



Woodloes Primary School

Special Educational Needs and
Disability (SEND) Policy

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1. Introduction

At Woodloes Primary School, we are committed to inclusive provision where all children receive a high-quality education regardless of need or disability. We believe it is important that we provide children with a broad and balanced academic and social curriculum with access to all subjects and areas of learning. We ensure that all children are fully included in all aspects of school life.

We believe that 'a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Children have a learning difficulty 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 facilities of a kind generally provided for children of the same age in mainstream school.

Special educational provision means: - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age (Part 3 of the Children and Families Act 2014).

When organising 'special educational provision' at Woodloes Primary School, we consider every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every aspect of school.

To ensure alignment with national expectations, Woodloes Primary School upholds the statutory duties outlined in the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010. Our provision also reflects the expectations of the Ofsted Education Inspection Framework 2025, which highlights the importance of an inclusive curriculum, ambitious high-quality teaching for pupils with SEND, and effective leadership that ensures pupils achieve strong outcomes socially, emotionally, and academically. We are committed to ensuring that children with SEND experience success, participate fully in school life, and develop independence through well-sequenced, needs-led provision.

2. Aims

Our SEND policy aims to:

- Set out how our school will support and educate pupils with SEND.
- Explain the roles and responsibilities of everyone involved in educating pupils with SEND.
- Ensure that our inclusive practice reflects the expectations of the Ofsted Education Inspection Framework 2025 by providing a curriculum that is ambitious for all pupils, including those with SEND, and by ensuring that teaching is adapted effectively to remove barriers and enable pupils to achieve well.

Objectives

- To identify pupils with SEND as early as possible and ensure that their needs are met, enabling every child to achieve to his or her full potential.
- To deliver a broad and balanced curriculum to all our children that is adapted to the needs and ability of the individual.
- To be committed to making reasonable adjustments through policy and practice.
- To promote effective partnerships between children, parents, staff, governors, the Local Authority, Community Academies Trust (CAT) and outside agencies.
- To ensure all pupils take a full and active part in school life.
- To overcome barriers to learning and increase participation for all pupils.
- To ensure equality of opportunity and eliminate prejudice and discrimination.
- To ensure that pupils with SEND are perceived positively by all members of the school community.
- To build strong partnerships with parents/carers.
- To adopt a child-centred approach to planning and provision.
- To support needs-led SEND provision based on children's presentations and difficulties.

3. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- This policy also takes account of the Ofsted Education Inspection Framework (2025), which identifies the progress and experiences of learners with SEND as a key component of evaluating the quality of education, leadership and management, and pupils' personal development. The framework emphasises the importance of strong assessment practice, high-quality teaching, ambitious curriculum design and the effective identification of need.

4. Glossary

CAT	Community Academies Trust, which manages Woodloes Primary School
EHCP	Education, Health and Care Plan
IEP	Individual Education Plan
LA	Local Authority Warwickshire County Council
LSA	Learning Support Assistants
SEN	Special Educational Needs
SEN Register	A list, maintained by school, of pupils with SEND
SEN Support Level	Level when children are on the SEN register
SEND	Special Educational Needs and Disability
SENDCo	The Special Educational Needs Co-Ordinator Universal Provision
Universal provision	Education provided to all pupils

5. Roles and Responsibilities

The SENDCo

The SENDCo will:

- Work with the Headteacher and SEND governor to lead the strategic development of the SEND policy.
- Have day-to-day responsibility for operation of the policy and coordination of provision.
- Provide professional guidance and training to colleagues.
- Work collaboratively with staff, parents, and external agencies.
- Advise on the graduated approach and use of funding.
- Meet needs effectively, including deployment of LSAs.
- Be the point of contact for external agencies.
- Liaise with previous and next providers.
- Keep SEND records updated. - Lead annual reviews for EHCPs.
- Adapt the learning environment for SEND pupils.
- Ensure that the school's SEND provision is fully aligned with the Ofsted Education Inspection Framework 2025, supporting teachers to deliver high-quality adaptive teaching and ensuring that the curriculum remains ambitious and accessible for pupils with SEND.

- The SENDCo will also ensure evaluation of SEND provision includes analysis of progress data, intervention impact, attendance, behaviour and pupil/parent voice in line with statutory expectations and Ofsted guidance.

Class Teachers

Class teachers will:

- Adapt teaching for pupil engagement.
- *Teachers remain responsible and accountable for the progress of all pupils in their class, including those receiving targeted or specialist support.*
- Implement and review IEPs.
- Work with the SENDCo on early identification and reviews.
- Collaborate with LSAs.
- Adapt the learning environment appropriately.
- Teachers will use ongoing assessment to identify gaps and inform adaptive teaching in line with the SEND Code of Practice (2015) and Ofsted EIF 2025.
- They will maintain high expectations for all pupils, ensuring that pupils with SEND access the full curriculum through carefully scaffolded, evidence-based approaches.

6. The Graduated Approach

Woodloes Primary School follows a graduated response to the identification and education of children with possible SEND.

Universal Provision

Quality-first teaching is the first step in responding to pupils who have or may have SEND. This includes evidence-based practice informed by Rosenshine's Principles of Instruction.

In line with Ofsted EIF 2025, our universal offer prioritises high-quality, well-sequenced teaching that enables pupils with SEND to access the full curriculum. Our approach emphasises precise assessment, early identification, and the consistent use of evidence-based instructional strategies. Adaptive teaching ensures that barriers are minimised and that pupils develop independence as learners.

SEN Support

SEN Support takes the form of a four-part cycle: assess, plan, do, review. IEPs are reviewed termly. External agencies may be involved if progress is limited.

Reviews at the SEN Support stage will include an evaluation of academic progress, personal development, attendance, engagement in learning and pupil/parent views, reflecting the holistic expectations of Ofsted EIF 2025. This ensures a rounded understanding of need and the impact of provision.

Education, Health and Care Plans (EHCPs)

For a child who is not making adequate progress despite a period of two terms of high-level SEN Support, the school in agreement with the parents/carers may request the Local Authority (LA) to make an Education, Health and Care Needs Assessment (EHCNA).

For a child to receive an Education, Health and Care Plan (EHCP), the LA will take into account a wide range of evidence but particularly:

- Evidence of the child's academic attainment and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by school to meet the child's SEND
- Evidence that where progress has been made, it has only been as a result of much additional intervention and support
- Evidence of support provided by other agencies.

An EHCP will normally be provided where, after an Education, Health and Care Needs Assessment (EHCNA), the LA considers the pupil requires support beyond what the school can offer.

A child who has an EHCP will continue to have arrangements as for SEN Support but also may receive additional support that can be provided using high needs funding made available through the EHCP.

There will be a child-centered annual review which is chaired by the SENDCo and involves all stakeholders, including the child. The meeting reviews progress and the appropriateness of the special educational provision. Recommendations are then made to the Local Authority whether any changes need to be made to the EHCP. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Provision for pupils with EHCPs will be monitored rigorously to ensure that outcomes remain ambitious and reflect the aspirations set out in the Code of Practice (2015). Annual reviews will consider academic progress, preparation for adulthood (where appropriate), independence, emotional wellbeing and the extent to which provision removes barriers to learning, in line with LA requirements and Ofsted EIF 2025 expectations.

7. Record Keeping

The Code of Practice (2015) states that 'every school is required to identify and address the SEN of the pupils that they support' and record when they decide a child has special educational needs in the school records. At Woodloes, an initial concern form is used to identify SEND and then a joint decision is made between key stakeholders about placement on the SEN register.

Once children are placed on the SEN register, they will have an Individual Education Plan (IEP) which identifies individual targets and strategies to support progress. This is updated at least termly and shared with parents as part of the school's assessment and reporting cycle.

Intervention records baseline and then identify the frequency, content and impact of specific interventions.

Personalised provision timetables are created for children who have an EHCP or who are due for an EHCNA.

8. Monitoring Arrangements

This policy will be reviewed annually by the SENDCo.

Monitoring of SEND provision will draw on a range of evidence including progress data, work sampling, learning walks, intervention impact reviews, attendance analysis and pupil/parent voice. This evaluation process reflects the expectations of the Ofsted Education Inspection Framework 2025, ensuring that the school has a clear understanding of the strengths and next steps in SEND provision.