



Perry Wood
PRIMARY & NURSERY SCHOOL

SEND Policy

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Introduction and Background

Legislative framework: Perry Wood Primary and Nursery School SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

SEND Code of Practice 0-25 years 2015, Working Together to Safeguard Children 2013, Children and Families Act 2014, The Equality Act 2010.

High quality teaching is that which is adapted to meet the needs of the majority of children.

Some children will need something additional to and different from what is provided for the majority of children.

This Special Educational Needs and Disability (SEND) policy details how Perry Wood Primary and Nursery School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure

that all staff are able to identify and provide for those pupils who have special educational needs.

The staff and governors of Perry Wood Primary and Nursery School will also work to ensure that all SEND students reach their full potential, are fully included and are able to make successful transfers between educational establishments.

Every teacher is responsible and accountable for all pupils in their class and this policy aims to support all members of staff in providing positive approaches towards the learning, progress and achievement of SEND students.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved – The Local Authority (LA), school, parents/carers, students, children’s services and all other agencies.

Inclusion Team

The Inclusion Team at Perry Wood Primary School:

SEN Governor: Lisa Guest

SEN Co-ordinator/Inclusion: Sarah Homewood

School Vision

“Roots to Grow, Wings to Fly”

As an integral part of SEND provision, we will ensure that:

- SEND pupils have their needs met.
- Perry Wood Primary and Nursery School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed that SEND provision is being made for their child.
- We have a whole school approach e.g. through record keeping, liaison and support and sharing ideas, but recognising that class teachers, with guidance, have responsibility for the initial informal assessments and establishing individual education programmes.
- Our school will endeavour to support parents/carers through the process of transition.
- Teachers/practitioners are aware of the importance of early identification and of providing for SEND students whom they teach.
- The SENCO maintains a confidential register of all pupils with special educational needs provision they are accessing.
- The SENCO maintains a Provision map to identify all the provision the school makes that is additional to and different from that which is offered through the school’s curriculum.
- Where required, pupils on the SEND register will be supported with Individual Educational Plans or will have targets on Intervention Provision Maps.

- Alternative complimentary forms of assessment are available to report on progress of pupils with SEND e.g. Specialist Early Years Service, Play Therapy, Speech and Language and Educational Psychology.
- Class teachers retain responsibility for pupils with SEND and ensure appropriate access to teaching and learning.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are integrated into the life of the classroom. In addition, they have access to individual / small group intervention.
- There is a smooth transition at each transition stage for the student, including when they leave Perry Wood to higher Education.
- Definition of SEND

“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. “SEND Code of Practice, 2015”

Perry Wood Primary and Nursery School regard pupils as having a SEND if they:

- Have 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

Where a disabled child requires special educational provision they will also be covered by the SEN definition.

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification, Assessment and Provision

Graduated response

Perry Wood Primary and Nursery School will adopt a graduated response to meeting special educational needs and disabilities (SEND). High quality teaching, adapted for individual pupils, will be our first step in responding to pupils needs. Where progress continues to be less than expected the class teacher will work closely with SENCO to assess whether a child has a SEN or disability. The school will then put evidence based interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary a child may require specialist equipment to access and make progress in their learning. For higher levels of need Perry Wood Primary and

Nursery School will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND.

Early Concerns

Those who work with young children should be alert to emerging difficulties and respond early. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptations within the classroom and a record is kept of strategies used.

Single Category of SEND

Under the new SEND Code of Practice 2015 there is no longer School Action or School Action Plus – the new approach to identifying SEND will be through a single early years setting based category and a school based category of SEND- this will be known as Special Educational Needs Support (SEN Support).

A student is identified as needing provision additional to or different from that provided as part of normal class activities where they:

- Make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Present persistent social or emotional difficulties which do not respond to the behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

Perry Wood Primary and Nursery School will further assess the young person and the support for the individual will be discussed and action taken. A Special Educational Needs support plan will be written. Information will also be included in the whole school SEND register. There will be termly reviews of this.

Interventions

- Implementing programs of work and recommendations from outside agencies e.g. Specialist Early Years Support, Speech and Language, Educational Psychology

- Emotional literacy interventions
- Social Skills groups/Anger management
- Fine and Gross Motor Skills intervention
- Flash Academy Intervention
- Pastoral care - Nurture support for children who would benefit
- Reading and Writing and phonic intervention groups.
- Rapid Reading – small group intervention
- Read2Dogs 1:1 reading intervention with the schools reading dog
- TRUGS intervention
- Dyslexia Gold
- Thrive – 1:1 intervention
- Math's lessons are differentiated to meet the needs of the pupils – concrete apparatus available to support learning.
- IDL/Freckle Maths
- Toe by Toe/Alpha to Omega
- SALT interventions, overseen by our in house NHS SALT Therapists weekly

As the result of a review meeting the decision may be taken by the SENCO, in consultation with the parents/carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

The triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of young people

Broad Areas of Need

1) Communication and interaction

- Autistic Spectrum Disorder (ASD) including Asperger's Syndrome
- Speech Language and Communication Needs (SLCN)

2) Cognition and learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication.
- Profound and multiple learning Difficulties (PMLD) - complex learning difficulties as well as physical disability or sensory impairment.

- Specific Learning Difficulty (SpLD) including dyslexia, dyscalculia and dyspraxia
- 3) Social, emotional and mental health difficulties
- Attention Deficit Hyperactive Disorder (ADHD)
 - Attachment Disorder (AD)
- 4) Sensory and/ or physical need
- Physical Impairment (PD)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory Impairment (MSI) A combination of vision and hearing difficulties

Statutory Assessment of SEND

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at School under the Single Category, a request may be made to the LA for Statutory Assessment – from September 2014 this is now known as an Education, Health Care Plan (EHCP).

This will decide the nature of the provision necessary to meet the young person's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Worcestershire, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The schools current provision
- IEPs
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, G.P or CAMHS.

Assessment, Plan, Do, Review

SEND support in school is based on four types of action:

ASSESS, PLAN, DO & REVIEW

Identification & Assessment

SEND students may be identified through the teachers' observations and assessment, the SEND areas of need, standardised assessments (Baseline, SATs, etc), parental/carers concerns, students own observations or by external agencies.

Where it is decided to provide a pupil with SEN Support, parents will be notified. The teacher/practitioner and the SENCO should agree in consultation with the parent and the pupil the 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 whole school approach to supporting pupils to Perry Wood Primary and Nursery School means that all teachers and support staff working with the pupil will be made aware of their needs and any teaching strategies or approaches that are required.

Do

The class or subject teacher/practitioner should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Personalised Learning Plans

Individual Education Plans include 2 or 3 short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and student and the date the provision starts. The Individual Education Plan will include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- a start date and finish date of the intervention
- the provision to be put in place
- when the plan is to be reviewed

- outcomes (to be recorded when IEP is reviewed).

Review Process

Individual Education Plans are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). Students with a statement of Educational Need have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. These targets will be set out in the IEP and be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions will continue to be the responsibility of the class teachers. All statements will be reviewed annually with the statement review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

Pupils participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO, class teachers and TA will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS2 the aim should be to give clear recommendations as to the type of provision required at secondary school.

Pupil Voice

Pupils are invited to submit their views in writing as part of their annual review and if appropriate to attend the review itself. We ask all pupils to contribute to the setting of their own targets and strategies and in the evaluation of their support.

Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at is the responsibility of the Head Teacher and the SENCO in conjunction with the support of colleagues in the Inclusion Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra-curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- Named contacts for parental concerns
- Allocation of resources

Resources are allocated to support children with identified needs as identified above. Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly. This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.

Where necessary specialist equipment, books or other resources that may help the child are purchased.

Role of the SENCO

In collaboration with the Head Teacher, the SENCO and governing body, determine the strategic development of the SEND policy and provision at Perry Wood. With the ultimate aim of raising the achievement of pupils with SEND need.

- Managing the Inclusion team.

- Collaborating with SENCOs and Inclusion managers in partner schools in order to ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND. Contributing to the continuing development and training of school staff. Overseeing the review and maintenance of statements and records for all SEND students.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with High Schools when SEND pupils leave at the end of Year 6
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Perry Wood Primary and Nursery School

- Governing Body to review the policy
- Meetings between SENCO and SEN Governor
- Pupil assessments for review meetings
- Pupil Progress Meetings
- Pupil and parent views relating to the statutory review of EHC Plan.
- Evaluation of IPMs and the setting of new targets
- Arrangements for considering complaints about SEN provision