



Woolmore
Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed: September 2025
Agreed by Governors:
Next Review: September 2026

At Woolmore, we take pride in providing a safe, stimulating and fully inclusive learning environment where every member of our community is respected and valued, and all children can thrive.

Our Vision

- We welcome and celebrate difference and diversity within our community.
- We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every child to be the very best they can be in all areas of school life.
- We will always endeavour to keep the views of the child and their family at the very centre of our planning.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEN/D) is our intention.
- We aim to equip colleagues with the knowledge and skills to support our children with SEN/D and believe that most of the needs of our children can be addressed through Quality First Teaching (QFT).
- We will provide expert support and resources for children with SEN/D as and when appropriate.
- We will track the progress of children with SEND through an Assess Plan Do Review cycle.

Rationale

- At Woolmore we will ensure that children with special educational needs have those needs met. We aim to meet the needs of the children within an atmosphere of encouragement, acceptance, dignity and respect for the achievement of each individual child.
- Some children with special educational needs also have disabilities (SEND). The procedures in this policy will often be applicable to children with SEND and children identified as disabled but not SEN. However, this policy needs to be read alongside our equality policy and school accessibility policy for a detailed definition, approach and adjustments for children with disabilities.
- We believe that children with special educational needs and/or disabilities should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. Every teacher is a teacher of every child or young person; including those with SEND.

Policy Development

- The SEND policy is reviewed annually by the Headteacher, DHT Inclusion and SENDCo. The final draft is shared with the governors and made available to parents, both on the school website and in paper form where requested.
- The school SEND Information Report is available to view on the school website.

Our Approach

At Woolmore Primary School we:

- Value all pupils equally.
- Recognise that we will need to consider the individual needs of pupils when planning our curriculum.
- Adaptive teaching is at the core of our practice.
- Recognise the importance of early identification and assessment of vulnerable children, pupils with special educational needs or disabilities.
- Recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- Believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs.
- Are committed to effective collaboration between all agencies working with a child.

Objectives of our Policy

Our SEND Policy exemplifies:

- How we identify specific individual needs and support children within the school environment.
- How parents/carers are kept informed of all the Special Needs' provision given to the children.
- How the class teacher is supported in providing suitable adapted opportunities for individual children.
- How we monitor the progress made by each child, keeping accurate assessments and records.
- How we keep up to date record of steps taken to meet the needs of individual children.
- How we provide, where necessary, the support of outside agencies through contact with the SENDCo and with parents.

Responsibility for the leadership of Inclusion and SEN/D Provision

Deputy Headteacher for Inclusion and DSL: Hannah Williams

SENDCo: Karen Attard

Headteacher: Tracy Argent

Arrangements for the Leadership and Management of SEND Provision

The SENDCo is responsible for the following agreed procedures for coordinating SEND:

- Establishing an individual SEN record/profile for pupils with SEN
- Maintaining and overseeing all records for pupils with SEND
- Involving parents and offering support and advice

- Liaising with the Inclusion Lead, Head teacher and Deputy in developing provision maps
- Liaising with teachers and teaching assistants about pupils' SEND, providing advice, and support
- Reviewing and evaluating the impact of provision
- Advising staff on strategies for meeting pupils' SEND needs
- Identifying and providing relevant and up to date training
- Meeting with members of staff and the parents/carers of pupils with SEND
- Liaising with outside agencies
- The SENDCo, the parents and the child, the teachers and the teaching assistants will work together to decide upon the best actions needed to support the child. These actions are intended to enable the child to learn and progress to their best ability.

Admission Arrangements

- Pupils with SEN/D are welcomed into the school together with all children.
- We work hard to ensure a smooth transition for pupils with SEN/D by thoroughly planning and liaising with parents prior to admission.
- The LA currently has full responsibility for arranging all pupil admissions from Nursery through to Year 6.
- Children who have an Education Health Care Plan (EHCP) and wish to attend Woolmore Primary will take priority, in line with the borough's regulations.
- The accessibility policy aims to remove any barriers that the building might present to any pupils, parents, staff and member of the community.

Allocation of Resources

- The Headteacher, in collaboration with the Governing Body, allocates resources to manage the SEN/D needs within the school.
- The SENDCo is responsible for ascertaining the need of specialised equipment and ensuring it is allocated to the appropriate child/learning space/s.
- Class teachers are responsible for ensuring the provision of adapted and additional resources for use during lessons.

Identifying Special Educational Needs

The Special Educational Needs and Disability Code of Practice (2015) defines special educational needs as follows:

'A child or young person has SEN if they have a learning difficulty 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.

Identification of Need

Identification of need is based on the four broad categories as stated in the 2014 Code of Practice:

- **Communication & Interaction (C&I)**
- **Cognition & Learning (C&L)**
- **Social, Emotional and Mental Health Difficulties (SEMH)**
- **Sensory & Physical Needs (S&P)**

The purpose of identification is to work out what action the school needs to take on an individual 'case by case' basis. We take a holistic approach when identifying the needs of pupils. This involves considering the needs of the whole child and their family; not just their special educational need.

Identification and Review of Pupil Needs

A graduated approach to SEN support.

- It is our policy to strive for early identification of children with special educational needs, with the support of the child, parent and outside agencies when appropriate.
- The school follows the graduated model as laid out in the 2014 Code of Practice.
- Decisions to place a child on the SEN register follow the Assess, Plan, Do, Review Cycle as set out in the 2014 Code of Practice.

Phase 1: In School

- Initial concern raised by teachers or parents require teachers **to complete a cause for concern form** clearly stating issues to be addressed and what has already been tried.
- This leads to children being observed and where appropriate assessed by teachers, the SENDCo or DHT for Inclusion who, after consultation, devise a plan of additional 'in house' intervention provision and in class adjustments /quality personalised teaching.
- This provision is reviewed after a period of time (usually around 8 – 12 weeks) and judgements are made as to the effectiveness of the intervention in relation to the child's progress. Parent consent is sought prior to referrals to outside agencies.

Phase 2: Outside Agencies:

- This includes Speech and Language therapist, Educational Psychologist, Play therapists, Occupational Therapists
- The school asks for assessment and advice from outside professionals. Advice, strategies and personalised intervention programmes designed for individual children are followed with clear timelines for assessment and review.
- Judgements are made on the effectiveness of interventions and the child's progress by the SENDCo, in consultation with teaching teams and external professionals.
- Parents are informed of any outside agency assessments and programmes prior to and post intervention. **Parents are also invited to take part in termly progress meetings with their child and SENDCo as part of our child centred approach.**

Phase 3: Education Health and Care plans (EHCP)

- If it is felt that the child is still in need of further specialist support which cannot be met within phase 2, Statutory Assessment may be sought. This will involve assessments and reports being sent to the SEN panel at Tower Hamlets who will make a decision to carry out an assessment on behalf of the Local Authority
- In a small number of cases an EHCP may be issued if a child's needs meet the criteria set by the London Borough of Tower Hamlets.
- All children identified as having SEND and are within either phase 2 (outside agency involvement) and/or phase 3 (EHCP) will be recorded on the schools SEN register. In line with the 2014 Code of Practice, pupils will be placed on the SEN register if they are not making adequate progress after having quality first teaching and/or in house interventions and/or in class adjustments/quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialised staff.
- If the school needs to involve several agencies in the identification, assessment and monitoring of a child's needs, we use the Early Help Assessment framework, (EHA) the WELLCOMM assessment and Speech and Language screening tools.
- Parents are always informed of any outside agency assessments and programmes prior to and post intervention.
- Children with Education Health and Care plans also attend Annual Review meetings and/or 8 week review meetings as well as termly progress meetings with child and SENDCO as part of our child centred approach.

Managing Pupils on the SEN Register - how the process works

- Class teachers and other members of staff can refer a child whose progress is causing concern to the SENDCo at any time.
- Parents who are concerned about their child's progress may request SENDCo involvement via the class teacher or by approaching the SENDCo directly.
- Each term, the SENDCo meets with class teachers to discuss the children in their class who have been identified with additional needs (or discuss children they are concerned about), decide or review what stage they should be placed at on the SEN list, and support/advise the teachers with writing 'small step' outcomes/targets
- Pupil progress meetings (PPMs) with a member of SLT also reviews pupil needs.
- Goals and Learning Plans are developed in consultation with teachers and teaching assistants. Pupils and parents are always invited to share their views on the goals and provision being suggested.
- Assess, Plan, Do Review targets may be updated at any time during the school year if, for example, a report provided by a professional suggests new outcomes.
- As part of the Learning Plan process, parents and the child are asked to comment on their progress and learning.
- The teachers review progress and discuss new outcomes/targets termly as a minimum – formative assessment is a tool used continually throughout the year.
- Assessment and advice from external agencies will be kept in the child's file in the

locked filing cabinet in the Inclusion room. It is the responsibility of the class teacher to regularly review these files, using advice in them to form the child's personal goals.

- The school's assessment, monitoring and tracking systems ensure class teachers, the SENDCo and other members of staff to monitor the progress of individual children.

Access to the Curriculum

- At Woolmore we aim for Quality First and adaptive teaching for all our children, whilst providing access to the National Curriculum unless otherwise stated in an Education, Health and Care plan. We are clear that *all* teachers are teachers of children with special educational needs.

Inclusion

- Children with SEND take part in all classroom learning and activities which it is possible for them to access; with or without support.
- Children with SEND are taught in the classroom, using the same learning intentions, as far as possible, as the rest of the class, though with adapted resources. When their needs require different learning objectives and activities, children are taught in class as far as possible.
- Arrangements are made to ensure children with SEND are able to join in educational trips and extra-curricular activities, as part of the curriculum.
- Care is taken to ensure the necessary adjustments are made within the school/class environment to ensure that each child is being supported to be the very best they can be. For example; a child with vision impairment will have all texts enlarged and frequent sensory breaks are in place to support children and their emotional regulation, sensory needs.
- Children with SEND will sometimes have some additional support from a teaching assistant to enable them to join in classroom learning and activities and promoting independence wherever possible.

Evaluating Provision

The Governing Body meets its duties as laid down in the SEN code of practice by:

- Ensuring that the necessary provision is made for any pupil who has special educational needs
- Co-operating with the Headteacher to determine the school's general policy and approach to provision for children with SEND
- Establishing the appropriate staffing and funding arrangements
- Maintaining a general oversight of the school's work through the link governor for SEND
- Reporting to parents on the implementation of the school's SEND policy

Complaints procedures

- If parents/carers are concerned that their children's special needs are not being

addressed by the school, we ask that they discuss their concerns first with the class teacher, the SENDCo or a member of SLT.

- If a parent/carer wishes to make a formal complaint, copies of our Complaints Procedure is on our website.
- Tower Hamlets Local Authority provides a Parent Partnership Service to support parents of SEND children on any query or concern they may have regarding their child's education. The Parents Advice Centre (SENDIASS) is widely respected amongst parents and schools for providing independent advocacy and mediation services for parents within Tower Hamlets. Please see the SENDCo for further information.
- Parents may also seek advice on resolving disputes formally through the Local Authority. Parents can contact the Borough's SEN section to enquire further.

In Service Training

- The SENDCo and other colleagues is available for training teachers and teaching assistants, both through formal training and on a day-to-day informal basis.
- All staff have access to relevant and up to date information, advice and expertise available within the school.
- In-school INSET relevant to SEND is provided for teachers and teaching assistants, delivered by the SENDCo, or by people with appropriate expertise invited by the school.
- We work with external agencies such as Phoenix School to enhance our training and support for colleagues.
- The SENDCo keeps a record of SEND training for staff.
- The SENDCo will assess yearly the whole school training requirements.
- Teachers and support staff are informed about, and encouraged to attend relevant courses in SEND.
- Teaching assistants are enabled to attend training courses in SEN provision as part of their continual CPD.

Links to Support Services

- For pupils whose SEND may include challenging behaviour, the school may complete an EHA with the family and refer the pupil to the Behaviour and Attendance Support Service (BASS).
- The Educational Welfare Advisor (EWA) and Family Support team (Susan Sibley-Mason and Mabel Samba) can be consulted for concerns around attendance or if CSC are involved.
- The Language and Communication Team and the in-house Speech and Language Therapy Team (Bart's Health) oversee and advise on the provision for children with language delay and/or difficulties. They provide advice and appropriate programmes which are then implemented within the school, usually delivered by specifically trained teaching assistants.
- The school also makes use of the service and expertise of the Occupational Therapy service, CAMHs (child and adolescent mental health services), the Specific Learning Difficulties Team, the Vision and Hearing Impairment team as well as the Complex Medical team in the Local Authority

- The school uses the services of an Educational Psychologist from the EPS (educational psychologist service), to provide assessment and advice for specific pupils.
- We also have access to schools that provide outreach support. Phoenix School provides support for our children who have been diagnosed with ASC (Autism Spectrum Condition), Stephen Hawking School provides support for children with profound learning difficulties.

Working in partnership with the child and their family – The Child and Parent Voice

- Parents/carers of children with SEND have a right to know any concerns the school may have about their children's progress and what provision the school is making for them. They should be involved in the discussion of all entitlements and the stage at which SEN provision is being delivered.
- Parents/carers of children with SEN are informed about the identification of their children as having SEN at, or soon after, that identification. They are kept informed about the school's provision for their child's SEN, and their child's progress, through parent interviews, meetings with the SENDCo and through meetings with their children's class teacher and/or SENDCo at their own or the school's request.
- We believe that the parents/carers of children with SEN/D make a positive contribution to their children's progress especially if they know and understand what challenges their child is facing with their learning and how they can support their progress at home and school.
- Parent's views will be recorded as part of the SEN process.

Links with other schools

- When a child with SEN/D is admitted to Woolmore, we liaise with his/her former school to obtain information, including relevant documentation, about provision for, and the progress of, the child while at that school.
- When a child with SEN/D leaves Woolmore to go to another school, either during their primary school career or for transition to KS3, we provide their new school with verbal and documented information about provision for, and the progress of, the child while he/she was at Woolmore.
- After a child has left Woolmore to go to another school, we cooperate at any time in providing any information or advice which is still felt necessary or helpful.

Evaluation

The success of the Special Educational Needs Policy is demonstrated by the progress of the children. It is achieved by monitoring targets and evaluating the implementation of programmes.

Regular planning, review of programmes and decision making will be made collaboratively and involve all appropriate parties.

This policy will be reviewed annually by the SENDCo, considering the views of the pupils, parents, staff and governors.

Related Policies

- Accessibility Plan and Equalities Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Educational Visits Policy
- Behaviour Policy and Anti-bullying policy
- Special Needs Statement