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# Special Educational Needs and Disability Policy

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This policy has been reviewed to reflect the principles and practice within the context of the expectations of the school's normal working environment.

Guidance and Wording of this Policy is provided by Westbury Infant School.

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**SEPTEMBER 2026**

**SEPTEMBER 2027**

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| Reviewed | Date of Next Review |
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Signed and Approved By

A handwritten signature in purple ink that reads "S Budge".

**MRS S BUDGE**

A handwritten signature in black ink that reads "M House".

**MRS M HOUSE**

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|-------------|--------------------|
| Headteacher | Chair of Governors |
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## Summary of Policy Review

| Policy Name | Approval Date  | Summary of Changes      |
|-------------|----------------|-------------------------|
| SEND Policy | September 2026 | Updates on Appendix 1-3 |

## Rationale

At Westbury Infant School we believe that each child should be valued as an individual. All children in the school are encouraged, celebrated and accepted equally, regardless of their ability and behaviour.

We believe in the importance of recognising children with special educational needs and/or disabilities and providing them with a caring, inclusive environment. Staff tailor their teaching to suit the needs of the individual and ensure that all children reach their full potential whilst developing essential, life-long skills that will prepare them for adulthood. We are committed to ensuring that **all** children have access to quality first teaching and that every teacher is a teacher of SEND. The Governing body will ensure that appropriate provision is made for children with SEND.

In addition to six mainstream classes ranging from Year R to Year 2, Westbury Infant School also has a Resource Base (RB) to help children with significant and more complex SEND. This is a central part of our school and is staffed by two teachers (RB Managers) and six specialist Teaching Assistants (TAs). It has a 20-space capacity and is funded predominantly by the Local Authority.

This policy is designed to help us to identify children with SEND and to provide help for them from school staff, or, through procedures available, to obtain extra/additional support needed by the child.

## Aims

We believe in providing every possible opportunity to develop children's full potential. Our aim is that all pupils with special educational needs take part in all activities and, in keeping with the efficient education of other pupils and resources. All pupils will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All pupils are valued and their self-esteem promoted.

## Objectives

The objectives of the policy are:

- To work within the guidance provided in the SEND Code of Practise (2015);
- To identify and monitor pupils' individual needs at the earliest possible stage so that their attainment is raised;

- To follow the 'Plan, Assess, Do, Review' cycle as part of a system that will regularly monitor children's individual needs using Wiltshire's Graduated Response to SEND Support (WGRSS) document as well as the whole school pupil assessment system;
- To ensure that children with SEND are provided for according to their identified needs and that they attain good progress from their starting point;
- To identify those pupils not making expected progress at the earliest opportunity so that appropriate provision can be made to raise their attainment and reach their full potential;
- To ensure that all teachers plan an effective, inclusive curriculum to meet the needs of pupils with SEND and thereby reduce the number of pupils and length of time pupils are recorded on the school's Provision Map and SEN Register;
- To ensure that the targets and outcomes for children with identified SEND are Smart, Measurable, Achievable, Realistic and within an appropriate time frame (SMART);
- The SENCO will support staff and ensure that they are confident in the procedures used for identifying, supporting and teaching children with SEND.
- To work in close partnership with parents of pupils who have special educational needs and ensure that they can contribute to the planning of provision for SEND wherever possible;
- To ensure that the child's voice is heard and staff involve pupils in the identification and review of the targets identified in their My Plans (EHCPs), SEND Support Plans and Pupil One Page Profiles.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEND (Solution based annual planning meetings, SEN Surgeries, Annual Reviews, Team Around the Child Meetings (TAC), Transfer into School meetings-TISM)
- To raise the self-esteem of pupils with SEND, acknowledging the progress they have made.;
- To continue to embed a whole school approach to SEND – to ensure equal opportunities for all pupils and relate this policy to other relevant school policies e.g. Child Protection, Teaching and Learning, Behaviour etc.
- To support the whole child, including their social and emotional development, as well as their mental health and wellbeing.

We recognise that:

- Every teacher is a teacher of children with special educational needs.
- Parents/Guardians have a valuable contribution to make towards their child's development and learning and should be involved at all levels and stages of their child's learning.
- Admissions arrangements for children with special educational needs are in line with the Wiltshire Council Guidelines.

## SEND Definition

**SEN**-A child has special educational needs if 'they have a difficulty that affects their learning which calls for special educational provision to be made for him or her.' (SEND Code of Practice 2015) This provision will be **additional to, or different from** normal classroom differentiation. A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) shows inappropriate behaviour that limits their learning.
- d) is under five and falls within the definition of a), b) or c) above or would do if special educational provision was not made for the child.

**Disability**- Many children and young people with SEN 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.**'

We acknowledge current legislation and recognise that a percentage of our children may have SEND at some stage in their school career in one of the following areas, as identified in the SEND Code of Practice (2015):

**-Cognition and Learning (C&L)**

**-Communication and Interaction (C&I)**

**-Sensory and/or Physical (S&P)**

**-Social, Emotional and Mental Health Difficulties and behaviour (SEMH)**

We also acknowledge the needs of the **whole child** and other factors that could impact upon progress, including:

-Disability

-Attendance and Punctuality

-Health and Welfare/ Safe-guarding issues

-English as an additional language (EAL)

-Being in receipt of Pupil Premium funding (PP)

-Being a looked after child (LAC)

-Being the child of a military service man or woman

We are aware that different children may have special needs on a short or long term basis and strive to provide the most effective education possible for the individual child. Where children have higher levels of need, with parental permission, we may need to consult with

an outside agency to seek further advice or support for the child through SEN surgeries or via a referral. These agencies include:

- Educational Psychology Service (EPS)
- Specialist Special Educational Needs Service (SSENS)
- Speech and Language Therapy Service (SLT)
- Behaviour Support Service (BSS)
- Educational Welfare Officer (EWO)
- Children's services
- School Nurse/ Paediatric Health Team
- Thrive specialist hub
- Child and Adolescent Mental Health Service (CAMHS)
- Wiltshire Mental Health Team
- Parent Support Advisor (PSA)
- SEND Lead Worker
- Charities and organisations e.g. Spurgeons

### **How does the school decide to make SEN Provision?**

The school follows the guidance contained in the **Code of Practice 2015**. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SEND Co-ordinator and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry (baseline) in order to ensure that they build on patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need the class teacher and SEND Co-ordinator will use this information to continue to provide the necessary provision for the child.

A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality, targeted teaching by the class teacher as well as strategies to meet need through ordinarily available classroom provision and adjustments. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo.

The teacher and the SENCo will consider all the information gathered from the school, including historic information from previous settings or reports from outside agencies and specialists where relevant, alongside the views of the parents/carers and pupils.

Although not a legal requirement, all children with special needs will be placed on the school's SEN Register. If the support needed can be provided by adapting the school's core offer (ordinarily available provision) then the child may not be considered SEND or placed on the SEND Register. The child may be added to the SEND monitoring list. If, however, the support required is different from or additional to what is ordinarily provided by the school, the child will be placed on the register at SEN Support. The school will then seek to put appropriate provision in place in order to remove any barriers to learning. This begins a cycle of '**Assess, Plan, Do, Review**' with the child at the very centre of the process. Should the child require on-going support that is additional to and different from that provided by normal differentiation, a One Page Profile will be completed, followed by a SEND Support Plan if necessary. In some instances, after these measures have been adopted, a child may still require further support and an application for an EHCP (Education Health and Care Plan) and additional funding may be considered.

### **Criteria for removing a child from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching and ordinarily available provision, they may be removed from the SEND Register. The school will monitor any pupils removed from the register closely to ensure that good progress is maintained.

### **SEN Targets, Plans and One Page Profiles**

All children on our SEND Register will have personalised targets or outcomes, setting out any targeted provision that is additional to or different from usual classroom provision.

This may take the form of:

- A One Page Profile (OPP)
- A SEND Support Plan
- An EHCP (An Education and Health Care Plan), also known as a 'My Plan' in Wiltshire

### **One Page Profile (OPP)**

When a child has been identified as having SEND in the early stages, they will often require a One Page Profile to set out targets that will address their individual needs and to detail key strategies that will support their learning in class. The One Page Profile will be written by the class teacher or the SENCO, using the school's proforma and will be shared with the parents and the child. The OPP will be reviewed at least three times per year, or sooner if the targets are met earlier or need adjusting. A One Page Profile will be created for all children in receipt of SEN Support or who have a SEND Support Plan or an EHCP. A One Page Profile captures the most important information about the child's needs and may include information such as:

- What people like about me
- What is important to me
- How best to support me

A One Page Profile provides an 'at a glance' way of knowing what really matters to a child and how they learn. The targets on the OPP must be 'SMART' (Smart, Measurable, Achievable, Realistic and within an appropriate Time frame) The OPP may also include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The resources needed.
- The review date.

### **SEND Support Plan**

A SEND Support Plan is a way of supporting children in the SEN Support category who do not yet meet the criteria for an EHCP. They are developed by the SENCo, the child's teacher, the parents and any other outside agencies that may be involved. The plan focuses on 'outcomes' that the child will aspire to meet and is a child centred document. At Westbury Infant School, a SEND Support Plan will be reviewed three times per year.

### **Education and Health Care Plan (EHCP)**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than can be offered at SEN Support level by the school's own provision and resources. The school will request an assessment of education, health and care needs from the Local Authority (LA) when, despite sustained intervention over time, the child's needs still remain a significant concern. An application is usually considered after at least three clear review cycles of the SEND Support Plan document. A SEND Lead Worker will then be requested by the school to assess whether it is necessary to proceed for an application for an EHCP. The SEND Lead Worker is also responsible for coordinating and developing the EHCP if the application is approved by a panel of professionals. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil
- A SEND Support Plan
- Educational and other assessments completed by relevant outside agencies
- Views of parents

The entire process takes 20 weeks. In Wiltshire, an EHCP is called a 'My Plan' to reflect its child centred nature.

The school is required to conduct an annual review of the EHCP (or 6 monthly if the child is less than 5 years of age.) Parents, pupil, outside agencies, class teacher, SEND Co-ordinator, and/or Headteacher will attend this review.

### **Role of the SENCo (Special Education Needs Coordinator)**

At Westbury Infant School, the Special Educational Needs Coordinator (SENCo) is Mrs Amy Rocky.

The SEND Co-ordinator is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the special educational needs policy;
- Liaising with and advising colleagues and parents of children with SEND;
- Becoming a member of the school's Senior Leadership Team (SLT);
- Developing and maintaining an up-to-date version of the school's Provision Map;
- Providing advice to staff on the completion of classroom assessments (Using the *Classroom Assessment Pack*), individual education plans and the WRGSS (Wiltshire Graduated Response to SEND Support) and assisting them in the 'Plan Do, Assess, Review' cycle to ensure that the appropriate provision is in place for every child;
- Arranging, contributing to and leading, where appropriate, the continuing professional development needs (CPD) of staff in relevant SEND subjects;
- Attending annual review meetings for children with an EHCP (or 6 monthly if the children is <5) and review meetings for children with a My Support Plan (3x per year);
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies e.g. Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, School Nurse, Behaviour Support Service, Mental Health services and SEND Lead Workers;
- Contributing to the in-service training of staff;
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person;

(Please see Appendix 1 List for further details of current SEND Co-ordinator, SEND Governor, TAs and Resource Base MDSAs)

(Appendix 2 Division of Labour between SEND Co-ordinator and Resource Base Manager)

### **Role of the Teacher**

This will ensure:

- The progress and development of all pupils with SEND.
- That the planned support (OPP/SEND Support Plan/EHCP or other interventions) is implemented in the classroom, including where advice or programmes have been given by specialists, eg speech programmes, Thrive action plans, recommendations from Behaviour Support Service.
- Regular liaison with parents and the SENCo is made.
- Effective deployment of additional adults.

- Planning is clear, and differentiated provision is made to meet the needs of all pupils with SEND in the classroom.
- That they can support the SENCo in the writing and reviewing of targets and outcomes for pupils with SEND.
- Accurate intervention records for children with SEND are kept, which may later be required to support an application for further support, eg EHCP application.
- Completion of the WGRSS in the initial stages of identifying children with SEND.
- The writing and the review of OPP (One Page Profile) targets and to ensure that these are shared with both the parents and the child concerned.

### **Role of the Teaching Assistant**

- Ensuring that the day-to-day provision is in place for the pupils they support.
- Implementing agreed strategies and programmes, following advice from specialists.
- Record keeping, such as details of intervention sessions using the school's proforma.
- Preparing resources to assist children with SEND.
- Regular communication with the class teacher and SENCo.

### **Arrangements for co-ordinating provision for pupils with special educational needs**

The needs of the majority of pupils will be met in the classroom through quality first teaching and ordinarily available provision. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class, such as participating in assemblies and all curriculum subjects. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their WGRSS and individual education plans e.g. OT exercises, speech therapy. This may be delivered by the teacher, support assistant or outside agency and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SEND Co-ordinator will oversee this provision to ensure it meets the objectives of this policy. See Appendix 3 for details regarding the record-keeping procedures for class teachers.

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. All pupils will be treated according to their needs in line with the schools' policy for equality of opportunity. No pupil will be denied admission because of his or her creed, race, physical or academic attainment. Where a pupil has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the pupil's needs are fully met. If a pupil is transferring into the school with an EHCP or who has been receiving extra support in their previous school the continuation of this support will be negotiated through the L.A. to ensure their needs can be met.

Admission to the Resource Base (RB) will be decided by the Local Authority (LA). Any variation to the above will need to be agreed by the full governing body.

### **Resources**

Most of the resources used by pupils having special educational needs are available within the classroom. Any particular requests for additional resources should be made to the SEND Co-ordinator.

The school receives funding from the L.A. in its devolved budget to meet the needs of children with special educational needs. An amount from the total school budget will be allocated to special educational needs. It has been determined by the governing body that a varying percentage of the total school budget will be allocated for special educational needs based on the number of pupils appearing on the SEN Register. This will be reassessed annually.

This money will be spent on additional resources, staffing costs and time allocated to the SEND Co-ordinator to manage the support for special educational needs and meet the objectives of this policy.

Teaching Assistants may be targeted to work with identified pupils under the guidance of the teacher in consultation with the SEND Co-ordinator. On occasion pupils may be allocated by the L.A. a special educational needs allowance to enable them to receive individual support. An EHCP normally determines this.

### **Complaints procedure**

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SEND Co-ordinator and/or Headteacher. Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved the chair of governors should be involved and finally the complaint should be taken to the L.A. and or Secretary of State.

### **Partnership with parents/carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

The school website contains details of our policy for special educational needs, including a 'SEND Information Report' which is also linked to the 'Wiltshire Local Offer'. This gives details of the arrangements made for children in our school with special educational needs. The

website also contains our 'ordinarily available provision' map for the mainstream and our resource base.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education. Parents are invited to contribute to their child's One Page Profile or SEND Support Plan and take an active role in reviews. Parents will be given both a new and reviewed copy of any SEND paperwork at least three times a year. We inform the parents of any outside agency interventions and share the process of decision making by providing clear information relating to the education of their child.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-schools, nurseries or child minders. The local Authority will hold TISM meetings for special needs children if required, to which parents are invited. We aim to give parents a feeling of confidence as to how their child's needs will be met and how they will happily fit into the school environment.

Close links are maintained with Westbury Junior School to ensure smooth transition between Year 2 and 3. Transition arrangements include a variety of visits by all children to the Junior School in the summer term. The SEND Co-ordinator will meet with the SEND Co-ordinator of the Junior School and the SEND Co-ordinator's from the pre-schools to discuss individual children on the Code of Practice, and ensure continuity and progression is maintained.

## ***Appendix 1***

|                                                         |                                                                                                                                                                            |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SEND Co-ordinator                                       | Mrs Amy Rockey                                                                                                                                                             |
| SEND Governor                                           | Mrs. M House                                                                                                                                                               |
| Resource Base Manager                                   | Mrs V Hackeson                                                                                                                                                             |
| Resource Base Teacher                                   | Mrs Melanie Watts                                                                                                                                                          |
| Resource Base Teaching Assistants<br>(TA's)             | Mrs K Bowyer<br>Miss N Derrick<br>Miss S Kearl<br>Mrs M Walker<br>Mrs G Boon<br>Miss M New<br>Mrs S Lloyd                                                                  |
| Resource Base Midday Supervisory<br>Assistants (MDSA's) | Mrs M Walker<br>Mrs A Southall<br>Mrs S Lloyd<br>Miss N Derrick<br>Mrs G Boon<br>Miss S Kearl<br>Mrs A Ball<br>Mrs A Clay<br>Miss M Chanter<br>Miss T Lloyd<br>Miss D Tate |

## **Appendix 2**

### **Division of Labour**

#### **S.E.N.D Responsibilities 2026-27**

1. Resource Base manager(s) will be responsible for all One page Profiles (OPPs) and Annual Reviews of the children within the Resource Base including setting dates and contacting other professionals.
2. The SENCO will be responsible for all other children on the schools SEN Register and will attend all Annual Reviews of the children within the mainstream. The children's One Page Profiles will be written by the class teacher in conjunction with the SENCO, parents and child. The SENCO will be responsible for ensuring teachers set realistic, SMART targets and that these are reviewed regularly.
3. SEND Support Plans and One Page Profiles will be reviewed in the autumn, spring and summer terms. The summer review will set targets for the following September.

EHCP's will be reviewed annually, and six monthlies for children under 5.

4. The SENCO will liaise with nurseries, pre-schools and child minders in the summer term regarding new starters with SEND. The SENCO will attend meetings with the 'Early Years Inclusion Team' to receive further information regarding the needs of new starters with SEND.

### **Appendix 3**

1. Children's SEND paperwork will be stored electronically using 'Arbor'.
2. Parents will receive a copy of the OPP, SEND Support Plan and EHCP as well as any review minutes.
3. The children in the Resource Base will have their current One Page Profile targets, which will be linked to Section F of their EHCP, displayed centrally within the base. All other documentation will be primarily stored electronically using Arbor.
4. Evidence of interventions and target outcomes must be kept, including examples of children's work when appropriate.
5. All SEND correspondence will be passed to the SENCO and then distributed as appropriate.
6. All children will be monitored regularly and intervention details, reports from external agencies, meetings with parents and professions and behaviour incidents will all be logged using Arbor.