WARDLEY CE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) and INFORMATION POLICY

Name of Reviewer	Nicola Mountcastle
Date of Approval of Governing Board	November 2026
Signature of Chair	*Paul Donovan*
Signature of SEND Governor	*Natalie Sneyd*
Signature of Head	*Helen Kelly*
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SENDCo: Nicola Mountcastle
Email: office@wardleyce.co.uk
Telephone: 0161 537 0383

OUR VISION

"We can do all things."

At Wardley CE Primary School, we believe every child is uniquely created by God and has the right to flourish within a safe, caring and inclusive learning environment. As a Church of England school, our Christian vision underpins our commitment to ensuring that all children, regardless of need, ability or background, are welcomed, valued and empowered to achieve their full potential.

We recognise that pupils with Special Educational Needs and Disabilities (SEND) bring strengths, talents and unique perspectives to our school community. Through high-quality teaching, adaptive practice, strong partnerships with families and carefully planned support, we seek to remove barriers to learning and participation so that every child can thrive academically, socially, emotionally and spiritually.

In living out our vision, we aim to create a culture where all children experience success, develop confidence and independence and know that they belong.

1. COMPLIANCE

This policy complies with:

- *Children and Families Act 2014*
- *SEND Code of Practice: 0 to 25 years (2015)*
- *Equality Act 2010*
- *Special Educational Needs and Disability Regulations 2014*
- *Teachers' Standards*

This document fulfils the requirements of both the SEND Policy and SEND Information Report as required by the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

This combined SEND Policy and Information Report is published on the school website and reviewed annually.

2. AIMS

At Wardley CE Primary School we aim to:

- *identify SEND at the earliest possible stage*
- *ensure all pupils receive ambitious, high-quality education*
- *remove barriers to learning and participation*
- *foster confidence, resilience and independence*
- *ensure all pupils are fully included within school life*
- *provide effective support matched to individual need*
- *work in close partnership with parents and carers*
- *promote positive emotional wellbeing and mental health*
- *value and promote pupil voice*
- *prepare pupils successfully for adulthood and future learning*
- *ensure all staff are equipped to meet a wide range of needs*

3. DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is provision that is additional to or different from that made generally available for children of the same age.

A pupil is not regarded as having SEND solely because:

- *they have English as an Additional Language (EAL)*
- *they are in receipt of Pupil Premium funding*
- *they have poor attendance*
- *they are experiencing temporary emotional difficulties*
- *they are making slower progress than peers*

Such factors will always be considered carefully before identifying SEND.

4. THE FOUR AREAS OF NEED

In line with the SEND Code of Practice, needs are broadly identified within four areas.

Communication and Interaction

Including:

- Speech, Language and Communication Needs
- Autism Spectrum Condition

Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Developmental Coordination Difficulties
- Moderate Learning Difficulties

Social, Emotional and Mental Health

Including:

- Anxiety
- Emotional regulation difficulties
- ADHD
- Attachment needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions impacting learning

5. INCLUSION AT WARDLEY

At Wardley CE Primary School, inclusion is everyone's responsibility.

We believe:

- every teacher is a teacher of pupils with SEND
- every child deserves ambitious learning opportunities
- every child should participate fully in school life
- high expectations should be maintained for all learners
- diversity strengthens our school community

We strive to create a culture where differences are understood, respected and celebrated.

6. ROLES AND RESPONSIBILITIES

SENDCo

The SENDCo at Wardley CE Primary School is **Mrs Nicola Mountcastle**.

The SENDCo is responsible for:

- overseeing the day-to-day operation of SEND provision
- maintaining the SEND Register
- coordinating SEND provision across school
- leading the graduated response process
- supporting staff in identifying SEND
- monitoring provision and outcomes
- coordinating Education, Health and Care Needs Assessments
- organising Annual Reviews
- liaising with external agencies
- supporting transition arrangements
- delivering staff training
- analysing SEND data and reporting to leaders and governors
- ensuring pupils and families participate fully in decision-making

The SENDCo works closely with pupils, staff and families to ensure provision remains effective, inclusive and person-centred.

Headteacher

The Headteacher will:

- ensure statutory SEND duties are fulfilled
- promote inclusive practice across school
- support strategic development of SEND provision
- monitor outcomes for pupils with SEND
- ensure effective deployment of resources

Class Teachers

At Wardley CE Primary School, every teacher is a teacher of pupils with SEND.

Class teachers are responsible for:

- delivering high-quality adaptive teaching
- implementing Ordinarily Available Provision
- identifying barriers to learning
- contributing to the Assess-Plan-Do-Review cycle
- maintaining high expectations
- developing and reviewing One Page Profiles
- monitoring progress
- working closely with parents and the SENDCo

Class teachers remain accountable for the progress and attainment of all pupils in their class.

Teaching Assistants

Teaching assistants:

- support learning and inclusion
- deliver agreed interventions
- promote independence
- provide feedback regarding progress
- contribute to reviews and assessment processes
- undertake relevant training

Governors

Governors are responsible for:

- ensuring SEND duties are met
- monitoring SEND provision and outcomes
- supporting school improvement
- ensuring resources are used effectively
- appointing a SEND Governor

7. IDENTIFICATION OF SEND

At Wardley CE Primary School, early identification and early intervention are central to our approach.

We recognise that pupils may experience barriers to learning for a range of reasons. Identification therefore focuses on understanding need rather than applying labels.

Identification may be informed by:

- teacher observation
- assessment information
- pupil progress meetings
- attendance data
- wellbeing concerns
- parent concerns
- pupil voice
- previous school records
- reports from external professionals

Initial Concerns

Where concerns arise:

1. The class teacher gathers evidence.
2. Ordinarily Available Provision is reviewed and strengthened.
3. Parents are consulted.
4. The SENDCo becomes involved where appropriate.
5. Progress is reviewed over time.

Not all pupils experiencing difficulty will require SEND Support.

Parent Partnership

Parents know their children best and their views are highly valued.

Parents will be:

- involved from the earliest stage
- included in decision-making
- invited to review meetings
- updated on support and progress

Pupil Voice

Children are encouraged to:

- share views about what helps them learn
- discuss strengths, interests and aspirations
- contribute to targets and reviews
- participate in planning their support

External Support

Where required, specialist advice may be sought from:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Community Paediatrics
- Learning Support Services
- Health Professionals

8. HIGH-QUALITY TEACHING AND ADAPTIVE PRACTICE

High-quality teaching is the first and most important response to SEND.

At Wardley, staff utilise adaptive teaching approaches informed by curriculum expectations and CUSP guidance. Teachers support pupils through:

- explicit instruction
- modelling and worked examples
- retrieval practice
- visual supports
- scaffolded learning
- chunking of information
- pre-teaching vocabulary
- flexible grouping
- opportunities for repetition and overlearning
- structured practice

High-quality teaching remains the foundation of all SEND provision.

9. ORDINARILY AVAILABLE PROVISION

Ordinarily Available Provision is available to all pupils as part of inclusive classroom practice.

Provision may include:

Communication and Interaction

- visual timetables
- visual prompts
- vocabulary pre-teaching
- additional processing time
- communication supports

Cognition and Learning

- scaffolded learning
- chunked instructions
- practical resources
- retrieval activities
- writing frameworks
- overlearning opportunities

SEMH

- emotional check-ins
- trusted adults
- movement breaks
- predictable routines
- nurture-informed practice

Sensory and Physical

- writing slopes
- adapted seating
- sensory resources
- reduced visual clutter
- reasonable adjustments

Ordinarily Available Provision forms the first layer of support before additional SEND provision is considered.

10. GRADUATED RESPONSE

Wardley CE Primary School follows the Assess-Plan-Do-Review cycle.



Assess

Information is gathered through assessment, observation, parental views, pupil voice and professional advice.

Plan

Outcomes, support strategies and review dates are agreed collaboratively.

Do

Provision is implemented through:

Universal Provision: *Adaptive classroom teaching.*

Targeted Provision: *Additional interventions and small-group support.*

Specialist Provision: *External agency involvement where required.*

Review

Provision is reviewed regularly and next steps are identified.

The cycle continues until needs are effectively understood and addressed.

11. SEND SUPPORT

Pupils requiring provision which is additional to or different from that ordinarily available may receive SEND Support.

Support may include:

- IEPs (see P10)
- One Page Profiles
- targeted intervention
- personalised strategies
- speech and language programmes
- social communication support
- emotional wellbeing support
- specialist resources
- Access to The Hub

Provision is reviewed regularly through the graduated response process.

Individual Education Plans (IEPs)

Where appropriate, pupils receiving SEND Support may have an Individual Education Plan (IEP).

At Wardley CE Primary School:

- IEP targets are written in child-friendly language
- pupils are involved in understanding and reviewing their targets
- teachers' and teaching assistants regularly discuss targets with pupils and support them to reflect on their progress
- targets focus on small, achievable next steps
- progress and success are celebrated and reviewed regularly

This approach helps pupils develop ownership of their learning and ensures support remains meaningful and personalised.

12. EDUCATION, HEALTH AND CARE PLANS

Where needs are significant and long term, the school may request an Education, Health and Care Needs Assessment.

For pupils with EHCPs:

- provision will be delivered in accordance with identified outcomes
- annual reviews will be held
- progress will be monitored regularly
- specialist agencies will contribute where appropriate

13. WORKING WITH PARENTS

We recognise parents as valued partners.

Communication may include:

- review meetings
- annual reviews
- parent consultations
- telephone calls
- emails
- reports

We believe strong relationships between home and school lead to the best outcomes.

14. PUPIL VOICE

The views of pupils are central to our practice.

Children will be supported to:

- discuss their needs
- contribute to planning
- share aspirations
- review support
- celebrate achievements

15. EMOTIONAL WELLBEING

We recognise the close relationship between emotional wellbeing and learning.

Support may include:

- trusted adults
- pastoral support
- nurture approaches
- emotional literacy work
- Early Help support
- referral to specialist services where required

16. WORKING WITH EXTERNAL AGENCIES

The school works collaboratively with:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Community Paediatrics
- Learning Support Services
- Social Care
- Health Services

17. TRANSITION

Transition arrangements are carefully planned to support pupils moving:

- into school
- between year groups
- between schools
- into secondary education

Additional visits and enhanced transition support are arranged where appropriate.

18. ACCESSIBILITY AND EQUALITY

Wardley CE Primary School is committed to:

- eliminating discrimination
- promoting equality of opportunity
- making reasonable adjustments
- fostering positive relationships
- improving accessibility

We are committed to ensuring that all pupils can access learning and experiences alongside their peers.

Further information can be found in the school's Accessibility Plan which is published on the school website.

19. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Pupils with medical conditions will be supported through:

- Individual Healthcare Plans
- staff training
- reasonable adjustments
- liaison with health professionals and families

20. CONSULTING PUPILS WITH SEND

At Wardley CE Primary School, we believe that pupils are experts in their own experiences and should play an active role in decisions about their education and support.

We seek the views of pupils with SEND through:

- regular conversations with class teachers and support staff
- IEPs
- One Page Profiles
- review meetings
- pupil questionnaires and pupil voice activities
- SEND reviews
- Annual Reviews for pupils with EHCPs
- discussions about targets, aspirations and support strategies

Pupil views help inform planning, provision and future support arrangements.

We encourage pupils to express their strengths, interests, aspirations and any barriers they experience in learning or school life.

21. CONSULTING PARENTS OF PUPILS WITH SEND

We recognise parents and carers as key partners in supporting children with SEND.

Parents are encouraged to participate in all aspects of SEND provision and decision-making.

We consult with parents through:

- review meetings
- parent consultation evenings
- Annual Reviews
- telephone calls
- emails
- meetings with the SENDCo
- early discussions when concerns first arise
- collaborative target setting and review processes

We value the knowledge, experience and views of parents and seek to work in partnership to achieve positive outcomes for every child.

22. EXPERTISE AND TRAINING OF STAFF

Wardley CE Primary School is committed to developing staff knowledge, confidence and expertise in supporting pupils with SEND.

Professional development is provided through:

- SEND staff meetings
- whole-school training
- SENDCo guidance and coaching
- external specialist training
- Local Authority training opportunities
- Educational Psychology advice and training
- Speech and Language Therapy guidance
- Occupational Therapy recommendations

Training is planned according to the needs of pupils currently attending the school and priorities identified through monitoring and evaluation activities.

The SENDCo regularly updates staff regarding current legislation, inclusive practice and effective strategies to support pupils with SEND.

23. EQUIPMENT AND FACILITIES TO SUPPORT PUPILS WITH SEND

The school provides a range of resources and facilities to support pupils with SEND, including:

- the Hub provision
- visual timetables and visual supports
- sensory and regulation resources
- adapted furniture and writing slopes where appropriate
- assistive technology where available
- individualised resources
- quiet spaces for emotional regulation
- access arrangements where required

Reasonable adjustments are made in accordance with the Equality Act 2010 to support pupils in accessing learning and participating fully in school life.

24. ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Wardley CE Primary School welcomes and includes pupils with SEND.

Admission arrangements for pupils with SEND are the same as those for all pupils and are administered in accordance with the school's Admissions Policy and the School Admissions Code.

The school does not discriminate against applicants on the basis of SEND and complies with the Equality Act 2010.

Where a child with SEND joins the school, staff work closely with parents, previous settings and external professionals to ensure appropriate support and transition arrangements are established.

25. SUPPORT FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH

We recognise that emotional wellbeing is fundamental to successful learning and development.

Support may include:

- access to The Hub
- trusted adults
- emotional check-ins
- nurture approaches
- emotional literacy work

- social skills support
- behaviour support plans
- Early Help involvement
- referral to external services where appropriate

The school takes a relational and trauma-informed approach and recognises that behaviour may be a form of communication.

We work closely with families and professionals to promote emotional wellbeing, resilience and positive mental health outcomes.

26. LOCAL OFFER

The Local Authority's Local Offer provides information about services available for children and young people with SEND and their families.

Further information can be found through the Salford Local Offer:

https://www.salford.gov.uk/localoffer

Independent information, advice and support is also available through SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).

27. STORING AND MANAGING SEND INFORMATION

Wardley CE Primary School maintains accurate and secure records relating to pupils with SEND.

SEND information may include:

- assessment information
- IEPs
- One Page Profiles
- provision maps
- review documentation
- reports from external professionals
- safeguarding information where appropriate

Records are stored securely using the school's approved electronic systems, including **CPOMS** and **Pupil Insight**, and are accessible only to relevant staff.

The school complies with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. Information is shared on a need-to-know basis and in accordance with confidentiality and safeguarding requirements.

SEND records are regularly reviewed to ensure information remains accurate and up to date.

28. COMPLAINTS

Concerns should be raised in the following order:

1. Class Teacher
2. SENDCo
3. Headteacher
4. Chair of Governors

Parents may also seek advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).

29. MONITORING, EVALUATION AND REVIEW

The effectiveness of SEND provision is evaluated through:

- pupil progress and attainment
- provision reviews
- learning walks
- work scrutiny
- pupil voice
- parent feedback
- governor monitoring visits and reports to governors
- SEND self-evaluation

This policy will be reviewed annually.

At Wardley CE Primary School, we are committed to ensuring that every child is known, valued and supported to flourish. Through our Christian vision, strong partnerships and inclusive practice, we strive to ensure that all pupils with SEND can truly believe and experience that ***"We can do all things."***