



West Winch Primary School

Special Educational Needs Policy 2025

*This policy is to be read in conjunction with our Single Equality Policy and Accessibility Plan
Please also see our SEN Information Report*

Introduction

At West Winch Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to ensure that all children are valued equally, and that they feel safe and secure.

Aims

The aims of this policy are:

- to ensure that the special educational needs or disabilities of children are identified, assessed and provided for
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that our children have a voice in this process
- to identify the roles and responsibilities of staff in providing for children's special needs
- to make the school curriculum accessible to all pupils through the use of a range of teaching styles, approaches and resources

Special educational needs

Children with special educational needs or disabilities may have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of others of the same age
- they have a disability which prevents or hinders them from making use of facilities that are provided for children of the same age

Four broad areas of need are identified in the Code of Practice. These are:

- **Communication and interaction:** This includes children who have speech and language difficulties and those identified as having an Autistic Spectrum Condition (ASC).
- **Cognition and learning:** This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers. It also includes specific learning difficulties such as dyslexia or dyscalculia.
- **Social, emotional and mental health needs:** These can become apparent in many ways, for example, a child or young person may become withdrawn or anxious, or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs:** This includes, among other things, visual impairment, hearing impairment and multi-sensory impairment.

Identification of need

Our school is committed to the early identification of SEN. Many of the children who join our school have already attended an early education setting and in cases of children with SEN, transition meetings are held to discuss and plan future support. Transition meetings (or phone calls) are also held for any children with SEN who transfer from us to another school at any point during their education.

If we have concerns about a child at any point during their time in our school that may lead to the identification of a SEN, we inform parents at the first opportunity so that we can work together to support their child in the best way possible. We ensure that a range of strategies that make full use of all available classroom and school resources are in place. We may also offer interventions that are different from or additional to those provided as part of the school's usual working practices.

We may create an Individual Education and Support Plan (IEP) for a child with SEN, in collaboration with the parents and child where possible. This identifies specific, short term targets for the child and the strategies and resources to be used. Parents are given ideas for how they can best support their child at home and have the opportunity to ask any questions. IEPs follow the 'assess, plan, do, review' process and are usually reviewed termly, with new targets set where appropriate.

Where a child is making significantly slower progress despite additional support and intervention, we may seek further advice from other professionals. These professionals are invited to contribute to the monitoring and review of progress, as well as providing additional information about how we can best meet the needs of the child. If the child continues to demonstrate significant cause for concern, a request for an Education & Health Care Needs Assessment (EHCNA) may be made via the Local Authority in consultation with parents and external agencies. If approved, the child would receive an Education, Health and Care Plan (EHCP) outlining their needs and the provision required to support the child to make progress towards these outcomes.

An Identification of Needs Descriptors in Educational Settings (INDES) is used and shared with the Local Authority (LA) to identify clear areas of need and the level of difficulty for the child or young person. The INDES is also used to access additional LA funding that is used to provide appropriate resources and support and also may be used to seek advice from outside agencies and professionals (e.g. Educational Psychology).

All children with an identified special need or disability are listed on the school SEN register and receive additional support, although not all have an IEP. More information about the interventions offered currently in our school is available in our SEN Information Report, which can be found on our school website.

Roles and responsibilities

In our school, the SENCo Team:

- manages the day-to-day operation of the policy, including its review and the creation of an annual SEN Information Report and other linked policies and documents
- regularly updates the SEN register and provision maps
- co-ordinates provision for children with SEN, including intervention programmes and resources for these children
- supports and advises colleagues and parents
- oversees the records of all children with special educational needs
- acts alongside the class teacher as the link with parents
- acts as link with external agencies and other support agencies

- monitors and evaluates the special educational needs provision and reports to the governing body
- contributes to the professional development of all staff
- liaises regularly with, and reports to, the governing body and Headteacher to update them on all aspects of SEN and disability, including updates on individual pupils where appropriate

SEN Governor:

- helps to raise awareness of SEN issues at governing body meetings
- monitors the quality and effectiveness of SEN and disability provision within the school and updates the governing body on this

Class teachers:

- deliver high quality teaching to all pupils
- identify pupils who require extra support in class, discussing concerns with the SENCo
- plan and deliver work for all pupils and provide a range of resources to support learning
- contribute to the writing of IEPs in collaboration with the SENCo, child and parents where possible
- work closely with Teaching Assistants or specialist staff to plan, adapt and assess the impact of support and interventions within their classrooms
- meet with parents and outside agencies where appropriate

Teaching Assistants:

- support children with SEN in relation to their IEP targets and individual needs
- encourage and promote pupil independence
- lead small group or individual interventions
- liaise with the class teacher and SENCo
- keep up-to-date records of the support provided for children with SEN or those receiving intervention
- help to prepare resources and adapt materials for children with SEN
- attend meetings relating to SEN where appropriate

The Governing Body:

- ensures that the SEN policy and Information Report are fully implemented and regularly reviewed
- maintains an overview of SEN in our school, including assessment data
- ensure that the school follows the SEN Code of Practice
- identifies a SEN governor to meet regularly with the SENCo
- publishes and adheres to the required information relating to SEN, disabilities, equality and accessibility

SEN Policy Adopted: Autumn 2025

SEN Policy Review: Autumn 2026



Heather Habbin - Chair of Governing Body