

Wood End Primary School



SEND Policy ***(Special Educational Needs and Disabilities)***

Committee with oversight of this policy	Curriculum & Standards
Policy to be signed off by Full GB	Yes
Policy last reviewed	October 2026
Policy last ratified and adopted by FGB	
Policy/Document due for review	October 2027

Mission Statement

Wood End Primary School provides a world-class education through which all children can develop their full potential, gain a sense of self-worth, and prepare for adult life in a happy, secure, and caring environment.

1. School Admissions and Accessibility

1.1 No pupil will be refused admission to Wood End Primary School on the basis of his or her special educational needs or disability. In line with the Equality Act 2010, the school will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision for all prospective pupils.

1.2 **Admission Criteria & EHCP Naming:** In accordance with the School Admissions Code, the school will admit any pupil whose Education, Health and Care Plan (EHCP) names Wood End Primary School. Admission arrangements and oversubscription criteria are designed to ensure that pupils with SEND or disabilities are not unfairly disadvantaged.

1.3 **Accessibility Provisions:** The school is fully compliant with the Equality Act 2010 and accessibility legislation. Facilities are fully wheelchair accessible (including stairlifts and level access routes). Steps are taken to ensure disabled pupils are not treated less favourably than peers, including reasonable adjustments to physical spaces, auxiliary aids, and curriculum access. Full details are published in the school's *Accessibility Plan*.

2. Aims and Objectives

Aims

2.1 This policy aims to support inclusion for all children at Wood End Primary School. Overall management responsibility falls to the Headteacher, while day-to-day operation is led by the SENCO / Inclusion Lead.

2.2 **Quality First Teaching:** High-quality, differentiated teaching is the foundation of our core offer for all pupils. Special educational provision is defined as support that is additional to or different from that provided generally for children of the same age.

2.3 **Whole-School Responsibility:** Every teacher is a teacher of Special Educational Needs. Class teachers are directly responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or external specialists.

2.4 **Alignment with Ealing SEND Reform Strategy:** The school aligns its internal practice with the *Ealing Local SEND Reform Plan 2026–2029*, promoting early identification, pre-statutory intervention via the local "Experts at Hand" offer, inclusive mainstream environments, and strong partnership working.

3. Legislation and Guidance

This policy reflects national statutory requirements and good practice guidance, including:

- **0-25 SEND Code of Practice (2014)**
- **Part 3 of the Children and Families Act 2014**
- **The Special Educational Needs and Disability Regulations 2014**
- **The Equality Act 2010** (including duties on reasonable adjustments and the Public Sector Equality Duty under section 149)
- **Keeping Children Safe in Education (KCSIE)** (current statutory guidance)
- **Working Together to Improve School Attendance**

- **The School Admissions Code**
- **Ealing Council Local Authority Guidance & Local Offer:** Reflecting Ealing Council's local statutory pathways, the Ealing Local Offer, and the *Ealing Local SEND Reform Plan 2026–2029*.

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions of SEND

5.1 A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them—namely, provision that is additional to or different from that normally available within a differentiated curriculum.

5.2 Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught (English as an Additional Language).

5.3 **The Four Broad Areas of Need:**

Area of Need	Description & Specific Conditions
1. Cognition and Learning	Learning at a slower pace than peers, difficulties acquiring literacy/numeracy skills or understanding new concepts. Includes Specific Learning Difficulties (SpLD: dyslexia, dyscalculia, dyspraxia), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound & Multiple Learning Difficulties (PMLD).
2. Communication and Interaction	Difficulties with speech sound production, language comprehension, expression, or social communication rules. Includes Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
3. Social, Emotional and Mental Health (SEMH)	Wide range of social and emotional difficulties, which may manifest as withdrawn behavior or challenging/disruptive conduct reflecting underlying mental health needs. Includes ADD, ADHD, Attachment Disorder, and anxiety. Supported through Wood End's Therapeutic Thinking approach.
4. Sensory and/or Physical	Disabilities that hinder access to standard educational facilities. Includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and Physical Disabilities (PD) requiring ongoing specialist adaptations.

5. Roles and Responsibilities

5.1 The SEND team in the school consists of:

- SEND Governor 3 Special Educational Needs & Disabilities Policy
- Headteacher
- SENCO (Special educational needs coordinator)
- Teachers
- Learning Support Assistants

The role of the SENCO

5.2 The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher, Deputy Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

5.3 For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND
- The commitment required by staff to keep the Inclusion Officer well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about pupils with SEND
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the Inclusion Officer to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to coordination, and how they can provide additional information when and if required

The role of the Governing Body

5.4 The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision
- Ensuring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school SEND Policy including the allocation of resources from the school budget.

The role of the Teacher

5.5 Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Collaborating with the Inclusion Officer to decide the action required to assist the pupil to progress
- Working with the Inclusion Officer to collect all available information on the pupil

- In collaboration with the Inclusion Officer, develop provision plans for pupils with SEND
- Working with pupils with SEND on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the School's SEND policy. The role of the Teaching Assistant or Learning Support Assistant

5.6 Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Working with the Inclusion Officer to collect all available information on the pupil
- In collaboration with the Inclusion Officer, develop provision plans for pupils with SEND
- Working with pupils with SEND on a daily basis to support achievement of targets.
- Offer in class support and/or small group interventions.

5.1 The SENCO / Inclusion Lead

The SENCO / Inclusion Lead plays a vital role in determining strategic development alongside the Headteacher and Governing Body. Key duties include:

- Overseeing day-to-day operation of this SEND policy and coordinating specific provision.
- Liaising with and advising teaching staff, LSAs, parents, and external professional agencies.
- Managing and deploying the school's delegated notional SEND budget and allocated resources effectively.
- Coordinating referrals to Ealing Council's Joint Front Door and multidisciplinary "Experts at Hand" services, when available.
- Maintaining accurate pupil records, provision maps, and updating the SEN Information Report annually.
- Promoting continuous professional development (CPD) for all staff.

5.2 The Governing Body & SEND Link Governor

The Governing Body ensures high-quality SEND provision across the school. The designated SEND Link Governor will:

- Raise awareness of SEND matters at governor meetings and monitor provision effectiveness.
- Ensure the school complies with Equality Act duties and publishes required statutory reports.
- Work with the Headteacher and SENCO to monitor the strategic direction and use of the notional SEND budget.

5.3 The Headteacher

The Headteacher has overall responsibility for SEND provision, cohort outcomes, budget allocation, and ensuring the SENCO has sufficient time and resources to carry out their statutory duties.

5.4 Class Teachers

Class teachers are directly responsible for planning and delivering high-quality, differentiated instruction; applying the Graduated Approach (Assess, Plan, Do, Review); managing classroom LSAs; and holding regular progress discussions with parents/carers.

5.5 Learning Support Assistants (LSAs) / Teaching Assistants

LSAs work closely with class teachers and the SENCO to deliver targeted individual or small-group interventions, support classroom inclusion, and track pupil progress toward individual targets.

5.6 Parents and Carers

Parents are full partners in their child's education. The school provides regular termly review meetings, seeks

parental input on target-setting, and keeps families fully informed of any additional provision.

5.7 The Pupil

Pupils are encouraged to express their views, participate in setting personal learning outcomes, and contribute to termly and annual review meetings according to their age and stage of development.

6. Ealing Local SEND Reform Plan Alignment (2026–2029)

Wood End Primary School actively embeds the local strategic priorities set out in the *Ealing Local SEND Reform Plan 2026–2029*:

- **Pre-Statutory "Experts at Hand" Offer:** Utilising Ealing's co-located multidisciplinary consultation model (Educational Psychology, Speech & Language Therapy, Occupational Therapy, Specialist Teaching) accessed via the Joint Front Door to provide rapid support without requiring a statutory EHCP assessment.
- **Early Years SENIF Funding Reform:** Utilizing refreshed Special Educational Needs Inclusion Fund criteria aligned with Best Start in Life and Family Hubs to ensure early identification and intervention before key stage transitions.
- **Ordinarily Available Provision (OAP) Framework:** Implementing Ealing's refreshed OAP framework across all classrooms, supported by Wood End's participation in the *Ealing Learning Partnership (ELP)*, *Therapeutic Thinking* model, and *Spirals of Enquiry*.
- **Local Specialist Capacity & Inclusion Bases:** Supporting Ealing's expansion of mainstream resourced provision (8 new Specialist Bases across the borough) to keep children learning close to home.
- **Quality & Timeliness Standards:** Aligning with local borough targets of 85% EHCP 20-week compliance, 85%+ EHCP quality ratings, and dispute avoidance through early school-based resolution.

7. The Graduated Response to SEND

Where a pupil is identified as having SEND, Wood End Primary School takes action through the four-part cycle of the **Graduated Approach: Assess, Plan, Do, Review**.

Stage	Action & Process Description
ASSESS	Class teacher and SENCO conduct a thorough analysis of pupil needs, drawing on teacher assessment, baseline performance, previous progress, parental views, and pupil voice. Advice from external specialists (e.g. Ealing Experts at Hand) is sought where appropriate.
PLAN	Teacher and SENCO agree on specific interventions, teaching adaptations, and target outcomes in consultation with parents and pupil. Recorded on the School Provision Plan with clear review dates and shared with all relevant staff.
DO	Class teacher retains overall responsibility for daily progress and implementation, collaborating with TAs and specialist support staff to link targeted interventions directly back into classroom learning.
REVIEW	Effectiveness of support is reviewed on agreed dates (at least termly). Impact is evaluated against target outcomes, involving parents and pupils. Provisions are revised, adjusted, or exited as appropriate.

Exit Criteria: When a pupil makes sustained progress such that they no longer require provision that is additional to or different from Quality First Teaching, they will be removed from the SEND Register in consultation with parents.

Statutory Assessment (EHCP): Where a pupil has not made expected progress despite comprehensive graduated interventions, the school or parents may request an Education, Health and Care (EHC) needs assessment from Ealing Council. EHCPs are reviewed annually, with statutory reviews incorporating multi-agency input.

8. Attendance and Pastoral Support

8.1 Pupils with SEND have the same right to an education and the same attendance ambitions as all other pupils. The school recognizes that complex medical, sensory, or emotional needs can create unique attendance barriers.

8.2 Wood End Primary School works proactively with families to identify root causes of absence, applying reasonable adjustments (such as soft start routines, sensory break spaces, and flexible attendance plans) in line with statutory guidance *Working Together to Improve School Attendance* and the school's *Attendance Policy*.

9. Safeguarding and Vulnerable Pupils

9.1 Staff recognise that pupils with SEND can face additional safeguarding vulnerabilities, including higher risks of abuse, bullying, or neglect, alongside communication barriers that may hinder reporting concerns.

9.2 Pastoral systems, communication tools (e.g. PECS, visual cue cards), and adult vigilance are maintained to ensure every child feels safe and supported. Detailed safeguarding protocols are set out in the school's *Child Protection and Safeguarding Policy*.

10. Staff Expertise and Training (CPD)

10.1 Continuous professional development in SEND is a whole-school priority. Training needs are identified through annual appraisal cycles and cohort needs analysis.

10.2 Staff participate in Ealing Learning Partnership (ELP) networks, the *Inclusive Leadership and Practice Programme*, *Therapeutic Thinking* modules, and specialist outreach training provided by Ealing support services.

11. Preparation for Adulthood and Transition

11.1 Smooth transitions between key stages, early years settings, and secondary schools are essential for pupils with SEND. Structured transition planning, extra visits, and detailed record transfers take place for all key phase moves.

11.2 In alignment with Ealing's local strategy, Preparation for Adulthood (PfA) principles—focusing on independence, self-advocacy, and community inclusion—are introduced from primary years, laying the groundwork for post-16 success and reducing long-term NEET rates.

12. External Professional Agencies

The school collaborates closely with multi-agency partners across Ealing Council and NHS West and North London ICB, including:

- Ealing Educational Psychology Service & Experts at Hand MDT
- Speech and Language Therapy (SaLT) & Occupational Therapy (OT) Services

- Ealing Child and Adolescent Mental Health Services (CAMHS) & Child Health Hubs
- Specialist Teaching Services (Autism, Visual Impairment, Hearing Impairment, SEMH)
- School Nurse and Paediatric Health Services
- Ealing Children's Social Care and Family Hubs

13. Personal Budgets and Short Breaks

13.1 Parents/carers of pupils with an EHCP (or undergoing statutory EHC needs assessment) have the right to request a Personal Budget in accordance with Ealing Council's partnership policy.

13.2 The school supports Ealing's updated Short Breaks funding model, enabling eligible families to access short break support without requiring a formal EHCP.

14. Monitoring, Evaluation, and Policy Review

14.1 The effectiveness of this policy is evaluated through pupil tracking data, provision mapping reviews, lesson observations, parent/pupil feedback, and annual statutory audits against Ealing's SEND Expectations framework.

14.2 This policy is reviewed annually by the SENCO, Headteacher, and Curriculum & Standards Committee, and ratified by the Full Governing Body.

15. Responding to Complaints

15.1 Parents or carers with concerns about SEND provision should first raise the matter informally with the class teacher or SENCO. Most concerns can be resolved quickly through informal dialogue.

15.2 If concerns remain unresolved, formal complaints are handled in accordance with the school's *Complaints Policy*.

15.3 Families may also access independent disagreement resolution and mediation services provided through Ealing Council, as well as impartial advice from Ealing SENDIASS or Contact Ealing.

16. Links to Other Policies and Documents

This SEND policy links directly to the following school documents and local frameworks:

- School SEN Information Report
- Ealing Local Offer website
- School Accessibility Plan
- Child Protection and Safeguarding Policy
- Attendance Policy
- Behaviour & Therapeutic Thinking Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

