



SEND Policy 2025-2026

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People Responsible for Managing the schools provision for students with special needs.

Educational Needs and Disabilities:

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Every teacher is a teacher of every student including those with SEND. Our fundamental core purpose is to achieve the very best outcomes for all of the students in our school and their families, in particular, those with special educational needs.

Compliance

Compliance This SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

CONTEXTUAL INFORMATION

Waterside Primary Academy, (WPA) is a community mainstream primary school, located within the Buckinghamshire Local Authority. There are approximately 200 children on roll, approximately 12% of whom are considered as having a special educational need.

AIM

It is our aim that all children, including those with SEND, achieve their very best outcomes from their educational experience at this school. It is our aim to work successfully with parents/carers and involve them in the education of their children so we have a shared perception of desired outcomes. It is also our aim to work successfully with young people in our care and involve them in their own education. It is our aim for all teachers and staff to have high expectations of all students, particularly those with SEND. The school supports the principle of inclusion for students with SEND and disabilities and believe that a policy of inclusive education has the potential to benefit all children. If children are educated together, whatever the nature of their needs and differences they are much more likely to accept and include one another. Positive adult attitudes and examples serve to develop and increase this potential.

OBJECTIVES:

1. To maximise the progress of SEND students at WPA.
2. To identify and provide for children who have special educational needs and additional needs.
3. To work within the guidance provided in the SEND Code of Practice, January 2015.
4. To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
5. To provide a qualified SENDCo who is part of the Senior Leadership Team.
6. To provide support and advice for all staff working with special educational needs students.
7. To provide support and advice to parents, carers and students and actively develop and maintain partnership and high levels of engagement with parents.
8. To ensure access to the curriculum for all children.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. The school realises the importance of early identification of students who may have special educational needs in order to ensure early intervention. Assessment will be regarded as a continuing process. The purpose of identification is to ascertain what action the school needs to take, not to fit a student into a category. The needs of the student are to be identified by considering the needs of the whole child. This will include not just the special educational needs of the child. The SEND Code of Practice January 2015 says that 'a student has SEND where their learning difficulty or disability calls for special educational provision, namely

provision different from or additional to that normally available to students of the same age'. There are four broad categories of need as described in the SEND Code of Practice January 2015:

1. **Communication and Interaction** – including students with speech, language and communication needs (SLCN) and students with ASD, including Asperger's Syndrome and Autism.
2. **Cognition and Learning** – moderate learning difficulties (MLD) when students learn at a slower pace than their peers, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. **Social Emotional and Mental Health** – these difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.
4. **Sensory and/or Physical needs** – including students with visual impairment (VI), students with hearing impairment (HI), students with multi-sensory impairment (MSI) and students with a physical disability (PD).

Definition of Disability Definition of a disability taken from SEND Code of Practice (2015): Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people SEND Policy Page 5 of 11 To be Reviewed: September 2024
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Introduction

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Waterside Primary Academy will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. We will ensure that all staff in the school is able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of Waterside Primary Academy will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

At Waterside Primary Academy

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND students. Teaching and supporting such pupils are therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services, health and all other agencies.

Aims and Values As an integral part of SEND provision we will ensure that:

- SEND pupils will have their needs met.
- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the Special Educational Needs Coordinator (SENDSCO), have responsibility for the initial informal assessments and establishing of SEN Support Plans.
- Our school will endeavour to support parents/carers through the process of transitions.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- The SENDSCO maintains a confidential register of all pupils with special educational needs. Teachers produce relevant provision maps to share information about support.
- All SEND children, will have an SEN Support plan to identify termly provision and track progress.
- Children's progress in Literacy and Maths is also tracked termly.
- Resources to support pupils with SEND are available.

- Referrals may be carried out to external agencies where further support is required for SEND children.
- Class teachers retain responsibility for pupils with SEND and compile the Provision Maps for pupils.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are integrated into the life of the classroom. In addition they may have access to individual/small group work.
- There is a smooth transition at each transition stage for the child.

Definition of Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to require “special educational provision” when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home. “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in:

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided. (Children and Families Act 2014, paras 20, 21)

Roles and Responsibilities

Provision for special needs is a matter for the school as a whole. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for the day to day operation of the SEND policy. The SENDCO has responsibility for:

- Co-ordinating provision for children with SEND
- Reporting to the Head
- Liaising with and advising colleagues on the graduated approach to SEN Support.
- Overseeing SEN Plans of all SEND children and class SEND timetables.
- Liaising with parents of children with SEND.
- Contributing to In-service Training (INSET).
- Ensuring that the school complies with the SEND Code of Practice, 2014 guidance.
- Keeping the SEND register up to date.
- Ensuring teachers effectively plan for SEND support plans and hold review meetings requested by parents.
- Monitoring standards of education and attainment of all children on the SEND Register.
- Ensuring that Annual Reviews are held.
- Ensuring relevant parties are invited to reviews.
- Ensuring appropriate records are kept.
- Maintaining staff awareness and expertise in dealing with SEND issues.
- Liaising with Special Educational Needs and Disabilities Governor (SENDSCO).
- Maintaining links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Working with head and governors on Equality Act, when appropriate.

It is the responsibility of the class teacher to:

- Give all children access to quality first teaching.
- Set up differentiated programmes of work to enable a child to access the full curriculum.
- Inform the SENDSCO of any child whose progress causes concern by completing appropriate forms and gathering evidence.
- Keep records and evidence of the child's progress.
- Set up SEN support plans as appropriate, with the help and advice from the SENDSCO and/or reports available, and monitor them.
- Use LSA time to support a child 1 to 1, small group, within the classroom or out of the classroom.
- Ensure the SENDSCO has up to date SEN support plans every term.
- Keep parents informed meeting with them every term as a minimum.
- Provide an accurate class SEND timetable to the SENDSCO. Inclusion – providing effective learning opportunities for all pupils

It is the responsibility of learning support assistants to:

- Support pupils' individual needs, where directed.
- Help with the inclusion of pupils with SEND within the class.

- Implement and manage the differentiated programs prepared by the teachers/Senco.
- Monitor and feedback progress to teachers on pupils' responses to tasks and strategies.
- Ensure that recommended or requested learning support aids and programmes are utilised appropriately and consistently.

It is the responsibility of the Governing body to:

- Appoint a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
- Ensure that there is a qualified teacher designated as Senco for the school.
- Take account of SEN pupils when planning all matters for the school as a whole. .
- Work with the Head teacher and Senco to determine the school's general policy and approach to provision for children with SEND.
- To ensure that appropriate staffing and funding arrangements are put in place.
- Ensure that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEND support.
- Consider SEND issues and updates at relevant group meetings and ensure that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publish information on the website about the implementation of our policy for pupils with SEND - updated annually or when information changes.

There are three principles that are essential to developing a more inclusive curriculum

- Setting suitable learning challenges – high quality first teaching.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Identification, Assessment and Provision of Special Educational Needs

Identification of Special Educational Need may come from either parent/carer or by school observations.

The initial identification of Special Educational Need is the responsibility of the class teacher who has concerns that a child is not making expected progress. A need will be of an educational nature. It may also take the form of an emotional, sensory, physical difficulty if this impacts on the educational development of the child.

Graduated response

In light of the new SEND Code of Practice, 2014, Waterside Primary Academy has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Waterside Primary Academy and parents match special educational provision to individual pupil needs.

Early Intervention

If a child joins our school with specialist teacher involvement this is continued and the SENDCO will liaise with specialists. Prior-to-entry information from previous setting is sought. On entry assessments may be completed for a child and any concerns raised are addressed as educational concerns.

Educational Concerns

Children are continually monitored, observed and assessed throughout their time at the school and any concerns are discussed with the parents and the SENDCO. The class teacher gathers evidence about the child's difficulties. Appropriate class-based differentiation is put in place in the classroom to support needs and this is regularly reviewed. Parents are kept informed of each stage.

If the provision is not effective then the information is passed onto the SENDCO along with evidence of concern for further assessment and intervention. If the differentiation is working, then this will be maintained until no longer required by the class teacher as part of quality first teaching.

Single Category of SEND - SEN Support

Identifying SEND will be through a school-based category of SEND, identified from the following SEND categories:

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Emotional and mental health include:

- Emotional and mental health difficulties (ESD) Communication and interaction needs include:
- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI),
- Physical disability (PD).

SEN Support

When a child is identified as needing provision additional to or different from that provided as part of normal class activities, the intervention of the SENDCO will be requested by the class teacher. Teachers will have completed an Educational Concern Form, including appropriate evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not supported by the behaviour management techniques employed by the school and is not make expected progress academically
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Makes slow progress in developing literacy and mathematics skills
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

At this stage the SENDCO will further assess the child and additional support will be discussed with class teacher, LSA and parents and action taken. An SEN Support Plan will be written and reviewed termly, unless it is appropriate to do this sooner.

If, in spite of appropriate support being provided, the child does not make progress school will consult with parents, external agencies may be involved to further support the child. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or very limited progress in specific areas over a significant period

- Continues working at National Curriculum levels substantially below that expected of their peer group
- Needs specialist advice for a particular need, e.g. Sensory, physical, emotional

If a child is making good progress and the gaps in achievement is reducing between them and their peers they may no longer require an SEN Support Plan, they will be monitored by the SENDCO for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.

Statutory Assessment of SEND

In a very few cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEN support. If this should be the case, then a request may be made to the Bucks County Council to assess for an Education and Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide additional resources. The purpose of the EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

Assess, Plan, Do and Review

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW.

Assess

Identification & Assessment SEND children will be identified through teacher/LSA/SENDCo observations and assessments and through completion of the Educational Concerns process (detailed above). Concerns may also be raised through standardised assessments (Baseline,

SATs, etc), progress checklists, target setting, parental/carers concerns, the student's own observations or by external agencies.

Plan

Where it is decided to provide a pupil with SEN Support Plan, the parents will be involved in his process. The teacher and the SENDCO should agree, in consultation with parents and the child, discuss the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim being that the child will make appropriate progress, along with a clear date for review.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of interventions.

The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. SEN Support Plans will include the area of concern, type of provision, short-term realistic and measurable targets related to the areas of concern, success criteria for achieving the target as well as next steps, tracking of progress using school, system and the date the provision starts.

Review

When reviewing the targets a number system is used to show progress across the year. SEN Support Plans are to be reviewed at the end of each term, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If it is appropriate the child may no longer require an SEN Support Plan but will be monitored for a further term.

Children with an EHC Plan have set short term targets which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out in the SEN Support Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made.

Children participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets on paper.
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Waterside Primary Academy is the responsibility of the Head Teacher and SENDCO in conjunction with the support of colleagues in the Learning Support Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy.

All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

Identifying children and young people with SEND and assessing their needs.

- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEND.
- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- Named contacts for parental concerns.