



WILDRIDINGS PRIMARY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Headteacher	Mr Brent Ellis
Chair of the Governing Body	Mr Oli Rock
Approved by FGB	26 th March 2026
Next Review	February 2027

Special Educational Needs and Disability Policy

SENDCO

Mrs C Wort is the Wildridings Primary School Deputy Headteacher and the SENDCO who is responsible for managing the school's provision for children with SEND.

In the event of queries regarding SEND support at Wildridings Primary School, Mrs Wort can be contacted at school from Monday to Wednesday, by phone (01344 425483), in person or by emailing the school office.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents which can be found online:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEND Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards

This policy was originally created in liaison with the SLT, the SEND Governor, all staff and a group of parents of pupils with SEND. It has subsequently been subject to annual review and is published on the school website.

Vision and Core Values

At Wildridings Primary School we have high expectations of our children and aim to develop their full potential by providing a broad and balanced curriculum relevant to their individual needs.

At Wildridings we believe in 'Nurturing the Potential in Everyone' and we aim to respond flexibly to children's special educational needs and disabilities so that the right kind of help is available at the right time.

We believe that every teacher at Wildridings is a teacher of every child or young person including those with SEND.

At Wildridings Primary School we are proud of our inclusive and nurturing approach. We work in partnership with children, parents and other agencies to provide a secure, caring and happy environment that ensures the best possible outcomes for all children.

We are committed to meeting the needs of children with Special Educational Needs and Disabilities through Quality First Teaching. We want our children to benefit from learning in the classroom alongside their peers, with additional support if necessary. Inclusive and adaptive teaching approaches across the school ensure that fewer out-of-class interventions are required.

We have high expectations of all our children and aim to identify the needs of the child at the earliest possible stage, in order to help us plan appropriate provision to best support their learning and wellbeing.

All of our pupils have access to all school activities and experiences including clubs, trips and residential visits. Our aim is for all children to leave Wildridings as independent, confident learners who are well prepared academically, emotionally and socially for their future.

Identifying Special Educational Needs

The SEND Code of Practice describes 4 broad categories of need.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Wildridings, we seek to identify the needs of pupils by operating a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.

The following areas **are not SEN** but may well impact on a child’s progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The SENDCO works alongside staff, parents and pupils to ensure identification of SEN and subsequent provision at Wildridings is provided in accordance with the guidance in the SEND Code of Practice.

A Graduated Approach to SEN Support

The National Curriculum is our starting point for planning teaching that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through careful planning of their next steps in learning.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Good quality personalised teaching is available to all pupils at Wildridings, and we aim to ensure that the school’s performance management programme along with regular monitoring ensure that teaching standards remain high. 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.

Pupil progress is carefully monitored each term, and teacher assessment data is scrutinised by teachers, Team Leaders and the Senior Leadership Team. The Headteacher, Deputies and SENDCO hold termly Pupil Progress Meetings. These are conducted with class teachers to ensure that expectations for progress and attainment of all pupils at Wildridings are high. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND needs most frequently encountered.

Engaging parental support is also recognised as a key factor in assuring successful progress at school, and the school encourages and greatly values the support parents and carers can give their children in all aspects of their learning. This is enabled through regular contact with parents through Parents’ Evenings, discussions with SENDCO or FSA, Curriculum Workshops, Parenting Workshops, and Pastoral Support Programmes.

It may, however, be harder for some children and young people to make progress than it is for the majority of their peers. A careful and targeted approach to developing potential and raising achievement in identified key areas will be necessary in order to ensure inclusion in learning at school and success in adult life.

The class teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. A decision may be made to make special educational provision and the child will be added to the schools SEND register.

ASSESS: Using formative assessment tools (such as relevant maths or reading tests), and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs will be developed.

PLAN: An Individual Education Plan (Learning Pathway) will be drawn up by the pupil's teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage, such as Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Autism Service (AS), Speech and Language Team (SALT), Support for Learning Services (SfL), or SEMH & Inclusion Team (for behaviour support).

DO: Teachers and teaching assistants will ensure that the Learning Pathway is followed. The pupil's needs may be met through adaptive teaching methods, modifications, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home.

Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil's SEND, and this advice will be reflected in the child's Individual Learning Pathway in the form of learning targets and resources.

REVIEW: Learning Pathways are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between parents, pupils, and teachers. The SENDCO may be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

Managing Pupil Needs on the SEND Register

- The SENDCO keeps the SEND register up to date, and reports figures to the Department of Education on a termly basis through the school census.
- Information about pupils at Wildridings on the SEND register is collated through SIMS and Insight and is used to monitor progress and the impact of any interventions or additional support.
- The class teachers and SENDCO record provisions that are currently being made for the pupils. This can be amended as necessary throughout the term.
- The SENDCO checks the information recorded, and provides additional support or advice to teachers and parents, where needed, if progress and/or attainment is not in line with expectations.
- The level of provision is decided by looking at performance data over time and taking advice from outside agencies, parents and teachers.
- If the school feels that additional funding and support are needed from the Local Authority (LA) High Needs Block the SENDCO will request that the LA carries out an EHC Needs Assessment. Further details regarding this process can be found on the Bracknell Forest website here:
<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=1-2-2>

Criteria for exiting the SEND Register

The school systems described above for monitoring pupil progress will also be used when deciding that a pupil has made enough progress and no longer requires SEND support, in which case they may be removed from the SEND register. Their future attainments will continue to be monitored through the school's assessment and tracking procedures to ensure progress is maintained.

Supporting Pupils and Families

- The Bracknell Forest LA local offer details the SEN provision that can be accessed locally, and parents should consult the Bracknell Forest website here:
<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=1>
- The Wildridings Primary School SEND local offer providing further information for parents can be found on the school website here:
<https://www.wildridingsprimary.co.uk/page/?title=SEND&pid=18>
- School admissions are handled centrally by Bracknell Forest and details can be found on the website here:
<https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-admissions>
- Additionally, Nursery admissions are handled by the school, and the current policy can also be accessed on the school website.
- Access to National Assessments (Phonics Screening, Year 4 Multiplication Check and Year 6 SATs) for children with SEND is enabled through following national and local guidelines and access arrangements. The SENDCO and the child's class teacher are responsible for ensuring requirements are met.
- Transition from one class to another or from Wildridings to another school can be an uncertain time for pupils with SEND, and the school supports pupils through careful liaison meetings, visits and if necessary support group sessions.

Supporting Pupils at School with Medical Conditions

- Wildridings Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some pupils with medical conditions may also have special educational needs (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.
- Pupils with medical conditions are supported through a personal care plan, developed with parents and where necessary professional advice, which details management of their condition. The school's policy for supporting pupils with medical conditions has been developed to take into account recent guidance published by DfE (September 2014)
- The school accessibility audit and subsequent plan can be found on the school website [here](#).

Monitoring and Evaluation of SEND

The Senior Leadership Team and Subject Leaders regularly and carefully monitor and evaluate the quality of provision offered to all pupils through a cycle of lesson observations and learning walks, together with book scrutiny and conversations with pupils. The outcomes are shared with all staff and governors, and this promotes an active process of continual review and improvement of provision for all pupils, including those with SEND.

The annual Parents and Carers questionnaire enable parents and carers to make contributions to the review process.

The SENDCO meets with the SEND Governor to discuss SEND provision and impact, and this is reported to the Governing Body.

Training and Resources

The school receives funding from Bracknell Forest to enable the needs of pupils with SEND to be met. For most pupils on the SEND register, the school is able to allocate appropriate resources to meet identified needs. For high needs learners with an Education, Health and Care Plan, the local authority will decide if additional funding is required by the school in order to fully meet the child's needs.

Training needs of staff are identified and planned for through the school's performance management system or when planning provision for SEND pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO regularly attends the Bracknell Forest SENDCO Forum meetings in order to keep up to date with local and national updates in SEND. The SENDCO is a member of NASEN (National Association for SEN).

The SENDCO has completed the National Award for SEN Coordination (NASENCO).

Roles and Responsibilities

- SEND Governor: Mr Andrew Davis (or other specific governor(s) subsequently appointed by the Governing Body)
- Designated Teacher with specific Safeguarding responsibility: Mr Brent Ellis
- Safeguarding Governor: Mrs Kusum Trikha (or other specific governor(s) subsequently appointed by the Governing Body)
- Member of staff responsible for managing PPG/LAC funding: Miss Anna Cook
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mr Brent Ellis

Storing and Managing Information

Documents relating to SEND are stored in accordance with the school Data policy which can be accessed on the school website [here](#).

Bullying

The Wildridings Behaviour and Anti-Bullying policies explains how the school has a 'duty of care' towards all pupils including those with SEND with regard to bullying. The Headteacher and staff stand in 'loco parentis' (in place of parents). This duty of care includes protecting pupils from harm from bullying. Further detail can be obtained by accessing the policy on the school website.

Dealing with Complaints

Parents or carers who have concerns relating to their child's SEND are welcome to discuss them with the class teacher, SENDCO or FSA who may be able to offer support or signpost where more advice may be available. The school policy for dealing with complaints can also be found on the school website [here](#).

Concerns about statutory assessments of special educational needs should be raised directly with the local authority. Information for this process can be found via this link:

<https://www.bracknell-forest.gov.uk/council-and-democracy/get-touch/complaints/education-and-school-complaints>

Reviewing the Policy

In line with NASEN recommendations, this policy will be reviewed annually.