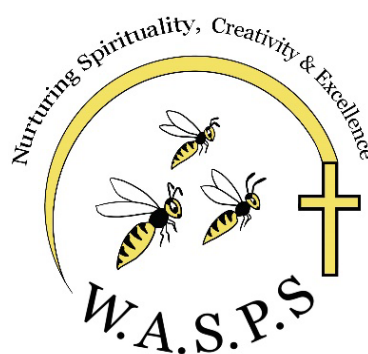


# **Special Educational Needs Policy**

at

## **Weston All Saints Primary School**



**The Partnership Trust**



This policy is written in reference to the Christian Foundation of the school.

*'Nurturing spirituality, creativity and excellence'*

I can do all these things through Christ who strengthens me –  
Philippians 4:13

|                     |            |                |
|---------------------|------------|----------------|
| Approved by:        | LGB        | Date: May 2025 |
| Last reviewed on:   | April 2025 |                |
| Next review due by: | May 2026   |                |

*Last reviewed: April 2025*

*Next review: April 2026*

## 1. Aims and Objectives

Weston All Saints Primary School

is a welcoming, inclusive, Church of England school committed to providing a high-quality education for all children, regardless of their needs or disabilities. This policy outlines the principles and procedures for supporting pupils with Special Educational Needs and Disabilities (SEND).

Our objectives are to:

- Ensure all children, including those with SEND, have access to a broad, balanced, and inclusive curriculum.
- Identify children with SEND as early as possible and provide appropriate support.
- Work in close partnership with parents/carers and pupils to understand their needs and aspirations.
- Provide a nurturing and inspiring environment where every child feels valued and can achieve their full potential.
- Ensure all staff are trained and equipped to support pupils with SEND, including understanding the needs of deaf learners.

## 2. Legal Framework and Guidance

This policy is written in line with:

- The Children and Families Act 2014.
- The SEND Code of Practice (2015).
- The Equality Act 2010.
- The Teachers' Standards (2012).

- The School's Accessibility Plan and Equalities Information.

### **3. Roles and Responsibilities**

- **The Headteacher and Governing Body** have overall responsibility for the implementation of this policy and the provision of SEND support. The Headteacher works closely with the SEND Co-ordinator (SENCo) to ensure effective practice.
- **The SENCo**, (Mrs Ellie Stone) manages the day-to-day SEND provision and provides guidance to staff.
- **Class Teachers** are responsible for the progress and development of all pupils in their class, including those with SEND. They are expected to adapt learning and use quality first teaching strategies.
- **The Deaf Education Centre (DEC) Staff** include a Teacher of the Deaf and specialist teaching assistants. They provide expert advice, support, and interventions for deaf pupils across the school.
- **Parents/Carers** are vital partners in their child's education. They are involved in planning and reviewing their child's support and are encouraged to communicate regularly with the school.
- **Pupils** are encouraged to participate in decisions about their learning and support as appropriate to their age and ability.

### **4. Identification and Assessment of SEND**

- The school identifies pupils with SEND through ongoing assessment, observation, and communication with parents and external agencies.
- The four broad areas of need from the Code of Practice are used:
  - Communication and Interaction (including the specialised provision of the HIRB).
  - Cognition and Learning.
  - Social, Emotional, and Mental Health Difficulties.
  - Sensory and/or Physical Needs.
- For pupils with a first language other than English, careful consideration is given to distinguish language acquisition difficulties from SEND.

## 5. The Graduated Approach: Assess, Plan, Do, Review

For pupils identified with SEND, the school follows a four-part cycle of support:

- **Assess:** The pupil's needs are analysed with input from staff, parents, and the pupil, drawing on teacher assessment and specialist knowledge where needed.
- **Plan:** Desired outcomes, targets, and support strategies are agreed upon with parents and pupils. For HIRB pupils, this will include specialist deaf-specific goals.
- **Do:** The class teacher delivers high-quality differentiated teaching. The HIRB staff provide specialist support, which may involve in-class assistance, 1:1 interventions, or small group sessions.
- **Review:** The effectiveness of the support is regularly evaluated, and plans are revised accordingly. For pupils with an Education, Health and Care (EHC) Plan, this includes an annual review.

## 6. Provision and The Deaf Education Centre (DEC)

- **Whole School Provision:** All teachers adapt learning to meet individual pupil needs. The school uses a range of in-class support and evidence-based interventions.
- **The Deaf Education Centre:**
  - The DEC is an integral part of the school, providing specialist provision for deaf and hearing-impaired pupils from Reception to Year 6.
  - Staff are trained in deaf awareness, deaf-specific strategies (e.g., visual phonics), and the use of technology.
  - Classrooms have been adapted to be acoustically efficient, benefiting all pupils.
  - DEC staff work closely with mainstream class teachers to ensure deaf pupils can fully access the curriculum and wider school life.
  - Deaf pupils are included in all aspects of school life and are encouraged to develop their deaf identity and advocacy skills through a dedicated curriculum and access to deaf role models.
  - DEC staff conduct daily equipment checks and teach pupils to manage their own hearing aids/implants.

- **Specialist Support:** The school works with a range of external professionals, including Educational Psychologists, Speech and Language Therapists and advisory teachers, to provide additional specialist support.

## **7. Partnership with Parents/Carers**

- The school maintains an open-door policy and values parental input.
- Parents are regularly informed about their child's progress through review meetings, parent-teacher conferences, and reports.
- The school's SEND Information Report and the Local Offer are available on the school website.

## **8. Admissions and Transitions**

- The school follows the Local Authority admissions procedures and makes reasonable adjustments to ensure access for disabled children.
- Robust transition plans are in place to support pupils with SEND moving between classes, key stages, and to secondary school, including for pupils in the DEC.

## **9. Monitoring and Evaluation**

- The SENCo, with the Headteacher and Governors, monitors the effectiveness of the SEND provision through data analysis, observations, and feedback from pupils and parents.
- The Governors receive regular reports on SEND progress and provision.

## **10. Accessibility**

- Weston All Saints Primary School

is committed to improving accessibility for disabled pupils and visitors, in line with its statutory duties under the Equality Act 2010. The school's Accessibility Plan is available on the website.

## **11. Complaints Procedure**

- Any complaints about SEND provision should be directed to the class teacher, then the SENCo, and then the Headteacher. If the issue is not resolved, parents should follow the school's formal complaints procedure.

## **12. Links to Other Policies**

This policy should be read in conjunction with:

- SEND Information Report.
- Local Offer.
- Accessibility Plan.
- Behaviour Policy.
- Safeguarding Policy.
- Complaints Policy.