



Special Education Needs & Disability Policy

Policy updated	Autumn 2025
Review date	Autumn 2026

Rationales

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice 0 – 25 \(2015\)](#).

Defining SEN

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. (DFE 2015)

Aim of this Policy

At Southwood we believe that every child deserves a fair start in life, with the very best opportunity to succeed. Teaching and Learning is at the heart of everything we do. We aim to ensure that every child has an entitlement to fulfil his/her optimum potential. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils. Some pupils will need educational provision that is additional to or different from this. At Southwood we ensure that such provision is made for those who need it. ***“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN” (DFE 2015)***

The quality of teaching for all pupils including pupils with SEND, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.

The aim of our SEND provision is to ensure that pupils will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential. SEND in this school is the shared responsibility of parents/carers, the school and local agencies. We ask all who work within this partnership to have regard and respect for our aim.

Objectives to achieve our aim

1. To identify, at the earliest possible opportunity the barriers to learning and participation for pupils with SEND.
2. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
3. To value and encourage the contribution of all pupils to the life of the school.
4. To work in partnership with parents and external support agencies, where appropriate, to support the needs of individual pupils.
5. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
6. To ensure that all staff have access to training and advice, to support quality teaching and learning for all pupils.

Responsibilities

Headteacher	The Headteacher is responsible for the management of all aspects of the school including provision for pupils with Special Educational Needs and Disability (SEND).
Governing body	Holds the statutory duty to ensure that the school follows its responsibilities to meet the needs of pupils with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is Mrs Cindy Grove.
SENCO	Holds the responsibilities of the strategic development of the SEND provision, accessibility and the ongoing implementation of this policy. The SENCO is also responsible for reporting regularly to the Headteacher on the ongoing efficiency of the provision. It is her responsibility to evaluate and produce a termly report for the SLT and SEND Governor on the effectiveness of this policy, provision as well as attainment, progression and the achievement of the pupils with SEND. The SENCO for the school is Mrs M Veysi
Teachers	<i>“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” (DFE 2015.)</i> Raise a concern when observing a pupil, as recommended by the 2015 Code of Practice, is making less than expected progress, or experiencing difficulties in accessing the curriculum- New concerns are recorded using internal system- CPOMS. To monitor individuals progress, record and store information systematically for easy access during the review process. Pupils SEND information and reports are read and shared with the support staff. New concerns are recorded using CPOMS. Individual targets/PLP’s (Personalised Learning Plans) are always accessible for pupils and the class teacher to review the success at the end of the lesson when appropriate or at the end of the week.
Support Staff	To support the class teacher in enabling better access to the curriculum for all pupils with SEND. To record all small steps progression on the Progress Tracker.
Parents	To work cooperatively with the school to achieve a successful transition when their child moves to a new class. To maintain good communication with the relevant member of the staff.

Assess, Plan, Do and Review

Stage1

- Concerns raised by class teacher or parent.
- Parents and teacher meet to discuss the barriers and strategies to overcome these barriers.
- Create a SEND Monitoring Plan on Provision Map and set a date with the parent for a 3-week review and 6-week review. Teachers to inform SENDCo to support at 6 week review.
- Inclusion will then panel to assess if Stage 2 is required or not.
- Teacher to feedback outcome to parents.

Stage 2

- SENCO observes the pupil in class and may carry out some specific assessment to determine the needs.
- The SENCO collaborates with class teachers to develop an action plan and will provide guidance on evidence-based learning strategies, and potentially modify the environment or resources to better support the pupil.
- The pupil receives intervention on the area of need. This will be reviewed within the intervention review cycle.
- The class teacher and SENCO carefully monitor and analyse the pupil's progress and learning barriers, moving them to stage 3 if their performance is significantly below their classroom peers.

Stage 3

- SENDCo enters the pupil's name in the SEN register
- The class teacher writes a One Page Profile to set specific targets to monitor their overall progress. Teacher to meet with parents and child to discuss targets.
- Referral is made to relevant outside agencies or suggests parents to request the GP for a referral IF NEEDED
- The pupil will continue to receive support and may receive intervention as well.
- The Teacher/ SENCO reviews the progression and attainment gap at the end of the term.
- If the pupils fail to make progress, in spite of high quality, targeted support, SENCO will consider at this point whether there is enough evidence to apply for an EHCP.

Stage 4

- Criteria to apply for an EHC Plan, if:
 1. The pupil with SEND is looked after by the LA and therefore additionally vulnerable.
 2. The pupil has a disability which is life long and which means that they will always need support to learn effectively.
 3. The pupil's achievements are so far below their peers that we think, it likely that they may at some point, benefit from special school provision.

Pupils, who we think will manage in mainstream schools, with some support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) or physical disability does not mean that the child needs an EHC Plan.

The process and the stages of the EHCP is in appendix 4.

Fast tracking the process

1. When a pupil starts school with a diagnosis of a disability, the process starts from Stage 3.
2. The SENCO meets with their parents and the previous educational setting to gather information from all parties in order to plan a support strategy for the pupil.
3. The SENCO draws up a transition plan for the pupil in consultation with the parents and the Year Group Lead.

4. An action of support plan is drawn by the SENCO in consultation with the Year Group Lead and the Class Teacher.
5. Within the first two weeks, the Class Teacher writes a PLP with specific targets with the support from the SENCO and in consultation with parents and child.
6. Progression is reviewed after a term.
7. When the school receives information from the LBBB SEN Section about any new pupil with a Statement or EHCP is moving into the school, the process to integrate the child in school, is same as the 'Fast Tracking'.

Working with Parents and Children

We aim to have open and professional relationships with all of our parents. If a pupil is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the progress / concerns.

Teaching and Learning

The school has a range of interventions available to pupils with SEND. When considering an intervention, we first look at the pupil's profile of learning so that we can select the intervention which is best matched to the pupil.

Targets for pupils at SENS are deliberately challenging in the attempt to close the attainment gap between the pupils and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and the intervention lead teacher. The lead teacher monitors progress towards the targets during the intervention and by the SENCO who analyse the overall effectiveness, after the ten weeks intervention.

- Interventions are planned in 6 week blocks.
- At the end of each block, pupil's progress towards their targets is assessed and recorded.
- A decision is then made by the SENCO and the Year Group Lead as to whether to continue the intervention or to swap to a new intervention, depending on the progression.

Adaptations to the curriculum, teaching and Learning Environment

Southwood Primary school is disability friendly. The main building is one level, corridors are wide for wheelchair access and we have an accessible toilet. Full details are in our [Accessibility Plan](#).

Other adaptations to the physical environment will be made, as appropriate, to accommodate pupils with other sensory disabilities which are outlined in the Accessibility Action Plan.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.

As part of normal class adaptations, curriculum content and ideas are simplified to meet individual needs and made more accessible by using visual, tactile and concrete resources as well as music and drama when appropriate.

Access to extra-curricular activities

All of our pupils have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our pupils. Educational visits are part of our curriculum and we aim for all pupils to benefit from them. No one is excluded from a visit because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a pupil shows consistent inappropriate behaviour, the class teacher will assess the needs, taking into account family circumstances and the pupil's known history of experiences. If the pupil's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental ill health / separation) we complete a CAF with the family and support the child through that process. The SENCO may refer the pupil to the school therapist for one to one therapy sessions or our Thrive/ Nurture practitioner for therapeutic intervention.

If parents and school are concerned that the pupil may have mental health needs, we encourage parents to ask their GP for a referral to the CAMHS or the SENCO makes the referral.

If the pupil is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by the Learning Mentors or by trained Support Assistants.

All pupils' behaviour, including pupils with SEND, is responded to consistently in line with our [Behaviour Policy](#) although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

To make transitions between classes, including from nursery, as smooth as possible we plan the process before the end of the year to make extra arrangements which includes:

- Additional meetings for the parents and pupil with the new teacher
- Additional visits to the classroom environment in order to familiarise with setting and to identify where the classroom arrangement.
- Take photographs of key people and places to make a transition booklet.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 6. The SENCO attends the transition meeting in the local secondary school which is organised by the borough to transfer SEND information to the secondary SENCOs. The secondary school SENCOs are invited to Annual Reviews and other review meetings if necessary. Additional transition arrangements may be made at these reviews e.g. extra visits, travel etc. Please read the Transition Policy.

Complaint procedures

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. Any parent/carer who has a complaint should first talk to the class teacher who will then refer the matter to the SENCO or the Headteacher. Alternatively, parents can make an appointment to meet with the SENCO through the school office.

School SEND Local Offer

The school Local Offer is published on the school website for parents to read or a printed copy will be available for parents on request.

Barking and Dagenham's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website

Ratified by the Governing Body

Date: _____

Chair of Governor's Signature _____

School SEN register for each class will specify pupils' primary needs using these categories which are recorded in school's Integris and a printed copy is placed in the class SEN folder (red ring binder).

This policy has been written with reference to the following guidance and documents:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[Children and family Act 2014, section 69](#)

[Equality Act 2010: advice for schools DfE Feb 2013](#)

[Working Together to Safeguard Children \(March 2015\)](#)

[Supporting pupils at school with medical conditions \(2015\)](#)

[The Mental Capacity Act Code of Practice: Protecting the vulnerable \(2005\)](#)

[Keeping children safe in education 2019.pdf](#)