Woodlands Primary School

SEND POLICY &
STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:		
Created by Helen Hollands	September 2026	
Review by FGB:	25/11/2026	

1. Introduction and Legal Framework

Woodlands Primary School is committed to providing an inclusive, nurturing environment where every child can thrive academically, socially, and emotionally. This policy sets out how the school identifies, assesses, and supports pupils with Special Educational Needs and Disabilities (SEND), in line with current statutory requirements.

This policy complies with:

- **Children and Families Act 2014**
- **SEND Code of Practice: 0–25 years (2015)**
- **Equality Act 2010**
- **Disability Discrimination Act 1995 (principles retained in case law)**
- **Special Educational Needs and Disability Regulations 2014**
- **School Admissions Policy**
- **Statutory Guidance on Supporting Pupils with Medical Conditions (2017)**
- **Ofsted Education Inspection Framework (EIF)**

The policy should be read alongside the school's Accessibility Plan, Safeguarding Policy, Behaviour Policy, and the Local Authority's Local Offer.

2. Our Vision for Inclusion

Woodlands Primary School believes that:

- **Every child has the right to high-quality teaching and full access to the curriculum.**
- **Children with SEND should be active participants in decisions about their education.**
- **Parents and carers are essential partners in planning and reviewing support.**
- **High aspirations and strong outcomes for pupils with SEND are central to our mission.**

We are committed to removing barriers to learning and participation, promoting equality of opportunity, and fostering positive attitudes towards disability.

3. Definition of SEND

A child has SEND if they have a learning difficulty or disability that requires special educational provision that is additional to or different from that made generally for others of the same age.

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

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**

- **Sensory and/or Physical Needs**

A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

4. Equality Act 2010: Duties and Commitments

Under the Equality Act, Woodlands Primary School must:

- **Make reasonable adjustments to ensure disabled pupils are not disadvantaged.**
- **Avoid discrimination, including direct, indirect, associative, and perceptive discrimination.**
- **Prevent harassment and victimisation related to disability.**
- **Promote equality of opportunity through the Public Sector Equality Duty (PSED).**
- **Publish an Accessibility Plan to improve access to the curriculum, environment, and information.**

Reasonable adjustments are made through our Ordinarily Available Provision (OAP) and come under three area's, Universal, Targeted, Specialist.

5. Identification and Assessment of SEND

Woodlands Primary School identifies needs early through:

Baseline assessments and EYFS data

Ongoing teacher assessment and observation

Pupil progress meetings

Behaviour and attendance monitoring

Parental concerns

Information from previous settings

Specialist assessments (where appropriate)

We follow the Graduated Approach (Assess–Plan–Do–Review), as required by the SEND Code of Practice.

Assess

Teachers, SENCO, parents, and external professionals contribute to a holistic understanding of the child's needs.

Plan

A personalised plan is created, outlining outcomes, strategies, and provision. Pupil voice is central.

Do

Teachers remain responsible for the child's progress, even when interventions are delivered by support staff.

Review

Progress is reviewed at least termly with parents, pupils, and staff.

6. Levels of Support

Quality First Teaching (Universal Provision)

All pupils receive high-quality, differentiated teaching. Many needs can be met at this level.

SEN Support

Pupils requiring provision additional to or different from the universal offer (targeted or specialist provision) are placed on the SEND register. A child on the SEND register will have an Individual Support Plan in place to assess progress six times a year and target reviews three times a year.

Some pupils will be placed on a monitoring list and may require short term intervention from our universal provision.

Some pupils may have a diagnosis or medical condition but do not require additional to or different from provision and therefore will be placed on our medical and diagnosis list.

7. Working with Parents and Pupils

We value strong partnerships with families and ensure:

- **Parents are involved in all decisions about SEND provision.**
- **Pupils contribute to their targets, reviews, and future planning.**
- **Information is shared clearly and sensitively.**

8. Curriculum Access and Inclusion

We ensure access through:

- **Differentiated teaching**
- **Adapted resources**
- **Assistive technology**
- **Flexible grouping**
- **Reasonable adjustments**
- **Individual support plans**

We do not assume that lower attainment is always linked to SEND; nor do we assume that EAL learners have SEND.

9. Roles and Responsibilities

SENCO

The SENCO (Helen Hollands) is responsible for:

- **Overseeing the SEND register**
- **Coordinating provision**
- **Providing support for staff**
- **Liaising with external agencies**
- **Ensuring statutory compliance**
- **Managing EHCP processes**
- **Monitoring the impact of interventions**
- **Leading staff training**

Class Teachers

Teachers are responsible for:

- **High-quality, inclusive teaching for all pupils**
- **Identifying emerging needs**
- **Implementing and reviewing support plans**
- **Working with and directing support staff**
- **Initial engagement with parents**
- **Referrals to outside agencies and professionals once this action is agreed with the SENCO**

Teaching Assistants

- **TAs support learning under teacher direction, promote independence, and contribute to assessment and review.**

Headteacher

The Headteacher ensures:

- **Strategic oversight of SEND**
- **Adequate resourcing**
- **Monitoring of progress and provision**
- **Overview of the SEND budget and how this is spent in the setting**
- **Supporting the SENCO with strategic overview of SEND and Inclusion data across the school**

Governing Body

The SEND Governor (Mrs Karen Mills) monitors:

- **Policy implementation**
- **Provision effectiveness**
- **Compliance with statutory duties**

10. External Agencies

We work with:

- **Educational Psychologists**
- **Speech and Language Therapists**
- **Occupational Therapists**
- **CAMHS**
- **Specialist advisory teachers**
- **Health and social care professionals**

Where multiple agencies are involved, a coordinated approach is used.

11. Monitoring and Evaluation

Provision is monitored through:

- **Lesson observations**
- **Work scrutiny**
- **Pupil progress data**
- **Intervention impact reviews**
- **Parent and pupil feedback**
- **SENCO–teacher meetings**
- **Governor monitoring**

12. Accessibility and Reasonable Adjustments

In line with the Equality Act, the school maintains an Accessibility Plan addressing:

- **Curriculum access**
- **Physical environment**
- **Access to information**
- **We anticipate needs and plan adjustments proactively.**

13. Complaints

Concerns should be raised with the class teacher first and following this if the complaint is not resolved the SENCO. Formal complaints follow the school's Complaints Policy.

14. Policy Review

This policy is reviewed annually or sooner if legislation changes.