Wellington Primary School

Special Educational Needs and Disabilities (SEND) Policy

	Print name	Date Approved	Review Date
Headteacher	Mrs Joy Wood	March 2026	March 2027
On behalf of Governing Body	Full Governing Body		

Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) Policy which is part of the City of Bradford Metropolitan District Council Local Offer for learners with SEND, and is updated annually. A definition of SEND can be found at the end of this policy.

At Wellington Primary School we are committed to working together with all members of our school community, including pupils, parents/carers, governors, members or staff and external agencies. The key staff involved in supporting the learning of children with SEND are:

Mrs Joy Wood – Head Teacher

Mrs Deborah Myland – Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Mr Mark Jamieson – Chair of Governors

What are the kinds of special educational needs for which provision is made at Wellington Primary School?

Wellington Primary School is a mainstream primary school and nursery for children aged 3-11 years. All children will be provided with an appropriately paced and adapted curriculum. Children with SEND will benefit from a graduated response to their needs as described in the SEND Code of Practice. Children with SEND, including those with Education, Health and Care Plans (EHCPs) will have specialist-provision which may include but not be limited to support from outside agencies and adult support within class. Wellington Primary School aims to ensure that all children identified with SEND will belong, achieve and thrive alongside their peers

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

Some children will enter Nursery with identified individual or special needs. School will work closely with parents and external agencies to ensure that those needs are met-in the Foundation Stage (3 to 5 years old) and are assessed regularly using the Developmental Journal Early Learning Goals. Children progress at different rates but if a judgement is made that progress for a particular child is stalling it will become necessary to take additional action to enable that child to learn more effectively. This may include a review of targeted provision.

Most children admitted to Wellington Primary School will have attended an early education setting (many move up from the school Nursery) and should therefore have had any SEND identified. Others may not, but the continuous cycle of planning, teaching and assessing will result in early identification. If gaps in the child's learning are identified despite receiving

adapted learning opportunities it will become necessary to work in partnership with the SENDCo, parents/carers and child to create an Individual Support Plan (ISP). Parents/carers will have a key role in liaising with the Class Teacher and SENDCo to discuss their child's needs and define and track outcomes based on their child's long-term aspirations.

Progress is measured by reference to one or more of the following:

- Ongoing assessment and observation.
- Progress against criteria specified in Early Years Foundation Stage.
- Progress against objectives specified in the National Curriculum.
- Progress against National Curriculum standards at the end of a key stage.
- Standardised screening or assessment tools.

Action may also be triggered by one of the following:

- Persistent emotional and behavioural difficulties which are not improved by the application of the school's Behaviour Policy.
- Sensory or physical problems where there is inadequate progress despite the provision of specialist equipment.
- Communication and / or interaction difficulties where there is inadequate progress despite the provision of an adapted curriculum.

Pupils working below expectations / not on track to make expected levels of progress, are regularly identified at pupil progress meetings with Class Teachers and the Senior Leadership Team (SLT). In addition, Class Teachers will identify any cognitive gaps in learning as well as any barriers to engagement that may act as underlying triggers for slow progress. Class Teachers, in conjunction with the SENDCo, will collaborate to design and implement a graduated response to any identified barriers.

What are the roles and responsibilities of staff at Wellington Primary School?

SEND provision is embedded within the school's core offer. Beyond the strategic and operational leadership of the school, the SLT and the SENDCo, every staff member is a Teacher of Send, responsible for following procedures to identify and remove barriers to learning.

The role of the Governing Body

- In co-operation with the Head Teacher, the Governing Body will determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The Governing Body may appoint a named person to be responsible for monitoring the school's work on behalf of children with SEND.

The role of the Head Teacher

- To work closely with the school's SENDCo and keep the Governing Body fully informed.

The role of the SENDCo

- To oversee the day-to-day operation of the school's SEND policy.
- To co-ordinate provision for children with SEND.
- To work in partnership with staff to co-construct effective teaching strategies
- To lead and manage Teaching Assistants (TAs), in liaison with the Class Teacher / appropriate leader.
- To oversee the records of all children with SEND.
- To liaise with parents/carers of children with SEND.
- To contribute to the in-service training of staff.
- To liaise with external agencies including the Local Authority's (LA) support and educational psychology services, health and social services, and voluntary bodies.
- To liaise with secondary schools to ensure good continuity of provision and understanding of needs.

The role of the Class Teacher

- To provide adapted work through which the needs of the majority of the children will be catered for.
- To initially identify and assess children with SEND.
- To investigate possible strategies for dealing with those needs, e.g. different seating arrangements, different groupings, different teaching methods.
- To check other possible reasons for the child's barriers to learning e.g. exploring a child's records (previous school / medical), discussing concerns with parents/carers who may be able to contribute relevant information.
- To consult with the SENDCo, parents/carers and child in order to draw up an ISP. A copy will be given to the parents/carers.
- To ensure, as far as possible, that subject teachers, supply teachers and TAs are made aware of and understand the ISP.
- To ensure that activities requiring additional support (individual or small group) are planned for.
- To provide relevant resources to support access to the curriculum.
- To keep records of incidents where the child's needs are emotional, behavioural or social.
- To review the progress of the child with parents/carers (if possible) at least once a term. The views of the pupil should be sought. This is achieved through the review process of the ISP.
- Following termly pupil progress meeting, Class Teachers will engage with the SENDCo to review any child whose progress falls below anticipated outcomes.

What is our tiered response to provision / need at Wellington Primary School?

All pupils are entitled to high quality adaptive teaching and adaptive teaching is the foundation offer for all pupils. In addition to this, target setting and pupil progress meetings are held to discuss the progress of every child. The progress of pupils with SEND is assessed and this information as well as that of the Class Teacher, SENDCo and parents/carers is used to create an ISP. The ISP will include outcomes for the child to focus on during the term. This will be reviewed and amended every term and a copy will be given to parents / carers. More information about this process can be found in 'The graduated approach for teaching children at Wellington Primary School' at the end of this policy.

As part of our graduated response, we will provide targeted provision as outlined in the ISP for example, small group support dependent upon the child's needs and this will be recorded on the ISP. No formal diagnosis is needed for us to put in place the necessary support and adaptations.

For children with more complex needs, school will utilise the expertise of outside professionals, for example the Speech and Language Therapist.

Although interventions are used to bridge specific gaps, they are secondary to high quality teaching. We ensure inclusion by adapting the universal offer, ensuring every child has full equitable access to the curriculum alongside their peers.

What support is available for my child to support their SEND?

Adaptive teaching: Class Teachers have high expectations for all learners and teaching is based on in-depth knowledge of a child's strengths and barriers to learning and builds on what they can already do or understand. Class Teachers carefully plan personalised targets for learners to help to fill an identified gap in knowledge or understanding. Teaching considers a child's preferred way of learning and may include the use of additional equipment. The use of specific strategies (possibly identified by the SENDCo or outside agencies) to fulfil your child's needs will be used in class.

Specific small group work with children identified as needing targeted support: these sessions are led by a Class Teacher or TA and are specifically focused on helping a small group of children to meet their individualised targets. Groups may take place in or out of the classroom and the adult leading this group will be trained to do so and will have a clear understanding of children's strengths and barriers to learning. The groups will be carefully planned by a Class Teacher to fill an identified gap in knowledge or understanding and may include the use of additional equipment and will consider pupils preferred learning styles.

How is the decision made about the type and amount of support my child will receive?

The LA have identified a 'Matrix of Need' for pupils with SEND which gives parents/carers expectations around the level of support that will be provided for a child with additional needs. If a child has an EHCP for which our school is named, then we provide provision detailed in the plan. If, despite receiving adaptive teaching and targeted support, a pupil is not progressing, then specialist advice from an external agency / agencies will be sought. Specialist advice may also be sought if we need to secure equipment for children with SEND or we need advice on SEND facilities. Wellington Primary School may seek advice from one or more of the following:

The Social, Communication, Interaction and Learning Team (SCIL Team). There are several sections, each of which deals with a different area of need:

- Social, Emotional and Mental Health Needs
- Hearing impairment
- Visual impairment
- Cognition and learning
- Autism and related communication disorders
- Physical difficulties
- Sensory impairment
- Health, Social Services
- Speech and Language Services

Speech and Language Team: A referral can be made to a Speech and Language Therapist (SALT) and an assessment can guide a support package modelled by a Case Worker in school with school staff and parents (where appropriate).

Organisations, including charities and the NHS, may also be contacted in order to provide the best education and learning environment for pupils at Wellington Primary School.

Wellington Primary School works closely with organisations which are already involved with a pupil or his/her family. They are kept informed of the child's progress and are invited to the annual reviews of pupils with statements. At other times they are contacted as necessary.

For some children with SEND, it is thought that an EHCP may provide the best support for them within school. If this is the case, the LA will consider the action taken in school alongside the views of the parents/carers and the child. They will also seek reports from external support services and other professionals. The LA may then decide to issue an EHCP for that child.

What are the arrangements for consulting pupils with SEND about, and involving them, in their education?

Wellington Primary School always strives to provide a child-centred approach to SEND practices. In every area possible, staff ensure that children's voices are heard and that children are consulted in relation to their SEND and their provision in the classroom. Every term, Class Teachers meet with children with SEND and discuss their ISP and review it ready for the next term. Within this meeting, they talk about the child's individual needs and what the child believes will help them in class to achieve their aspirations and what needs to be adapted.

How does Wellington Primary School ensure accessibility for pupils with SEND?

Wellington Primary School is an inclusive school and we endeavour to include all children in all activities where possible. Parents/carers are involved in creating ISPs and EHCPs and are actively encouraged to liaise with the Class Teacher and SENDCo. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Support can be provided during break times and lunch times for children with SEND, including support for the improvement of emotional and social development of pupils. Please refer to the 'Accessibility Plan' for more information.

What support will there be for my child's social, emotional and mental health?

Pastoral, medical and social support is available for children with SEND and parents/carers can contact school to discuss any of these in relation to their child.

Wellington Primary School will work in conjunction with parents/carers to support behaviour and work with the pupil and their family to avoid exclusions and increase attendance, wherever possible. Report cards and regular meetings between the Head Teacher, parents/carers, SENDCo and pupil will take place to create an overarching support of need.

At Wellington Primary School, the pupil's views of their learning and education are of paramount importance and the SENDCo and Class Teacher will work closely with the pupil to support them in contributing to all parts of school life.

We ensure that all pupils have access to opportunities to enhance their emotional and social development though a wide and varied Personal, Social, Health and Economic Education

(PSHE) curriculum. Pupils with additional needs may also access extra provision from the SENDCo.

Ordinarily available provision includes:

- One-to-one meetings with staff during transition times (beginning and end of the day).
- One-to-one sessions with our counsellor who is present in school for one full day a week.
- Self-help resources including workbooks focusing on identifiable issues such as excessive worry and self-esteem.
- A quiet area of the classroom e.g. individual work station.
- Active strategies to support dysregulation.
- A worry box is available in every classroom for children to share their concerns with staff.
- Specialist staff training including Emotion Coaching and Academic Resilience in Children.

What specialist services and expertise are available at or accessed by the school?

Wellington Primary School is passionate about the training and development of staff to enable them to support children to the best of their ability. As well as the support of outside agencies outlined previously, the SENDCo provides in-house training to Class Teachers and TAs. Furthermore, specialist teachers are invited to work with children and staff to provide the best education possible. We work closely with the SCIL team who provide support covering a range of needs.

What are the school's arrangements for supporting pupils with SEND in transitioning between phases of education?

Transitioning between year groups: When your child is moving year groups, information will be passed on to the new Class Teacher in advance of the new term and a planning meeting will take place between the current and new teacher. All documentation, including ISPs and home school books, will be passed on and discussed in detail. Every child will take part in a transition session during the summer term where they will meet their new Class Teacher/s and TAs. Children with SEND will all have the opportunity to take part in additional transition visits to their new classrooms, as well as making individual transition books, including transition information about their new class, if deemed appropriate.

Transitioning between primary schools: If your child moves to another primary school then we will contact the new school and ensure that all SEND paperwork will be transferred to the new school as soon as possible. We will also make sure that the new school know about

all specialist support and interventions that your child has taken part in during their time at Wellington Primary School.

Transition to secondary school: During your child's time in Year 6, the process for moving to secondary school will begin. Your child will complete focused transition work in class and will make visits to local secondary schools, in addition to representatives of secondary schools coming to Wellington Primary School. When your child knows which school they are going to attend, the SENDCo will meet with and discuss the specific needs of your child with the SENDCo of their chosen secondary school and pass on all relevant documentation. Your child will visit their new school during the LA transition day, and in some cases staff from the new school may come and visit your child at Wellington Primary School. Some children may be offered additional individual visits to their new secondary school as well as creating transition books, if deemed appropriate.

What is the 'Local Offer'?

The SEND code of practice states; 'All Local Authorities have a statutory duty to develop and publish a local offer, setting out, in one place, information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those with EHC plans'.[1]

Bradford has created a website providing information relating to the Council's Local Offer which provides support and guidance for parents and carers. This can be found at: http://localoffer.bradford.gov.uk/

Who can I contact if I have any queries or concerns?

If parents/carers wish to discuss their child's special educational need then please contact:

Mrs Deborah Myland (SENDCo)
Wellington Primary School,
Dudley Hill Road,
Eccleshill,
Bradford.
BD2 3DE

01274 774446

sendco@wellingtonps.co.uk

[1] Department for Education, Schools: Guide to the 0 – 25 SEND code of practice, (September 2014), 8

Appendix 1: Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if they are likely to fall within the definition of SEND in the above paragraph when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled children

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Appendix 2: The graduated approach for teaching children at Wellington Primary School

Below is the graduated approach staff at Wellington Primary School will take with children who need extra support with their learning.

Identification of functional need	
Teaching team	**SENDCo/SLT**
• Using Pre-Key Stage Standards, assessing the children who are identified as significantly below their peers or the Early Years Developmental Journal for those in Early Years. • Needs are based on behaviour, attitude and/or evidence in work. • Parents/carers have voiced concerns to the teaching team based on behaviour, attitude and/or evidence of work. • Create an Individual Support Plan (ISP).	• Using Pre-Key Stage Standards, assessing the children who are identified as significantly below their peers or the Early Years Developmental Journal for those in Early Years. • Parents/carers have voiced concerns to the teaching team based on behaviour, attitude and/or evidence of work. • Assess the level of support required.

Targeted Provision	
Teaching team	**SENDCo/SLT**
• Concerns acted upon using adaptive teaching strategies. • Regular review of child's progress and assessments. • Observational records of behaviours may be made. • Gathering of evidence from child. • Consultation with previous members of teaching team.	• Consult with teaching team and discuss small group support. • Possible observation of child in class. • Look at the child's recorded work. • Possible completion of tests and screening tools.

Target Plus	
Teaching team	**SENDCo/SLT**
• Respond to outside agency advice. • Create an ISP. • Request for specialist support.	• Discuss testing / observations / concerns with teaching team. • If needed, parent/carer to gain advice from outside agency and school staff to respond appropriately. • Record child on SEND register. • Request for specialist support.

Review	
Teaching team	**SENDCo/SLT**
• Assess progress towards targets where appropriate every term. • Review assessments and results termly. • Review and where necessary update the ISP with parent/carer and child. Both to receive a copy.	• Review ISP information termly. • Revisit need for outside agency support where appropriate with teaching team and parents. • Devise new ISP with staff or continue to monitor progress.