable pupils. Regular Pupil Progress Meetings take place between SENCo and each class teacher and the pupils' progress is analysed.

We have a graduated response to pupils with increased need. When we recognise that a pupil is not making adequate progress the teacher will provide an increased amount of intervention, for example a reading comprehension focus group; additional phonics or times tables support groups etc. They may also devise groups to work on social skills, confidence or support groups for pupils at times of transition. Additional access to technology may be needed by some pupils (e.g. word processing or recording devices). A record of interventions is kept for each pupil on an Individual Learning Planner which logs additional intervention given beyond the usual quality teaching, across the young person's time at this school. Supporting documentation will include parental and child views.

We monitor the progress that all children make on a termly basis. For a small number of pupils who have "significantly greater difficulty in learning" and for whom previous interventions may still not be enough to ensure adequate progress, we will provide

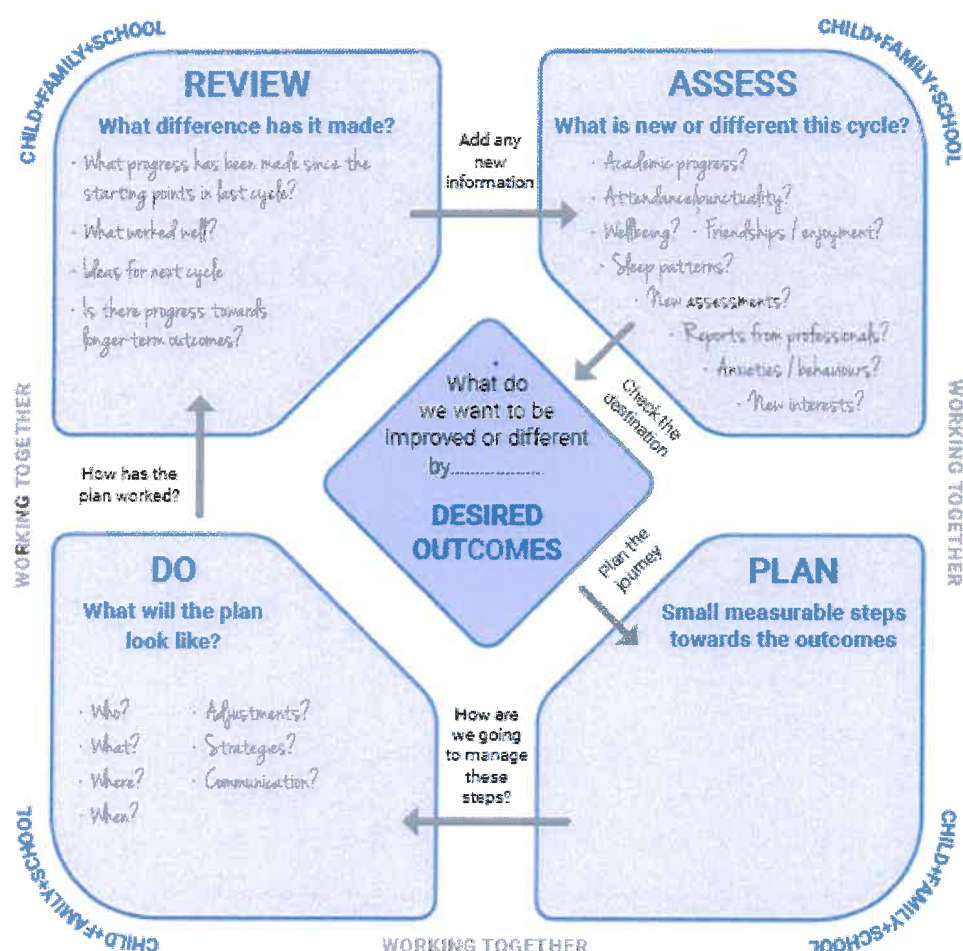
Special Educational Needs Support. This is additional highly individual, focused intervention work intended to enable the young person to achieve an agreed outcome. At this point, the Code of Practice indicates that this young person has SEND.

The class teacher will seek the advice of the SENCo and consider all information gathered about the pupil's progress, alongside national data and expected outcomes. At this stage a pupil will be recorded as "being in receipt of SEN Support" on the school's data base. Parents and the young person will be invited to a SEN Support Review Meeting with the class teacher, and possibly the SENCo as well, to discuss a way forward to improve on progress for the child, based on the 4-stage cycle: ASSESS- PLAN- DO; REVIEW (see *Fig. One*).

Fig One.

Outcome 1. Providing high-quality provision

The elements of the assess, plan, do and review cycle:



The intended outcomes are recorded on a form that will accompany the Individual Learning Planner. Parents are asked for their views on what could be done together and the pupil will also be asked what could help them in an age appropriate way. The plan will normally last for one term and will be reviewed at the end of this period to gauge progress made.

Ordinary available adjustments within school that will be considered in these meetings could be:

REASONABLE ADJUSTMENTS PRIMARY SCHOOL



COGNITION & LEARNING

- Overlays/fonts
- Differentiation
- Pre-teaching
- Scaffolding
- Word banks
- Concrete resources e.g. numicon
- Task planner
- Visual prompts
- Talking Tins
- Scribe
- Check-ins
- Computer - touch typing
- Reading schemes
- Overlearning
- SpLD resources
- Writing slope
- Peer support
- Cloze activities
- Sentence and writing frames
- Supporting working memory - post-its, visual reminders etc.
- Checklists
- TA support
- Other ways of recording
- Reading pens, computer reader
- Copies of notes/slides

COMMUNICATION & INTERACTION



- Visual timetable
- Visual prompts
- Routine
- Ear defenders
- Sensory room
- Weighted cushion/wrist bands
- Sensory diet
- Communication books
- Now/Next
- Use interests
- Modelling
- Repeating back
- Social stories
- Comic strip cartoons
- Personalised expectations
- Snacks
- Simple, repetitive language
- Visuals
- Talking Tins
- PECS
- Wellcomm
- Support with pair and group work



SOCIAL, EMOTIONAL & MENTAL HEALTH

- Additional thinking/response time
- Chunk instructions
- Fiddle toys
- Rocking chair
- Wobble cushion
- Kick band
- Weighted blanket
- Ear defenders
- Safe space
- Re-set station/trays
- Classroom seating
- Peer/partner support
- Counselling
- Brain breaks
- Breathing
- Sensory room
- Visual timetable
- Sensory diet
- Different access to school
- Comfort card
- Seating plan
- Now/next
- Snacks
- Transition support (e.g. visiting new classroom)
- Take-up time
- Movement breaks
- Limited choices
- Zones of regulation
- Specific rewards/incentives
- Staff mentors

SENSORY & PHYSICAL



- Hearing aids
- Microphone
- Position in class
- Adapted seat
- Specific equipment/training
- Coloured paper
- Fonts
- Overlays
- Technological support
- Adapted uniform
- Scribe
- Individual care plans

Sometimes outside agencies are consulted for advice on how best to support a pupil's needs. School works with a number of such services including:

- Educational Psychologists (EP)
- Speech and Language Therapists
- North Herts Education Support Centre (ESC)
- CAMHs
- Advisory Teachers from the Local Authority (eg. for autism, SPLD etc.)
- Woolgrove Outreach
- School Nursing Team / NHS Staff eg. Paediatricians, Occupational Therapists etc.
- Families First / Social Workers
- Family Support Worker
- Local Authority Counselling Services- Safe Space

While the vast majority of learners will have their needs met by the graduated response described above, occasionally a pupil may require assessment to determine whether it is necessary for the local Authority to make provision in accordance with an Education and Health Care Plan. This is a legal document that records a young person's needs, both educational and health, and indicates intended outcomes to be worked towards. Health and Education Care Plans are reviewed yearly.

5/ Managing Pupils who have SEN Support

This section is about how we manage SEND provision at Weston.

Through managing SEND provision, we aim to strategically develop provision to match the assessed needs of pupils across the school and to insure the impact of that provision on pupil progress. The SENCo carefully monitors each individual's progress against a shared perception of desired outcomes as part of our Pupil Progress meetings with class teachers. The strategies discussed inform whole school provision planning, deployment of staff and training requirements.

The SENCo will also:

- With the Headteacher, monitor pupil progress across the school for those with SEND, particularly if they have multiple vulnerabilities (for example if they are also EAL, Pupil Premium etc.)
- Advise staff on alternative intervention strategies if current ones are not best effective. Oversee the matching of provision to needs to achieve the agreed outcomes.
- Provide training for staff in making provision for those with SEND.

- Maintain suitable resources from the SEND budget to enable the agreed provision to take place.
- Decide when to refer to outside agencies if needed and make these referrals. Liaise with outside agencies and enable class teachers to act on their advice.
- Be aware of provision available locally.
- Work with our Family Support Worker where required.
- Assess effectiveness of interventions either against national research (Education Endowment Foundation- EEF) or in the context of this school.
- Consider if current interventions and staff deployment provide best value for money and report this to the Headteacher who sets the budget.
- Evaluate the impact of provision for individuals, vulnerable pupils or the whole school and report on its effectiveness to the Headteacher.
- Liaise with parents and pupils about how provision is going against agreed outcomes. Also offer advice to parents on meeting their child's educational needs at home, for example with home support and listen to parents' views.
- Inform parents about the work of outside agencies and what the process will look like.
- Signpost parents to organisations, for example charities, Family Support Worker, School Nursing Team etc. who could support them in their parenting role or with their child's needs.

6/ Criteria for No Longer Needing SEN Support

Once a pupil is making sustained progress in their identified area of need and no new needs have become apparent, then a pupil will no longer need SEN support. This will be discussed with parents and the pupil prior to any decisions being made and outside agencies if they are involved. This does not mean that the young person will receive no support but that they will de-escalate back down the Graduated Response as described above. The school will continue to monitor through pupil progress meetings to ensure that they level of response matches the pupil's level of need.

7/ Supporting Families

Parents can see what services are available in Hertfordshire by looking at the Local Authority's "Local Offer" which is available at www.hertfordshire.gov.uk/localoffer. On our school website we have our own school's local offer and an Information Report which answers some frequently asked questions for parents about SEN provision at this school.

Our school is part of a network of schools with other Baldock and local village schools. Collectively we employ a Family Support Worker (Mrs Nicky McGrinder), who is based at The Knights Templar School and can support our families. Parents can obtain contact details via our school office.

8/ Admission/Transition arrangements

We abide by the Local Authority Admissions arrangement and do not discriminate against pupils with SEN with regard to admissions (see our admissions statement on the website). We abide by the DfE guidance on supporting pupils in schools with medical conditions (see our 'Supporting medical Needs policy on the website) and will make all reasonable adjustments to do this. Recent guidance from DfE can be found at www.gov.uk. Admission arrangements are the same for all children.

We maintain close links with the pre-school on site (Peanuts) and work in collaboration with other schools. If a child has an Education, Health and Care Plan (EHCP) or the school was named on an EHCP, then a meeting will be arranged to plan how the school will meet the child's needs appropriately. Similarly, at Secondary transfer, steps are taken to ensure that information about the Special Educational Needs of the child are passed on to the receiving school. We will endeavour to put in place reasonable adjustments to ensure personalised transition arrangements where necessary.

These may include:

- Induction/welcome booklet
- Child is introduced to key staff on a pre-visit
- The class teacher will monitor the child over the first weeks and provide extra pastoral support as needed
- Organise extra visits to school a child is moving on to
- Pastoral support around dealing with change is offered 1:1 or in a small group to highly vulnerable children (at any transition point in their time with us)
- Every new child to our school will have a tour and will be given a buddy to support them in making friends
- We share information with the preceding school and work closely with the parents to ensure that the child's needs are met quickly.

9/ Monitoring and Evaluating of SEND

It is Weston school's practice to regularly and carefully monitor and evaluate the provision that we offer to all pupils. We believe this enables us to promote an active process of continual review and improvement of provision for all pupils.

This will include monitoring of the planning, implementation and outcomes of SEND provision; observations of teaching; pupil progress meetings; analysis of progress data

for pupils; sampling of views of stakeholders and reporting on effectiveness and areas for development to the Headteacher and our SEND Governor.

10/ Storing and Managing Information

Day-to-day documentation such as Learning Planners and supporting documentation are kept by the class teacher and shared with the Teaching Assistants in that year group who work with a particular child. Outside agencies' reports are also held by the class teacher to assist them in planning for provision. These records are passed onto the young person's new teacher each September and full discussion of needs occurs.

We will ask for parental permission before sharing records with an outside agency. When a child leaves our school we pass these records to the new receiving school. We are mindful of the confidentiality of these records and abide by our confidentiality policy. Any records regarding issues of child protection are kept by The Head Teacher who is our Designated Senior Person (DSP) for safeguarding.

10/ Reviewing the Policy

This policy will be reviewed on an annual basis.

11/ Accessibility

We abide by our duty to make our school increasingly assessable. Our Equality Policy is available on our website. We constantly aim to improve the physical environment of the school and remove barriers. It is our usual practice to make written information available in enlarged format when required or to use coloured paper for writing activities. Parents are invited to share their requirements under the Disability Act with us for themselves and their child when they enter the school. The SENCo, Head Teacher and Site manager oversee all matters to do with accessibility within the school.

Most of the school can be accessed via the front and rear entrances which is level and wide enough for a wheelchair. There is a toilet for the disabled. We have an accessibility plan (available on website), where we plan for improving the school to make it as accessible for all members of the school community.

12/ Complaints

If a parent of child is unhappy about the provision made for the young person's special educational needs, then a conversation should be had with the class teacher in the first instance. If this does not resolve issues then they should speak to The SENCo, Mrs A

Gooderson. In the unlikely event that matters still remain unresolved the Head teacher, Mr G Holmes, should be contacted. The complaints policy is available on the website.

13/ Bullying

We promote positive behaviour for all within our school community. We do however recognise that those with SEND may be more vulnerable to bullying than their peers. Our School Behaviour Policy and Bullying Policy outlines how we deal with bullying and are available on the website. We are also especially careful to consider any safeguarding concerns with SEND pupils who may be additionally vulnerable or find communication difficult.

14/ Staff training and professional development

All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school.

We have a team of good and outstanding teachers, who continually work together to improve their teaching practice. All staff are continually developing their practice.

We have staff trained within SpLD (Dyslexia), Speech, Language and Communication, Social, Emotional and Mental health; Autism Spectrum and attachment disorder. We are looking to continually improve our understanding and practice within SEND. The SENCo has completed the SENCo award with Herts University.

All teaching and learning staff have annual training in working with children with SEND. Most recently, we have focussed on Bereavement and Trauma and updating our knowledge of how to support children with Attachment Disorder.

