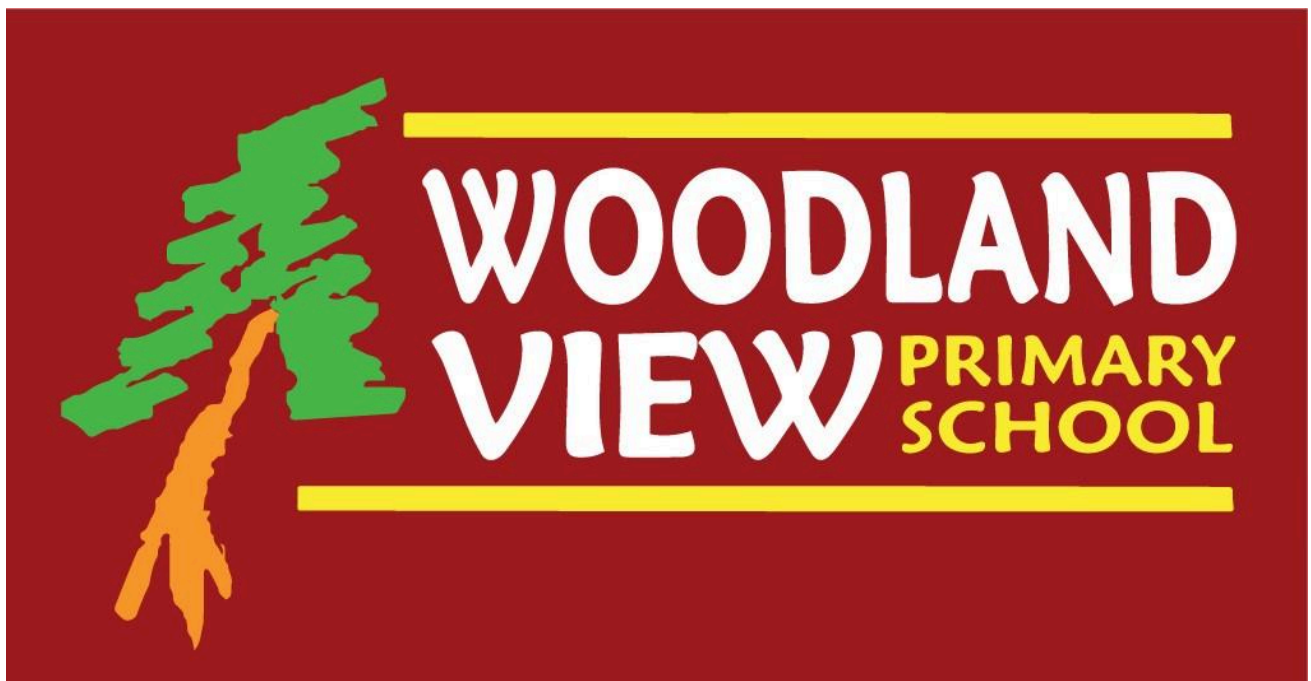


Special educational needs and disabilities (SEND) policy

Woodland View Primary School



Last reviewed on:	September 2026
Next review due by:	September 2027

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Our commitment to SEND and inclusion

At Woodland View Primary School, we believe that every child has the right to feel that they belong, that they are valued for who they are, and that they can achieve their very best. Inclusion is at the heart of our school community and is fundamental to everything we do.

We recognise that every child is unique and that some children may require additional support, adaptations or a different approach in order to thrive. We are committed to understanding and responding to each child's individual strengths, needs and barriers to learning, ensuring that children with Special Educational Needs and/or Disabilities (SEND) are fully included in all aspects of school life.

We believe that excellent SEND provision is everyone's responsibility. We are committed to continually developing our knowledge, skills and practice through high-quality staff training, collaboration and reflection. We want our staff to feel confident and equipped to recognise and respond to a wide range of needs, so that the support children receive is purposeful, consistent and effective.

Most importantly, we want every child to know that they belong at Woodland View. We want children to feel safe, understood, listened to and valued, and to develop the confidence to recognise their own strengths and believe in what they can achieve. We strive to remove barriers, celebrate difference and provide children with the support and opportunities they need to participate, succeed and flourish.

Our commitment to SEND is therefore not simply about providing additional support; it is about creating a culture where every child is known, included and empowered to achieve their potential. We will continually reflect on and develop our provision, because we believe that the best outcomes for our children come from never being satisfied with "good enough" and always asking ourselves, "What more can we do?"

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that the school complies with, and effectively implements relevant legislation, statutory guidance and the SEND Code of Practice.
- Ensure that pupils with SEND are identified promptly and receive appropriate, high-quality provision which responds to their individual strengths, needs and aspirations.
- Identify and remove barriers to learning, participation and achievement, making appropriate adaptations and adjustments to enable pupils with SEND to access the curriculum and wider school life.
- Use a graduated approach of assess, plan, do and review to identify needs, plan appropriate support, monitor progress and evaluate the effectiveness of provision.
- Provide pupils with SEND with full and meaningful access to all aspects of school life, enabling them to participate alongside their peers wherever possible.
- Support pupils with SEND to develop confidence, independence and self-advocacy, fulfil their aspirations and achieve their best.
- Ensure that pupils with SEND feel valued, included and that they belong within the school community.

- Listen to and involve pupils and their parents/carers in discussions, decisions, planning and reviews relating to SEND provision and support.
- Work collaboratively with external professionals and agencies to coordinate support and secure positive outcomes for pupils.
- Ensure that all staff have appropriate training, knowledge and support to meet the diverse needs of pupils with SEND.
- Clearly define the roles and responsibilities of everyone involved in SEND provision, including the SENDCO, governors, senior leaders, teachers, support staff, pupils and parents/carers.
- Monitor, evaluate and continually improve the quality and effectiveness of SEND provision, using outcomes, evidence and the views of pupils, parents/carers and staff to inform improvement.
- Ensure that this SEND policy is understood, implemented consistently and reflected in everyday practice across the school.

2. Vision and values

At Woodland View Primary School, we believe that every child is unique, valued and capable of achieving great things. We want every child, including those with Special Educational Needs and/or Disabilities (SEND), to feel that they belong, that they are understood and that they are an important part of our school community.

Our vision for SEND is rooted in inclusion, belonging, high aspirations and opportunity. We believe that having SEND should never be a barrier to a child feeling valued, participating in school life or achieving their potential. We recognise that children may need different approaches, adaptations and support in order to thrive, and we are committed to understanding each child as an individual and responding to their strengths, needs, interests and aspirations.

We believe that inclusion is more than simply being present. It means ensuring that children with SEND are able to participate meaningfully in learning and in the wider life of the school, build positive relationships, develop their independence and experience success alongside their peers. We seek to remove barriers rather than place limits on what children can achieve.

Our expectations for pupils with SEND remain high. We focus on what children can do and on identifying the right support, adaptations and opportunities that enable them to make progress and experience success. We celebrate individual strengths and achievements while supporting children to develop confidence, resilience, independence and a positive sense of themselves as learners.

We believe that excellent SEND provision is everyone's responsibility. We therefore invest in the knowledge, skills and confidence of our staff through high-quality training, collaboration and professional development. Staff are encouraged to understand the individual needs of pupils, reflect on their practice and use evidence-informed approaches to ensure that support is purposeful and effective.

We work in partnership with pupils and their parents and carers, recognising that they know the child best. Pupil voice is central to our approach, and we seek to understand children's experiences,

preferences, strengths and aspirations and involve them in decisions about the support they receive in ways that are appropriate to their age and understanding.

We also recognise that SEND provision must continually develop. We regularly reflect on the effectiveness of our provision, listen to the views of children, families and staff, monitor outcomes and use this information to identify where we can improve. We work collaboratively with colleagues and external professionals where appropriate to ensure that children receive the right support at the right time.

Ultimately, we want every child at Woodland View to feel that they belong, that they are listened to, that they are valued for who they are and that they can achieve their very best. Our commitment to SEND is therefore not simply about providing additional support; it is about creating an inclusive culture where difference is understood, barriers are addressed and every child is given the opportunity to flourish.

In practice, our vision means that we:

- Know our pupils as individuals and understand their strengths, needs and aspirations.
- Maintain high expectations for all pupils, while recognising that children may need different routes to achieve them.
- Provide high-quality, inclusive teaching and appropriate adaptations to remove barriers to learning.
- Use the Assess, Plan, Do, Review cycle to ensure provision is responsive and effective.
- Listen to pupils and involve them in decisions about their support.
- Work closely with parents and carers and value their knowledge and expertise.
- Provide staff with ongoing training and professional development so they feel confident meeting a wide range of SEND needs.
- Work collaboratively with external professionals when additional expertise is required.
- Ensure pupils with SEND have meaningful access to the curriculum, trips, clubs, enrichment, play and the wider life of the school.
- Promote positive relationships, emotional wellbeing, independence and self-advocacy.
- Celebrate difference and actively promote a culture of belonging and acceptance.
- Regularly evaluate our provision and ask “What more can we do?” to ensure we are continually improving.

3. Legislation and guidance

This policy has been developed with regard to the following legislation, statutory guidance and guidance:

- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, which provides statutory guidance on the identification, assessment and support of children and young people with SEND. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Keeping Children Safe in Education (KCSIE) 2026, which sets out statutory guidance for schools on safeguarding and promoting the welfare of children and young people. [Keeping Children Safe in Education](#)
- Working Together to Improve School Attendance, which provides statutory guidance on attendance responsibilities and supporting pupils and families where barriers to attendance exist. [working together to improve school attendance](#).
- Part 3 of the Children and Families Act 2014, which sets out the statutory framework for children and young people with SEND, including duties relating to special educational provision and Education, Health and Care (EHC) plans. [Part 3 of the Children and Families Act 2014](#)
- The Special Educational Needs and Disability Regulations 2014, which set out requirements relating to SEND provision, EHC plans, SENCOs and the information that schools must publish about their SEND provision. [The Special Educational Needs and Disability Regulations 2014](#),
- The Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the wider duties relating to equality and non-discrimination. [Equality Act 2010](#) (section 20)
- The Public Sector Equality Duty, under section 149 of the Equality Act 2010, which requires public authorities and those exercising public functions to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010)
- The School Admissions Code, which sets out statutory requirements relating to school admissions, including provisions relating to pupils with SEND and disabilities.
- Guidance relating to governance and SEND, including the relevant responsibilities of governing bodies and trustees in relation to pupils with SEND. [maintained schools/academy trusts](#)
- Relevant local authority policies, guidance and procedures, including those relating to SEND, admissions, attendance, safeguarding and the Local Offer. [School Admissions Code](#)
- Where applicable, the school's funding agreement and articles of association.

4. Inclusion and equal opportunities

At Woodland View Primary School, we are committed to creating an inclusive school community where every child feels that they belong, is valued for who they are and is given the opportunity to achieve their very best.

We believe that inclusion means more than simply being present. It means ensuring that pupils with SEND are able to participate meaningfully, learn alongside their peers, develop positive relationships and contribute fully to the life of our school. We have high aspirations for all pupils

and recognise that children may require different approaches, adaptations and support in order to achieve them.

We are committed to providing all pupils, regardless of their needs, abilities, background or circumstances, with access to a broad, balanced, ambitious and challenging curriculum, alongside opportunities to participate in enrichment, trips, clubs, play and the wider life of the school.

We will identify and seek to remove barriers to learning, participation and achievement for pupils with SEND. Where appropriate, we will make reasonable adjustments to teaching, the curriculum, the physical environment, communication and school routines to ensure that individual pupils can access learning and participate fully in school life.

We recognise that reasonable adjustments will look different for different pupils and that effective inclusion begins with understanding the individual child. We will therefore work with pupils, parents and carers and, where appropriate, external professionals to understand individual strengths, needs and barriers and to identify appropriate support.

We will promote equality of opportunity and ensure that pupils with SEND are not disadvantaged or excluded from opportunities because of their additional needs. We will challenge prejudice, discrimination and negative assumptions about SEND and promote a culture in which difference is understood, respected and celebrated.

Inclusion is the responsibility of everyone at Woodland View. Through high-quality teaching, appropriate support, staff training and a commitment to continually reviewing our practice, we will strive to ensure that every pupil can participate, make progress, develop their independence and fulfil their aspirations.

In practice, this means we:

- Start with what a child can do, recognising and building on their strengths.
- Maintain high expectations while providing the adaptations and support a child needs to achieve them.
- Identify and remove barriers rather than lowering expectations.
- Make reasonable adjustments that are individual to the child.
- Ensure pupils with SEND have meaningful access to lessons, playtimes, trips, clubs, assemblies, performances, sporting activities and other enrichment opportunities.
- Consider the sensory, physical, communication, social and emotional environment, as well as academic access.
- Listen to pupils and take account of their views about what helps them to feel included.
- Work in partnership with parents and carers.
- Ensure staff have the knowledge and training needed to support pupils effectively.
- Challenge stereotypes, prejudice and discrimination relating to SEND.
- Regularly evaluate whether our provision is genuinely inclusive and ask “What more can we do?”

5. Definitions

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person of compulsory school age 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
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

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 in mainstream schools.

At Woodland View, we recognise that SEND is not defined by a diagnosis or label. We consider each child as an individual, taking account of their strengths, needs, experiences, development, aspirations and the barriers they may face in learning and participating in school life.

We focus on understanding what a child needs rather than simply identifying a label. Where a need is identified, we will consider what support, adaptations or provision may help the child to learn, participate, develop independence and experience success.

5.2 Disability

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A pupil does not need to have a formal diagnosis for the Equality Act definition of disability to be considered. The focus is on the impact of an impairment and the barriers it may create.

Woodland View Primary School is committed to ensuring that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils. We will make reasonable adjustments where required and consider proactively how barriers can be reduced or removed. The duty to make reasonable adjustments includes taking positive steps to address disadvantages experienced by disabled people.

We recognise that a pupil may have a disability without having SEN, and that a pupil may have SEN without meeting the Equality Act definition of disability. Where a pupil has both SEN and a disability, we will consider both sets of duties and ensure that appropriate provision and reasonable adjustments are made.

5.3 The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These areas provide a useful framework for understanding pupils' needs and planning appropriate support. However, they are not categories into which children should be placed. Pupils may have needs across more than one area, and their needs may change over time. We therefore take a holistic approach and consider the individual child rather than focusing solely on a particular area or diagnosis.

1. Communication and Interaction

Pupils with needs in this area may experience difficulties with speech, language and communication, including understanding language, expressing themselves, processing information or using and understanding social communication.

This may include pupils with:

- speech, language and communication needs (SLCN);
- difficulties understanding or using spoken or written language;
- difficulties with social communication and interaction; and
- autism spectrum conditions.

We recognise that communication differences can affect how pupils understand and experience the world around them. We will consider how best to support each pupil's communication, interaction and participation.

2. Cognition and Learning

Pupils with needs in this area may experience difficulties with learning, processing, retaining or applying information. These difficulties can range from relatively specific difficulties with particular aspects of learning to more significant and complex learning needs.

This area may include:

- specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia;
- moderate learning difficulties (MLD);
- severe learning difficulties (SLD); and
- profound and multiple learning difficulties (PMLD).

Pupils may require different approaches, adaptations, resources or additional support to access learning and demonstrate what they know and can do.

We will focus on identifying barriers to learning and the support that enables pupils to make progress, rather than defining pupils by their area of need.

3. Social, Emotional and Mental Health

Pupils may experience a wide range of social, emotional and mental health needs. These may affect their emotional wellbeing, relationships, regulation, behaviour, engagement or ability to access learning.

This may include pupils experiencing:

- anxiety or other mental health difficulties;
- difficulties with emotional regulation;

- attention difficulties, including ADHD;
- difficulties associated with attachment or relationships;
- the impact of adverse or traumatic experiences; and
- other social or emotional difficulties that affect their ability to learn and participate.

These needs can present in many different ways. A pupil may appear withdrawn, anxious or isolated, or may communicate their needs through behaviours that adults find difficult to understand or manage.

At Woodland View, we recognise that all behaviour is communication. We seek to understand what a pupil may be communicating through their behaviour and identify the underlying needs, barriers or unmet needs that may be contributing to their presentation.

4. Sensory and/or Physical Needs

Pupils with sensory and/or physical needs may have a disability or condition that affects their ability to access learning, the physical environment or opportunities that are generally available to their peers.

This may include:

- visual impairment;
- hearing impairment;
- multi-sensory impairment;
- physical disability; and
- sensory processing or sensory regulation difficulties.

Pupils may require reasonable adjustments, adapted resources, specialist equipment, changes to the physical environment, alternative ways of accessing information or additional adult support to enable them to participate fully in school life.

We will consider the individual barriers experienced by each pupil and work with pupils, parents/carers and relevant professionals to identify appropriate adjustments and support.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Julie Atherton

The SENDCO works strategically across the school to coordinate, advise on and quality-assure SEND provision. However, responsibility for meeting the needs of pupils with SEND is shared across the whole school community. Class teachers remain 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.

They will:

- Ensure that parents/carers are informed when their child may have SEND and work collaboratively with them to understand the pupil's needs, identify appropriate provision and review its effectiveness.

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and SEND provision across the school.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on and oversee the implementation of the graduated approach of Assess, Plan, Do and Review, ensuring that provision is regularly reviewed and adapted in response to pupils' needs, progress and outcomes.
- Advise on appropriate teaching approaches, adaptations and reasonable adjustments to ensure that barriers to learning, participation and achievement are identified and addressed.
- Advise on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively and ensure that resources are used appropriately.
- Be a point of contact for external agencies, particularly the Local Authority and its support services, and work collaboratively with external professionals to ensure that appropriate provision is identified and provided.
- Coordinate and contribute to high-quality SEND training and professional development, working with the Headteacher to identify staff training needs and develop staff knowledge, confidence and expertise in meeting a diverse range of SEND needs.
- Promote the voice and participation of pupils with SEND, ensuring that their views, wishes and feelings are listened to and taken into account when identifying needs, planning provision and reviewing support, using approaches appropriate to their age and understanding.
- Promote an inclusive culture across the school, advocating for pupils with SEND and working with colleagues to identify and remove barriers to their participation, learning and achievement.
- Monitor and evaluate the effectiveness of SEND provision, including the progress and outcomes of pupils with SEND, and use this information to inform and continually improve provision.
- With the Headteacher and teaching staff, identify patterns in the school's identification of SEND, both within the school and, where appropriate, in comparison with national data, and use these to reflect on and reinforce the quality of teaching and provision.
- With the Headteacher, regularly review and evaluate the breadth and impact of SEND support the school offers or can access, and cooperate with the Local Authority in reviewing the provision available locally and contributing to the development of the Local Offer.
- Liaise with potential next providers of education to ensure that pupils and their parents/carers are informed about options and that appropriate and effective transition arrangements are planned.
- When a pupil moves to a different school or educational setting, ensure that relevant information about their SEND and provision is shared with the receiving school or appropriate authority in a timely manner.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010, including in relation to reasonable adjustments and access arrangements.

- Ensure that the school's SEND records are accurate, up to date and appropriately maintained.
- Prepare and review information for inclusion in the school's SEND Information Report and contribute to the review and development of the SEND policy.
- Work collaboratively with pupils, parents/carers, staff, Governors, the Local Authority and external professionals to promote positive outcomes and ensure that provision remains responsive to individual needs.

6.2 The governing board

The Governing Body has a strategic responsibility for ensuring that the school fulfils its statutory duties and provides effective SEND provision. It works closely with the Headteacher and SENDCO to monitor the quality and impact of provision, provide appropriate challenge and support, and ensure that SEND remains a strategic priority for the school.

- Co-operate with the Local Authority in reviewing the provision that is available locally and contributing to the development of the Local Offer.
- Use its strategic role to ensure that the school makes appropriate provision for pupils with SEND, so that they receive the support they need to make progress and achieve their potential.
- Ensure that pupils with SEND are able to engage in the activities of the school alongside pupils who do not have SEND, making reasonable adjustments where appropriate.
- Ensure that appropriate arrangements are in place for informing and involving parents/carers when special educational provision is being made for their child.
- Ensure that the school has appropriate arrangements in place to support pupils with medical conditions.
- Ensure that the school provides a broad, balanced and ambitious curriculum that is accessible to pupils with SEND.
- Ensure that the school has a clear approach to identifying and responding to SEND, including the effective implementation of the graduated approach.
- Ensure that appropriate arrangements are in place for monitoring and reporting pupils' progress, including statutory reporting requirements.
- Ensure that SEND records and information are accurate and kept up to date.
- Ensure that the school publishes and regularly reviews its SEND Information Report in accordance with statutory requirements.
- Ensure that the school meets its duties under the Equality Act 2010, including in relation to reasonable adjustments, accessibility and preventing disabled pupils from being treated less favourably.
- Ensure that the school has an appropriate Accessibility Plan and that this is reviewed and implemented effectively.
- Ensure that a suitably qualified teacher is designated as the SENCO and that the SENCO's key responsibilities are clearly established and effectively carried out.
- Monitor the effectiveness of the SENCO role and SEND provision, including through appropriate reports, monitoring activities and review.
- Ensure that appropriate resources are allocated to support pupils with SEND and monitor the impact and effectiveness of those resources.

- Ensure that the school fulfils its statutory duties in relation to SEND, including those set out in the Children and Families Act 2014, SEND Code of Practice and Equality Act 2010.

6.3 The SEND link governor

The SEND link governor has a strategic monitoring and support role and does not have responsibility for the day-to-day management or delivery of SEND provision.

The SEND link governor is Hannah Groves.

The SEND governor will:

- Help to raise awareness of SEND issues and promote the importance of inclusion at Governing Body meetings.
- Develop an understanding of the school's SEND provision, including the needs of pupils with SEND and the school's approach to identifying and supporting those needs.
- Monitor the quality and effectiveness of SEND provision within the school and report relevant findings, developments and areas for improvement to the Governing Body.
- Work with the Headteacher and SENDCO to understand the strategic development of SEND provision and contribute to the ongoing review and development of the SEND policy.
- Monitor the extent to which pupils with SEND are included in all aspects of school life, including the curriculum, enrichment activities, trips, clubs and wider school opportunities.
- Meet with the SENDCO at appropriate intervals to discuss SEND provision, outcomes, priorities and areas for development.
- Undertake appropriate monitoring activities, such as school visits, where agreed with the Headteacher and in line with the Governing Body's monitoring arrangements.
- Support the Governing Body in understanding the impact of SEND provision and the use of SEND resources, including how these contribute to positive outcomes for pupils.
- Keep their knowledge of SEND legislation, statutory guidance and local developments up to date, undertaking appropriate training where necessary.
- Act as a link between the SENDCO and Governing Body, ensuring that relevant SEND information is communicated appropriately while maintaining confidentiality

6.4 The headteacher

The headteacher is Mark Horsley

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision across the school.
- Have overall responsibility and accountability for the quality of SEND provision within the school and for ensuring that pupils with SEND are supported to make progress and achieve positive outcomes.
- Work with the SENDCO and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010, including duties relating to reasonable adjustments, accessibility and access arrangements.
- Ensure that the school has an inclusive culture and ethos, in which pupils with SEND are valued, included and supported to participate fully in school life.

- Ensure that the SENDCO has sufficient time, resources and appropriate support to fulfil the responsibilities of the role effectively.
- Maintain an overview of the needs of the current cohort of pupils with SEND, including patterns of need, provision and outcomes.
- Monitor the school's notional SEND budget and any additional funding allocated by the Local Authority to support individual pupils, ensuring that resources are used effectively to meet identified needs.
- Work with the SENDCO to identify and address staff training needs relating to SEND and ensure that appropriate professional development is incorporated into the school's continuing professional development programme.
- With the SENDCO, regularly review and evaluate the breadth, quality and impact of SEND provision available within the school and through external agencies, and work with the Local Authority where appropriate.
- With the SENDCO and teaching staff, analyse patterns in the identification of SEND, including, where appropriate, comparison with national data, and use this information to evaluate and improve the quality of teaching and provision.
- Ensure that appropriate action is taken where a pupil may require an Education, Health and Care needs assessment or an early review of an existing EHC plan, working with the SENDCO and Local Authority as appropriate.
- Ensure that the school works effectively with parents/carers, pupils and external professionals to identify needs, plan provision and review outcomes.
- Ensure that SEND remains a strategic priority within school improvement planning, with appropriate actions, monitoring and evaluation.

6.5 Class teachers

Class teachers remain responsible and accountable for the progress and development of pupils with SEND in their class, including where pupils receive support from teaching assistants, specialist staff or through targeted interventions. The use of additional adults or interventions does not remove the teacher's responsibility for planning, teaching, monitoring and evaluating provision.

Each class teacher is responsible for:

- Taking responsibility for the progress, development, wellbeing and inclusion of every pupil in their class, including pupils with SEND.
- Planning and delivering high-quality, inclusive teaching that is appropriately adapted to meet the diverse needs of pupils, using a graduated approach where additional SEND support is required.
- Maintaining high expectations for pupils with SEND, recognising and building on their individual strengths, interests, achievements and aspirations.
- Identifying and responding to barriers to learning, participation and achievement, making appropriate adaptations and reasonable adjustments to enable pupils with SEND to access the curriculum and wider school life.
- Knowing and understanding the individual needs of pupils with SEND in their class and ensuring that relevant information, strategies and recommendations are reflected in day-to-day classroom practice.

- Working closely with teaching assistants and specialist staff, ensuring that support and interventions are purposeful, appropriately planned and linked to classroom teaching. Teachers will remain responsible for the progress of pupils receiving additional support.
- Planning, monitoring and assessing the impact of interventions and additional provision, ensuring that support is reviewed and adapted where it is not having the intended impact.
- Working collaboratively with the SENDCO to review pupils' progress, development and provision and identify any changes or additional support that may be required.
- Implementing the Assess, Plan, Do, Review cycle effectively, contributing to the identification of needs, planning of provision, implementation of support and evaluation of its impact.
- Listening to and involving pupils with SEND in decisions about their learning and support, taking account of their views, wishes and feelings in an age-appropriate way.

Work in partnership with parents/carers, communicating regularly to:

- agree clear outcomes and review progress towards them;
- discuss the provision, strategies and support that will help the pupil achieve those outcomes;
- listen to parents'/carers' views, concerns and aspirations;
- share information about the pupil's strengths, progress and areas for development; and
- agree the respective responsibilities of the pupil, parents/carers and school.
- Communicate and collaborate with external professionals, where appropriate, and implement relevant recommendations and advice within classroom practice.
- Ensure that they follow and contribute to the implementation of the SEND Policy and SEND Information Report, alongside other relevant school policies and procedures.
- Contribute to the accurate recording and review of SEND provision, ensuring that information about pupils' needs, support and progress is kept up-to-date.
- Seek advice and support from the SENDCO when required, particularly where a pupil's needs, progress or response to provision gives cause for concern.

6.6 Parents or carers

We recognise parents and carers as important partners in supporting children with SEND. Parents and carers have valuable knowledge and understanding of their child, and their views, experiences and aspirations are central to identifying needs, planning provision and reviewing support.

Parents and carers are encouraged to share any concerns they have about their child's learning, development, wellbeing or progress with the school. They are also encouraged to share information about their child's strengths, interests, needs and experiences outside school, including any changes that may affect their presentation or support needs.

Parents and carers of pupils with SEND will be given regular opportunities to contribute their views and to participate in discussions and decisions about their child's support and provision. The school will work collaboratively with families to agree appropriate outcomes and identify how home and school can work together to support the child.

Parents and carers will:

- Share relevant information about their child's strengths, needs, development, wellbeing and experiences outside school.
- Communicate any concerns or changes in their child's needs with the school as soon as possible.
- Share their views, aspirations and priorities for their child's education and development.
- Participate in reviews of SEND provision, including discussions about the Assess, Plan, Do, Review cycle where appropriate.
- Work collaboratively with school staff and relevant professionals to identify strategies and provisions that may support their child.
- Provide feedback on the effectiveness of support, including what works well for their child at home and in other settings.
- Support agreed strategies and approaches at home where appropriate, recognising that the school's and family's approaches may need to be adapted to different contexts.
- Ask questions and seek clarification where they are unsure about their child's provision, progress or support.

The school will:

- Listen to and value parents' and carers' views and take them into account when making decisions about SEND provision.
- Communicate regularly and openly with families about their child's progress, needs and provision.
- Provide appropriate opportunities for parents and carers to contribute to reviews and decisions about their child's support.
- Work in partnership with families to agree aspirations and outcomes for their child.
- Share information about strategies, provision and progress in a clear and accessible way.
- Signpost families to relevant support, advice and information where appropriate.
- Respect the knowledge and expertise that parents and carers have about their child, recognising that effective partnership working is central to positive outcomes.

6.7 The pupil

At Woodland View, we believe that children and young people are experts in their own experience. Their views, wishes and feelings are central to understanding their needs and planning effective support. We want every pupil with SEND to feel listened to, understood and involved in decisions about their education and support.

Pupils with SEND will be given regular, age-appropriate opportunities to share their views about their strengths, interests, needs, experiences and aspirations, and to contribute to discussions and decisions about the support they receive.

Depending on their age, understanding and individual needs, pupils may:

- Share their strengths, interests and achievements, as well as areas they find difficult or where they feel they need additional support.
- Explain what helps them to learn, participate and feel successful, including approaches, adaptations or strategies that work well for them.
- Contribute to identifying targets and outcomes and help to review their progress towards these.
- Participate in reviews and meetings about their support where this is appropriate and comfortable for them.
- Give feedback about the effectiveness of support and interventions, including what they feel is helping and what could be changed.
- Share their views about their experience of school, including relationships, friendships, wellbeing, learning and participation.
- Develop confidence in communicating their needs and asking for help, supporting the development of independence and self-advocacy.

We recognise that pupil voice looks different for every child. Some pupils may be able to express their views directly, while others may need additional time, communication support, visual approaches, a trusted adult or alternative ways of sharing their views. Staff will make appropriate adaptations to ensure that every pupil has a meaningful opportunity to be heard.

The views, wishes and feelings of pupils will be taken into account when making decisions that affect them. Where a pupil's preferred approach cannot be followed, we will seek to understand their perspective, explain decisions in an age-appropriate way and ensure that their voice remains part of the process.

Our aim is not simply to ask children what they think, but to help them develop the confidence to understand themselves, recognise their strengths, communicate their needs and have a meaningful voice in their education.

We want every child to know: “My voice matters. I am listened to. I am understood. I belong.”

7. SEN information report

Woodland View Primary School publishes a SEND Information Report on the school website. The report provides clear information about how the school identifies, supports and makes provision for pupils with Special Educational Needs and/or Disabilities (SEND), and how the school's SEND Policy is implemented in practice.

The SEND Information Report is reviewed and updated at least annually and whenever there are significant changes to the information it contains. The school will ensure that the information remains accurate, accessible and reflective of current SEND provision.

The SEND Information Report is intended to provide pupils, parents and carers with clear information about the support available at Woodland View and how the school works in partnership with families and other professionals to meet the needs of pupils with SEND.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Woodland View Primary School, we recognise that early identification of Special Educational Needs and/or Disabilities (SEND) is important in ensuring that children receive the right support at the right time. Early identification allows us to understand a child's strengths, needs and barriers to learning, and to put appropriate support and adaptations in place before difficulties become more significant.

We recognise that every child is different and that SEND may present in a variety of ways. Identification is therefore not based solely on attainment or academic progress. We consider the whole child, including their learning, communication, language, physical and sensory development, social and emotional development, behaviour, independence and participation in school life.

When pupils join Woodland View, we will gather and consider relevant information about their strengths, needs, development and previous experiences. This may include information from parents and carers, the pupil, previous educational settings, the Early Years setting or other professionals. Where a pupil has previously been identified as having SEND, is known to external agencies or has an Education, Health and Care Plan (EHCP), we will work with the relevant people to ensure that appropriate information is shared and support is considered as early as possible.

Class teachers have a key role in identifying emerging needs. They will:

- Know their pupils well and monitor their learning, development, wellbeing and participation over time.
- Use assessment information and their professional knowledge to identify pupils who may be experiencing barriers to learning or development.
- Consider progress alongside a pupil's starting points, individual circumstances and wider development.
- Listen to pupils and take account of their views, experiences and understanding of their own needs.
- Work closely with parents and carers, recognising the valuable information they can provide about their child.
- Use high-quality, inclusive teaching and appropriate adaptations to respond to identified areas of difficulty.
- Monitor the impact of support and consider whether further assessment or additional provision may be required.

Where a pupil is experiencing difficulties, staff will consider a range of possible factors before concluding that these may be related to SEND. This may include changes in circumstances, attendance, communication or language needs, relationships, emotional wellbeing, bereavement, bullying or other factors affecting the child's ability to learn and participate.

Slow progress or low attainment alone will not automatically mean that a pupil has SEND. Equally, pupils with SEND may make good progress and achieve well when appropriate support and

adaptations are in place. Our focus is therefore on understanding the individual barriers a child may be experiencing and determining what support is needed to enable them to thrive.

Where a potential special educational need is identified, the class teacher will discuss this with the SENDCO and, where appropriate, with the pupil and their parents or carers. Further assessment or advice from specialist professionals may be sought where this would help us to better understand the pupil's needs and identify effective support.

In deciding whether a pupil requires special educational provision, we will consider:

- The pupil's strengths, needs and individual circumstances.
- Their views, wishes and feelings, in a way appropriate to their age and understanding.
- The views and aspirations of their parents or carers.
- The progress they are making from their individual starting point.
- Any barriers affecting their learning, development or participation.
- The effectiveness of the support and adaptations already provided through our ordinarily available provision.
- Whether additional or different provision is required.
- Advice and information from relevant professionals, where appropriate.

Our approach follows the Assess, Plan, Do, Review cycle. Provision will be regularly reviewed to ensure that it remains appropriate and effective, and will be adapted in response to the pupil's changing needs.

We recognise the importance of being particularly thoughtful when identifying SEND in pupils whose first language is not English. Staff will consider whether difficulties may relate to language acquisition, cultural or linguistic factors, or an underlying special educational need, and will avoid making assumptions based solely on attainment or communication in English.

We will work collaboratively with parents, pupils and other professionals throughout the identification process. Our aim is not simply to identify a label or diagnosis, but to develop a shared understanding of what the child needs in order to learn, participate, develop independence and feel that they belong.

Where a pupil is identified as having SEND, we will ensure that appropriate provision and reasonable adjustments are considered and implemented as early as possible. We will continue to monitor the effectiveness of this support and ask ourselves, "What more can we do?" to remove barriers and help the pupil achieve their potential.

SEND Register:

Where, following assessment and discussion with the pupil, parents/carers and relevant staff, it is identified that a pupil requires provision that is additional to or different from that ordinarily available to pupils of the same age, the pupil may be placed on the school's SEND register and receive SEN Support.

Placement on the SEND register is not based solely on a diagnosis, attainment level or a particular category of need. Decisions will be based on the pupil's individual strengths, needs, barriers to learning and participation, the provision already in place and the impact of that provision.

The SEND register is not a static list. Pupils' needs and circumstances may change over time, and their SEND status will be reviewed as part of the graduated Assess, Plan, Do, Review process.

Entry to the SEND Register:

A pupil may be added to the SEND register where evidence indicates that:

- they have a learning difficulty or disability which requires special educational provision;
- they are experiencing persistent or significant barriers to learning, development or participation;
- ordinarily available provision and reasonable adjustments have not been sufficient to meet their needs; and/or
- additional or different provision is required to enable them to make progress, participate and achieve their outcomes.

The decision will take account of the views of the pupil and their parents/carers, alongside assessment information, professional advice and the expertise of school staff.

Exit from the SEND Register:

A pupil may be removed from the SEND register where, following review, it is agreed that they no longer require SEN Support because their needs can be met through the school's ordinarily available provision and appropriate reasonable adjustments.

This decision will be made carefully and will consider:

- the pupil's progress and development;
- their current strengths, needs and barriers;
- the effectiveness of provision and adaptations;
- the pupil's views and experiences;
- parents' and carers' views;
- the views of relevant school staff and, where appropriate, external professionals; and
- whether the pupil continues to require provision that is additional to or different from that ordinarily available.

Removal from the SEND register does not mean that a pupil will no longer receive support or reasonable adjustments. Where appropriate, strategies and adaptations will continue as part of high-quality inclusive teaching and the school's ordinarily available provision.

If a pupil's needs change in the future, their needs will be reconsidered and they may be added to the SEND register again where appropriate.

8.2 Consulting and involving pupils and parents/carers

At Woodland View Primary School, we believe that effective SEND provision starts with listening. Pupils and their parents/carers are at the heart of decisions about special educational provision, and

we are committed to working collaboratively with families to develop a shared understanding of each child's strengths, needs and aspirations.

When a potential special educational need is identified, we will seek to involve the pupil and their parents/carers at an early stage. We will create opportunities for everyone to share their knowledge, experiences and views so that we can develop a clear and shared understanding of what the child needs to thrive.

These discussions will aim to ensure that:

- The pupil's strengths, interests and areas of difficulty are understood, including what they feel helps them to learn and participate.
- The views, wishes and feelings of the pupil are heard in a way that is appropriate to their age, understanding and individual communication needs.
- Parents and carers can share their knowledge and experience of their child, including any concerns, strengths, changes in needs or strategies that work well at home.
- The pupil's aspirations and desired outcomes are understood and agreed, wherever possible.
- Everyone has a clear understanding of the support and adaptations being considered and why they may be appropriate.
- Everyone understands the agreed next steps, including who will be responsible for actions and when these will be reviewed.

Where appropriate, information from these discussions will be recorded as part of the pupil's SEND records and shared with parents/carers. We will ensure that information is communicated clearly and accessibly and that families have opportunities to ask questions, share further information and provide feedback.

Where it is agreed that a pupil requires special educational provision, parents/carers will be informed and involved in discussions about the provision, outcomes and review arrangements. The pupil will also be involved wherever appropriate, recognising that meaningful participation may look different for every child.

We recognise that partnership working is an ongoing process rather than a single conversation. We will continue to listen to pupils and families, review the effectiveness of provision and adapt support in response to changing needs.

Our aim is to ensure that pupils and families feel listened to, respected and involved, and that decisions are made with them rather than simply for them.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, Woodland View Primary School will take action to identify and remove barriers to learning, participation and development and ensure that appropriate special educational provision is put in place.

We use the graduated approach of Assess, Plan, Do, Review to ensure that support is carefully considered, purposeful and responsive to each pupil's individual needs. This is an ongoing cycle

rather than a one-off process. Provision will be reviewed regularly and adapted as the pupil's needs, progress and circumstances change.

1. Assess:

The class teacher, supported by the SENDCO where appropriate, will develop a clear understanding of the pupil's strengths, needs and barriers to learning. Assessment will draw on a range of information, including:

- The pupil's views, wishes and feelings.
- The views and knowledge of parents/carers.
- The teacher's professional knowledge and observations.
- Assessment and progress information.
- The pupil's response to existing teaching, adaptations and support.
- Information from previous settings or professionals, where relevant.
- Advice from external specialists, where appropriate.

Assessment will consider the whole child, including learning, communication, language, social and emotional development, sensory or physical needs, independence, wellbeing and participation.

Assessment will be ongoing and reviewed regularly. We will consider how the pupil responds to different approaches, adaptations and support so that we can develop our understanding of what helps them to learn, participate and make progress.

2. Plan:

Where additional or different provision is required, the class teacher and SENDCO will work with the pupil and their parents/carers to agree the support and adaptations to be put in place.

Planning will identify:

- The pupil's strengths and identified needs.
- The barriers we are seeking to remove.
- The desired outcomes for the pupil.
- The adjustments, strategies, interventions or additional provision that will be provided.
- Who will be responsible for delivering and monitoring the provision.
- How and when the impact of the provision will be reviewed.

All staff working with the pupil will have access to the information they need to understand the pupil's needs and the approaches that support them effectively. Relevant information will be recorded on the school's management information system and/or appropriate pupil support documentation.

Parents/carers will be kept informed about planned provision and will be given opportunities to contribute their knowledge, views and feedback. Where appropriate, families may be offered suggestions for ways they can support agreed outcomes at home.

3. Do:

The class teacher remains responsible and accountable for the progress, development and inclusion of the pupil, including where the pupil receives support from a teaching assistant, specialist staff member or through targeted intervention.

The class teacher will work closely with teaching assistants and other staff involved in supporting the pupil to ensure that provision is purposeful, appropriately planned and connected to high-quality classroom teaching.

Where a pupil receives support away from their usual classroom environment, staff will consider how this support complements rather than replaces their access to the wider curriculum and opportunities to learn alongside their peers.

The SENDCO will support staff through advice, problem-solving, observation and, where appropriate, further assessment. This may include supporting staff to develop their understanding of the pupil's strengths and needs and identify effective strategies and adaptations.

Staff will monitor how the pupil responds to the provision and will communicate any significant changes or concerns so that support can be adapted where necessary.

4. Review:

The effectiveness of the provision and its impact on the pupil will be reviewed at the agreed time and in line with the school's usual review arrangements.

Reviews will consider:

- The pupil's views, wishes and feelings, including what they feel is helping and what they would like to change.
- The views of parents/carers, including what they observe at home or in other settings.
- The pupil's progress towards their agreed outcomes.
- The impact and quality of the support and interventions provided.
- The views and professional observations of staff working with the pupil.
- Whether the pupil's needs or circumstances have changed.

The class teacher and SENDCO will use this information to determine whether the current provision should be:

- Continued because it is effective.
- Adapted or refined.
- Replaced with a different approach.
- Increased or reduced.
- Supported by further assessment or specialist advice.

The pupil and their parents/carers will be involved in these decisions wherever possible. The cycle will then begin again, ensuring that provision remains responsive to the pupil's changing needs.

The purpose of the graduated approach is not simply to provide more support, but to ensure that the right support is provided, at the right time, and that it makes a meaningful difference to the pupil's experience, progress and outcomes.

At every stage, we will continue to ask: “What more can we do?”

The outcome of a review may include continuing, adapting, increasing or reducing provision, seeking further assessment or specialist advice, or considering whether the pupil continues to require SEN Support and should remain on the SEND register.

8.4 Levels of support.

Woodland View Primary School recognises that pupils with SEND have a wide range of needs and that the level and type of support required will vary from pupil to pupil. Our aim is to ensure that provision is proportionate, personalised and responsive to the individual child, rather than based solely on a particular label or level of need.

Most pupils with SEND will have their needs met through SEN Support provided by the school. Where a pupil requires provision that is additional to or different from that ordinarily available through high-quality inclusive teaching and the school's core offer, we will use the Assess, Plan, Do, Review cycle to identify, implement and evaluate appropriate support.

SEN Support

Pupils receiving SEN Support will be identified on the school's SEND register. Their needs will be addressed through the graduated approach, with provision reviewed regularly to ensure that it remains appropriate and effective.

SEN Support may include a combination of:

- High-quality, adaptive teaching and reasonable adjustments.
- Targeted interventions or additional teaching.
- Individualised strategies or approaches.
- Additional resources or equipment.
- Support for communication, interaction, social and emotional development, sensory or physical needs.
- Advice and support from the SENDCO and other appropriately trained staff.
- Advice or involvement from external professionals where this is appropriate.

Where a pupil's needs cannot be fully understood or met through the expertise available within school, we will consider seeking advice or support from relevant external specialists. We will not wait for a formal diagnosis before putting appropriate support in place where a need has been identified.

Provision for pupils receiving SEN Support is primarily funded through the school's delegated resources, including its notional SEND budget, in accordance with the school's and local authority's funding arrangements.

For school census purposes, pupils receiving SEN Support are recorded using SEN Support (K) where applicable.

Inclusion Base – The Launch Pad

The Launch Pad is Woodland View Primary School's Inclusion Base, providing additional support for pupils who may require a more personalised approach to learning, regulation and participation.

The Launch Pad is an integral part of our whole-school approach to inclusion. It is not a separate curriculum or an alternative to belonging to the wider school community. Pupils accessing The Launch Pad remain valued members of their classes and the wider Woodland View community, with support planned around their individual needs, strengths and aspirations.

The Launch Pad provides a flexible and nurturing environment where pupils can access targeted support, intervention and opportunities for emotional regulation, alongside academic and developmental support. Provision is personalised according to each pupil's needs and may include support with:

- Emotional regulation and wellbeing.
- Communication and interaction.
- Developing independence and self-advocacy.
- Engagement with learning.
- Developing academic skills and addressing identified gaps.
- Sensory regulation and meeting sensory needs.
- Social skills, relationships and participation.
- Preparing for and successfully accessing learning within the mainstream classroom.

The Inclusion Base may provide support for part of a pupil's school day (base) or for specific activities (space), depending on their individual needs and the provision identified through the Assess, Plan, Do, Review process. The aim is always to provide the right support at the right time, while maintaining meaningful opportunities for pupils to learn, play and participate alongside their peers.

Staff working within The Launch Pad will work closely with class teachers, the SENDCO, parents/carers and relevant professionals to ensure that provision is purposeful, coordinated and linked to the pupil's wider learning and development. Strategies and approaches developed within The Launch Pad will be shared with relevant staff so that pupils can be supported consistently across school.

Provision will be regularly reviewed to consider the pupil's progress, wellbeing, engagement and developing independence. Where appropriate, the level of support will be adapted in response to the pupil's changing needs.

At Woodland View, we believe that inclusion means creating the conditions in which every child can belong and flourish. The Launch Pad is one of the ways in which we remove barriers and provide children with the support they need to access learning, develop confidence and experience success.

Our guiding principle remains: "All behaviour is communication." We seek to understand what a child is communicating through their behaviour, rather than simply responding to the behaviour itself, and use this understanding to identify appropriate support and develop positive, sustainable approaches.

Our Launch Pad is a provision within our inclusive offer, not a destination separate from the school community.

Education, Health and Care (EHC) Plans

Some pupils have needs that require provision beyond what can reasonably be provided through the school's ordinarily available provision and SEN Support. Where this is the case, the school, in partnership with the pupil and their parents/carers, may consider whether it is appropriate to request an Education, Health and Care (EHC) needs assessment from the local authority.

An EHC plan is a statutory plan which describes a child's or young person's special educational needs, the outcomes they are working towards and the special educational provision required to meet those needs. It may also include relevant health and social care needs and provision.

An EHC plan is not a prerequisite for a pupil to receive appropriate SEND support. Equally, having an EHC plan does not replace the need for high-quality teaching, appropriate adaptations or ongoing review of provision.

Where a pupil has an EHC plan, Woodland View will work in partnership with the pupil, parents/carers, the local authority and relevant professionals to ensure that the provision specified in the plan is implemented and reviewed appropriately.

The school will contribute to statutory reviews of EHC plans and will provide relevant information about the pupil's progress, needs, provision and outcomes.

Funding arrangements for pupils with EHC plans will follow the relevant local authority and national funding arrangements and may include resources from the school's delegated funding and additional high-needs funding, where applicable.

For school census purposes, pupils with an EHC plan are recorded using code E where applicable.

8.5 Evaluating the effectiveness of SEN provision

At Woodland View Primary School, we are committed to ensuring that SEND provision is purposeful, effective and makes a meaningful difference to pupils' learning, development, wellbeing and experience of school. We do not measure effective provision simply by the amount of support provided; we consider whether the support is having the intended impact and whether it is helping to remove barriers and enable pupils to participate, progress and achieve.

We use a range of information to evaluate the effectiveness of our SEND provision, including:

- Tracking pupils' progress and outcomes, including academic progress and wider outcomes such as communication, independence, engagement, regulation, confidence and participation.
- Reviewing provision through the Assess, Plan, Do, Review cycle, ensuring that support is regularly evaluated and adapted in response to the pupil's needs and progress.
- Monitoring the impact of interventions and additional provision, including whether pupils are making progress towards their agreed outcomes.
- Pupil voice and feedback, giving pupils opportunities to tell us about their experiences, what helps them and what they feel could be improved.
- Feedback from parents and carers, recognising their knowledge of their child and their experience of the impact of support at home and in the wider community.
- Class teacher and staff observations, including the impact of adaptations, strategies and interventions on pupils' learning and participation.

- SENDCO monitoring, including reviewing provision, records, pupil progress, interventions, classroom practice and the consistency and quality of SEND support across the school.
- Analysis of patterns and trends, helping us to identify areas of strength, emerging needs and priorities for whole-school development.
- Monitoring the effectiveness of the Inclusion Base (Launch Pad) and considering how provision supports pupils' engagement, regulation, learning, independence and inclusion within the wider school community.
- Annual reviews of EHC plans, where we consider progress towards outcomes and whether the provision remains appropriate to the pupil's needs and aspirations.
- Feedback from external professionals, where specialist advice or support has been involved.

We use this information to identify what is working well, where provision may need to be adapted and where further support, training or resources may be required. Where an approach is not having the intended impact, we will not simply continue with it; we will consider what needs to change.

Equipment, Resources and Facilities

We recognise that appropriate equipment, resources and adaptations can be essential in removing barriers for pupils with SEND. We will consider the individual needs of pupils and, where appropriate, provide or seek access to resources, equipment and facilities that support their learning, communication, physical access, sensory regulation, independence and participation.

This may include specialist equipment, adapted resources, communication supports, sensory resources, assistive technology, environmental adaptations and access to appropriate spaces within school, including the Inclusion Base.

Staff will work with pupils, parents/carers and relevant professionals to identify resources or adaptations that may be beneficial. The effectiveness of equipment and resources will be reviewed to ensure that they are being used appropriately and are having the intended impact.

Our evaluation of SEND provision is part of our commitment to continuous improvement. We listen, reflect, respond and adapt because we want every pupil to receive provision that genuinely meets their needs.

We continually ask ourselves: "What more can we do?"

9. Attendance

At Woodland View Primary School, we recognise that some pupils with SEND may experience additional or complex barriers to regular attendance. These barriers may relate to communication, sensory needs, anxiety, emotional regulation, physical or medical needs, difficulties with transitions, unmet learning needs or other individual circumstances.

Every pupil with SEND has the same right to access a high-quality education as every other pupil, and we maintain high aspirations for attendance and participation for all pupils. At the same time, we recognise that some pupils may require additional support, reasonable adjustments or a personalised approach to overcome barriers to attending school regularly.

Where attendance is a concern, we will seek to understand what may be preventing the pupil from attending and work collaboratively with the pupil and their parents/carers to identify appropriate

support. We will consider the pupil's individual SEND, their views and experiences, and any other factors that may be affecting their ability to attend.

Support may include:

- Identifying and reducing sensory, physical, communication or environmental barriers.
- Providing additional support around transitions, routines and changes.
- Considering reasonable adjustments to the school environment or daily expectations.
- Supporting emotional regulation and wellbeing.
- Using individualised approaches to support a successful return to school following an absence.
- Working with parents/carers and relevant external professionals where appropriate.
- Reviewing the effectiveness of support and adapting it in response to the pupil's changing needs.

We will not assume that attendance difficulties are simply a matter of behaviour or parental choice. We will seek to understand the underlying barriers and consider whether additional or different support is required.

Our approach to attendance, including the support available to pupils experiencing attendance difficulties, is set out in the school's Attendance Policy. SEND and attendance will be considered together where appropriate, ensuring that the school's approach remains inclusive, supportive and focused on enabling pupils to access education successfully.

10. Safeguarding

At Woodland View Primary School, we recognise that some pupils with SEND may experience additional safeguarding vulnerabilities or barriers to communicating when they are worried, unsafe or experiencing abuse, exploitation or neglect. We understand that safeguarding concerns may present differently for different pupils and that communication, sensory, cognitive, social or emotional needs may affect how a pupil communicates their experiences or responds to concerns.

All staff have a responsibility to safeguard and promote the welfare of pupils with SEND. Staff will remain alert to changes in a pupil's presentation, behaviour, communication, relationships, attendance, wellbeing or engagement and will consider whether these may indicate that a pupil requires additional support or that there may be a safeguarding concern.

We will ensure that pupils with SEND have appropriate and accessible ways to communicate their views, wishes, feelings and concerns. Staff will adapt their communication and approach where necessary and will take a child's individual needs into account when responding to a safeguarding concern.

We recognise that some pupils may be particularly vulnerable to bullying, abuse, exploitation, neglect or other forms of harm, including where they may have difficulty recognising unsafe situations, communicating what has happened or seeking help. We will therefore provide

appropriate support to help pupils understand how to keep themselves safe, recognise when something does not feel right and identify trusted adults they can turn to.

The safeguarding of pupils with SEND is everyone's responsibility. Staff will follow the school's safeguarding and child protection procedures and will seek advice from the Designated Safeguarding Lead where there are concerns about a pupil's welfare.

Further information about our safeguarding procedures, including our approach to child protection, pastoral support, communication needs and supporting pupils to overcome barriers to reporting concerns, can be found in the school's Safeguarding and Child Protection Policy.

We will ensure that pupils with SEND have appropriate and accessible ways to communicate their views, wishes, feelings and concerns.

11. Expertise and training of staff

At Woodland View Primary School, we believe that excellent SEND provision is everyone's responsibility. We are committed to developing the knowledge, skills and confidence of all staff so that pupils with SEND receive high-quality, inclusive and responsive provision throughout their school experience.

We recognise that effective SEND practice begins with staff understanding the individual pupil, while also developing a strong understanding of a wide range of special educational needs and disabilities. Training and professional development will therefore form an important part of our whole-school approach to inclusion.

The school will:

- Provide regular SEND training and professional development for teaching and support staff, informed by the needs of our pupils and the priorities of the school.
- Ensure that staff have access to appropriate training when new or emerging needs are identified within the school community.
- Identify individual and whole-school training needs through staff discussions, observations, monitoring, pupil needs, professional dialogue and the school's ongoing evaluation of SEND provision.
- Work with the Headteacher, SENDCO and relevant leaders to ensure SEND training is incorporated into the school's continuing professional development programme.
- Draw on the expertise of the SENDCO, teachers, support staff and other colleagues to share effective practice and build collective expertise.
- Seek advice and training from external specialists and relevant professionals where this would strengthen staff understanding or improve provision.
- Provide staff with appropriate information, guidance and strategies to support individual pupils and ensure that agreed approaches are implemented consistently.
- Support staff to develop their understanding of adaptive teaching, reasonable adjustments, communication, sensory needs, regulation, behaviour as communication and other barriers to learning and participation.

- Ensure that staff working directly with pupils have the information and support they need to understand individual needs and implement appropriate provision.

The SENDCO and Headteacher will monitor staff training needs and evaluate the impact of professional development on staff confidence, knowledge and classroom practice. Where appropriate, staff will be given opportunities to reflect on training, share learning with colleagues and consider how new knowledge can be applied in practice.

We recognise that expertise develops over time. Training is not simply about attending courses; it is about building a culture of professional curiosity, reflection and continuous improvement. Staff are encouraged to ask questions, seek advice, share ideas and reflect on what is working for individual pupils.

We will continue to develop staff expertise in response to the changing needs of our pupils and the wider school community. Our aim is for every member of staff to feel equipped, supported and confident to contribute to an inclusive environment in which every child can belong, participate and achieve.

As with all aspects of our SEND provision, we will continue to ask ourselves: “What more can we do?”

“Training is not simply about attending courses; it is about building a culture of professional curiosity, reflection and continuous improvement.”

12. Links with external professional agencies

At Woodland View Primary School, we recognise that supporting some pupils with SEND requires expertise and advice beyond that available within school. Working with external professionals is an important part of our graduated approach and helps us to develop a fuller understanding of a pupil's needs and identify effective ways to support them.

Where appropriate, we will work collaboratively with external professionals, with the involvement of the pupil and their parents/carers. Advice from external specialists will be considered alongside the knowledge and expertise of school staff and the information provided by the pupil and their family.

Depending on the individual needs of the pupil, this may include working with:

- Speech and Language Therapists (SaLT).
- Specialist teachers and specialist education support services.
- Educational Psychologists.
- Occupational Therapists (OTs).
- Physiotherapists.
- Paediatricians and other medical professionals.
- School Nurses and other health professionals.
- Child and Adolescent Mental Health Services (CAMHS), where appropriate.

- Education Welfare/attendance services.
- Social care and other relevant children's services.
- Other specialist professionals or agencies where their expertise would support the pupil's needs.

External professionals may contribute to assessment, provide specialist advice, recommend strategies or interventions, support staff development, or work directly with pupils where appropriate. Their recommendations will be considered carefully and, where appropriate, incorporated into the pupil's provision and reviewed for impact.

We will work in partnership with external professionals rather than viewing specialist advice as separate from the school's provision. Class teachers, the SENDCO and other relevant staff will work together to understand and implement agreed recommendations and monitor their impact.

Where consent is required, we will seek this from parents/carers and ensure that information is shared appropriately and in accordance with safeguarding, confidentiality and data protection requirements.

We recognise that families may already be working with professionals outside school. With appropriate consent, we will seek to work collaboratively with relevant services so that the pupil experiences a joined-up approach across home, school, health and other settings.

Our aim is to ensure that pupils benefit from the right expertise at the right time, while maintaining a clear focus on their individual strengths, needs, aspirations and outcomes.

13. Admission and accessibility arrangements

Woodland View Primary School is committed to ensuring that pupils with SEND and disabilities are welcomed, included and supported as members of our school community. Admission arrangements for pupils with SEND or disabilities are in accordance with the school's published admission arrangements and the requirements of the local authority and relevant legislation.

Pupils with SEND or a disability will not be disadvantaged in the admission process because of their additional needs. The school will work with the pupil, their parents/carers, the local authority and relevant professionals to understand the pupil's needs and identify any reasonable adjustments, adaptations, resources or support that may be required to enable them to access school successfully.

Where a pupil's EHC plan names Woodland View Primary School, the school will work with the local authority and the pupil's parents/carers to support their admission in accordance with the statutory requirements relating to EHC plans.

Where information about a pupil's SEND or disability is available before admission, the school will seek to obtain relevant information from the pupil's previous setting, parents/carers, local authority and other professionals, where appropriate. This will help us to plan effectively and ensure that appropriate provision and reasonable adjustments are considered from the outset.

We recognise that every pupil is an individual. We will not make assumptions about a pupil's needs based on a diagnosis or disability, but will seek to understand the individual barriers they may experience and the support that will enable them to participate fully in school life.

Where the school is oversubscribed, admissions will be managed in accordance with the published admission arrangements. These arrangements will be applied fairly and consistently and will not unlawfully discriminate against pupils with SEND or disabilities.

13.2 Accessibility Arrangements

Woodland View Primary School is committed to ensuring that disabled pupils have the same opportunities to participate, learn, achieve and belong as their peers. We recognise our responsibility to identify and remove barriers that may prevent disabled pupils from accessing the curriculum, physical environment, communication, information and wider aspects of school life.

We will make reasonable adjustments where required to ensure that disabled pupils are not placed at a substantial disadvantage. Adjustments will be considered on an individual basis and may relate to:

- Teaching and learning approaches.
- The curriculum and how learning is presented or accessed.
- Communication and the provision of accessible information.
- The physical environment.
- School routines, activities and expectations.
- Trips, visits, clubs, enrichment and wider school activities.
- Assessment arrangements.
- Access to appropriate equipment, resources, auxiliary aids or support.

We will work with pupils, parents/carers and relevant professionals to understand individual accessibility needs and identify appropriate adjustments and support. Accessibility is considered as part of our wider commitment to inclusion rather than as an additional or separate consideration.

The school will monitor the accessibility of its environment, curriculum and information and will identify improvements through its Accessibility Plan.

Our Accessibility Plan sets out the steps Woodland View will take to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment so that disabled pupils can make full use of the education, facilities, benefits and services provided by the school.
- Improve the availability of accessible information for disabled pupils.

The Accessibility Plan will be reviewed and updated in accordance with the school's statutory responsibilities and identified priorities.

We want accessibility to mean more than simply being able to enter a building. It means being able to participate, communicate, learn, contribute and experience the full life of the school.

Further information about the school's accessibility arrangements can be found in the Accessibility Plan and relevant school policies.

14. Complaints about SEND provision

At Woodland View Primary School, we are committed to working in partnership with pupils and their parents and carers to ensure that children with SEND receive appropriate, effective and inclusive provision. We recognise that parents and carers may sometimes have concerns about their child's support or experience of SEND provision, and we want these concerns to be heard and addressed promptly and respectfully.

Where a parent or carer has a concern about their child's SEND provision, we encourage them to raise this in the first instance with the class teacher, SENDCO or Headteacher, depending on the nature of the concern. We will listen carefully to the concerns raised, seek to understand the situation from the family's perspective and work collaboratively to identify an appropriate way forward.

Where appropriate, concerns may be addressed through discussion, review of the child's provision, the Assess, Plan, Do, Review process or by involving other relevant members of staff or professionals. Our aim is to resolve concerns as early as possible and to ensure that any necessary changes to provision are considered and implemented.

If a concern cannot be resolved informally, or if a parent or carer wishes to make a formal complaint, they are able to do so in accordance with the school's Complaints Policy.

Formal complaints about SEND provision will be handled in line with the school's complaints procedure:

<https://www.wvps.northants.sch.uk/page/?title=Policies&pid=71>

The school's complaints process provides a clear and structured way for concerns to be considered and responded to. Where a complaint relates specifically to the provision made for a pupil with an Education, Health and Care (EHC) Plan, the school will work with the pupil, parents/carers and relevant professionals to seek to resolve concerns and will follow any additional statutory processes that may apply.

If a parent or carer is not satisfied with the school's response, they may escalate their complaint in accordance with the school's Complaints Policy. In some circumstances, pupils may also be able to raise concerns or make a complaint themselves, with appropriate support according to their age and understanding.

Throughout the process, we will seek to ensure that pupils and families are treated fairly, respectfully and without prejudice. Raising a concern or complaint will not affect a pupil's access to education or SEND support.

Our approach to complaints reflects our wider commitment to partnership and continuous improvement. We see concerns and feedback as an opportunity to listen, reflect and consider what more we can do to improve the experience and outcomes of pupils with SEND.

15. Monitoring and evaluation arrangements

15.1 Evaluating the Effectiveness of the Policy

At Woodland View Primary School, we are committed to continually evaluating and improving our SEND policy and provision. We do not view the policy as a static document; it should reflect our current practice, the needs of our pupils and our ongoing commitment to inclusion and continuous improvement.

We will evaluate the effectiveness of our SEND policy and provision by considering whether we are meeting the aims and objectives set out within this policy and whether our practice is having a meaningful impact on the experiences, progress, development and outcomes of pupils with SEND.

Our evaluation will consider:

- Staff knowledge and confidence – whether staff understand the needs of pupils with SEND and feel equipped to provide appropriate, inclusive and responsive support.
- Early identification – how effectively and promptly pupils' additional needs are identified and understood, including whether appropriate support is put in place at the earliest opportunity.
- Quality of inclusive teaching and provision – whether pupils with SEND receive high-quality teaching, appropriate adaptations, reasonable adjustments and purposeful additional provision.
- Pupil progress and outcomes – the progress and attainment of pupils with SEND, alongside wider outcomes such as communication, independence, engagement, emotional regulation, confidence and participation.
- Effectiveness of the graduated approach – whether Assess, Plan, Do, Review is being implemented consistently and whether provision is reviewed and adapted when it is not having the intended impact.
- Pupil voice and experience – whether pupils with SEND feel safe, valued, listened to and included, and whether they have meaningful opportunities to contribute to decisions about their education and support.
- Inclusion and participation – whether pupils with SEND are able to meaningfully access learning, play, friendships, trips, clubs, enrichment and the wider life of the school.
- Parent and carer voice – feedback from parents and carers about their child's experience, provision, progress and partnership with the school.
- Staff feedback and professional reflection – feedback from teachers, support staff and other professionals about the effectiveness and consistency of SEND provision.
- Impact of interventions and additional provision – whether targeted interventions, resources, adaptations and specialist support are achieving their intended outcomes and represent an effective use of resources.
- Impact of the Inclusion Base (Launch Pad) – whether provision is supporting pupils' engagement, regulation, learning, independence, participation and sense of belonging.
- Equality and accessibility – whether barriers to participation are being identified and addressed and whether reasonable adjustments and accessibility arrangements are effective.
- External professional advice – whether recommendations from specialist professionals are appropriately considered, implemented and reviewed.

- Patterns and trends – identification, progress, attendance, exclusions, participation and other relevant information to identify areas of strength, emerging needs and priorities for school improvement.

We will use a range of evidence to evaluate our provision, including pupil and parent/carers feedback, staff feedback, assessment and progress information, SEND reviews, intervention monitoring, learning walks and observations, provision monitoring, case studies, records of support and advice from external professionals.

Where evaluation identifies that provision is not having the intended impact, we will consider what needs to change and take appropriate action. This may include adapting provision, providing additional staff training, reviewing resources, seeking specialist advice or changing the approach being used.

Our evaluation is focused not simply on how much support we provide, but on whether that support makes a meaningful difference to children's lives. We will continually reflect on our practice and ask ourselves, "What more can we do?"

15.2 Monitoring and Review of the Policy

This SEND Policy will be reviewed annually to ensure that it remains accurate, relevant and reflective of the needs of pupils and the provision at Woodland View Primary School.

The policy will also be reviewed sooner where there are:

- changes to legislation or statutory guidance;
- changes to national or local SEND requirements;
- significant changes to the school's SEND provision or organisational arrangements;
- changes to the needs of the school community;
- findings from monitoring, evaluation or external review that indicate amendments are required.

The SENDCO, in collaboration with the Headteacher and Governing Body, will lead the review of the policy. The review will take account of feedback and evidence from pupils, parents and carers, staff, governors and relevant external professionals where appropriate.

The Governing Body will monitor the implementation and effectiveness of the policy through its wider strategic oversight of SEND provision and will approve the policy in accordance with the school's policy review arrangements.

The school's SEND Information Report will also be reviewed and updated at least annually, and whenever significant changes occur, to ensure that the information provided to pupils and families accurately reflects current SEND provision.

The policy will be published on the school website and made available to parents, carers and other interested parties.

Our approach to reviewing this policy reflects our commitment to continuous improvement. We will listen, evaluate, reflect and adapt so that our SEND policy continues to support our ambition for every child to feel that they belong, are valued and can achieve their very best.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy