



**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES (SEND) POLICY**
(To be read in conjunction with the INCLUSION,
EQUAL OPPORTUNITIES and SAFEGUARDING
POLICY)



Pitmaston Primary School is committed to offering an ambitious, research informed curriculum to ensure the best possible progress for all of our pupils, regardless of a child's needs or ability. We have the same high expectations for children with special educational needs and/or disabilities as we do for all children in school.

What are Special Educational Needs (SEN)?

Pitmaston Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, January 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special educational provisions means [SEND Code of Practice (DfE, January 2015)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEN are identified on the school SEND register as needing 'SEN Support' so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs can be met through ordinarily available provision in the classroom.

What is a disability?

Pitmaston Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision, they will be covered by the SEN definition.

Our Special Educational Needs and Disabilities policy objectives:

At Pitmaston Primary, through assessment for learning strategies we know where all children are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of children and young people



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themselves;

- high, ambitious and stretching targets are set for all pupils;
- pupil progress is regularly monitored towards these goals;
- additional provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and governors on an annual basis;
- staff, governors and parents are aware of the school's SEND and Inclusion policies.

Arrangements for co-ordinating special educational needs provision:

Pitmaston Primary School is a mainstream school that has been recognised as a Flagship school for Inclusion (Inclusion Quality Mark) and graded as Outstanding by Ofsted in the last two inspections (June 2017 & November 2023), who recognised that “Pupils with SEND are extremely well supported.”

The four areas of special educational needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate adaptations and in some cases differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Individual children can have needs across all of these areas and their needs may change over time.

At Pitmaston, all staff are committed to providing for the needs of all children through adaptive teaching in an inclusive environment. This means that all children with SEND access the same curriculum and a high level of Quality First Teaching that is ordinarily available to all of our pupils in the classroom. Pupils accessing specific intervention, or when specialist provision cannot be incorporated in any other way, may have short periods of time outside of the classroom due to practical consideration for the child and the class as a whole.

Reasonable adjustments might be needed for some pupils with SEND. Adaptive teaching responds to the needs of pupils at the time through the use of scaffolding, explicit instruction, flexible grouping, cognitive and metacognitive strategies (such as chunking) and technology.



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Where necessary, adaptations may be made for individuals or small groups of pupils through the use of well-chosen resources, the level of additional support and through additional practice.

Cause for concern/ongoing monitoring

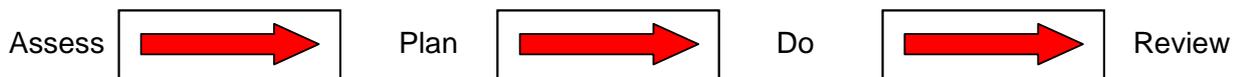
This is the initial stage when class teachers or TLAs (Teaching and Learning Assistants)/HLNAs (High Level Needs Assistants) identify a concern about the needs and/or academic progress of a pupil. Areas of concern will be identified along with the current adaptations and resources being used. New targets and strategies will be discussed with the Special Educational Needs Co-ordinator (SENCo), class teacher and parents.

Pupils may be highlighted as a cause for concern due to a number of reasons at any time. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying adaptations and strategies.

SEN Support

Where a child is identified as having SEN, we work in partnership with the parents and external agencies to establish the support the child needs.

Where a child is identified as needing SEN provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEN Support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress, attainment and social and emotional needs. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher, contact with the SENCo and through the weekly Inclusion drop-in sessions.

Plan

Where it is decided to provide a pupil with SEN Support, parents will already be fully involved in the process. Through meetings, the teacher and SENCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress.

This will be documented on the child's Provision Map (PM) which outlines personalised targets and any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one time away from the main class teacher, they still retain responsibility for the pupil. Teachers will work closely with any TLAs and HLNAs involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the child's



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particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly Provision Map meetings which are separate to the parents evening meetings. Pupil and parent views will feed into these meetings and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plan (EHCP)

An EHCP brings together the education, health and care needs for children and young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet their individual needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, individual cases requesting an Education, Health and Care Needs Assessment by the Local Authority. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies, we ask that parents contact us to discuss any concerns regarding their child's needs.

Following a **request** for an assessment, the Local Authority must determine whether an EHC Needs Assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC Needs Assessment. Where the assessment is successful, the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful, children with special educational needs will have their needs met through SEN Support or ordinarily available provision in school.

EHCPs should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the school, parents and Local Authority at a minimum of every 12 months. This 'Annual Review' meeting must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

The Inclusion Team

The Inclusion Co-ordinator (INCO) *Mrs E Cameron*

The Inclusion Co-ordinator meets with the Inclusion Team on a regular basis to discuss and continuously try to improve best practice, in turn raising standards for all pupils. The Inclusion Team consists of the Inclusion and Special Educational Needs Co-ordinator (INCO/SENCo), the Designated Senior Mental Health Lead, the Family Support Worker (FSW), the More and Most Able (MMA) Co-Ordinator & Equality Lead, the English as an Additional Language (EAL) Co-ordinator, school's Mental Health & Well-Being Therapeutic Practitioners & trained Thrive Practitioners, the EAL Support Assistant and the Early Years & KS1 High Level Needs Advisor.



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The Special Educational Needs Co-ordinator (SENCO) Mrs E Cameron

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND register. They will co-ordinate provision for pupils with SEND, monitor provision mapping across school and liaise with parents, staff and external agencies.

Educational Psychologist Dr Jane Yeomans

As a school we fund a limited number of hours with an Educational Psychologist who supports children or young people who are experiencing difficulties within our educational setting with the aim of enhancing their learning. Areas of need may include social and emotional or learning difficulties. Work is usually with individual children and includes advising and liaising with teachers, parents and other professionals.

The Educational Psychologist offers a wide range of appropriate interventions, such as learning and social, emotional and mental health programmes and collaborative work with teachers or parents. They also provide in-service training for teachers and other professionals on areas such as social, emotional and mental health needs, including stress and anxiety management, behaviour management and specific learning difficulties.

Speech and Language Therapists Charlotte Deykin & Laura Gyll

In addition to the NHS Speech and Language Therapy service which all schools can access, we fund two additional Speech and Language Therapists who support the speech, language and communication needs of all children in school. Our therapists, who work in school fortnightly, assess and review pupils with identified speech, language and communication needs, provide in-service training for staff to deliver a range of interventions and offer support to parents.

Play Therapist Frances Donohue

We fund a Therapeutic Play Worker who supports the highest levels of social and emotional need for identified children in school who may be dealing with difficult feelings which they find hard to talk about. These weekly 1:1 and small group sessions use play as the child's natural language and form of communication.

School Counsellor Debbie Grice-Griffin

We fund our own school Counsellor who supports the highest levels of social and emotional need for identified children who are in need of 1:1 time to talk about their feelings and be supported to understand why they may be feeling this way. A child may receive counselling for a number of reasons including anxiety, a bereavement, school and home pressures and ongoing social/friendship issues.

SEND Governor Mr P Hines

A member of the Governing Body, who has a high level of experience working with and leading provision for pupils with SEND, visits school to meet the Inclusion Co-Ordinator and look at and review provision for pupils with SEND. The Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Admissions



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Parents/carers seeking the admission of a pupil with an EHCP must do so through the Local Authority SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.



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Access for the physically impaired

The school has a Disability Equality Scheme (DES) and Accessibility Plan (AP) in place which is reviewed every four years or sooner if a child were to join the school with any specific disability. The main entrance to the school is from the car park and is accessible by wheelchair using the ramp. Where access is restricted, special arrangements can be made to enable learning to take place downstairs. Although access to the KS2 hall is usually via the main corridor, alternative access to the hall may be gained by an alternative route. There is also a platform lift in place to enable access to the main corridor from the entrance of school.

Evaluation of policy

The Headteacher and Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENCo will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints procedure

Any concerns about special educational provision within the school should be directed to the Inclusion Co-ordinator and Headteacher. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints policy.

SEN in-service training

Training opportunities for all teaching staff are identified and organised by the SENCo. Training takes place during weekly Continuous Professional Development (CPD) meetings, INSET days and during the school day with external providers. Professionals with expertise in specific areas of needs regularly deliver training to all teaching staff for example, sensory processing training, dyslexia, Autism etc. Workshops and online training are organised by the Inclusion team focusing on varying areas of need and signposted to both parents and staff.

Partnership with parents

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for all pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented.

The SENCo or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral linked to an area of need is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENCo, although parents can also see a member of



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the Inclusion Team at the Inclusion drop-in every Wednesday morning from 9.00 – 9.30a.m. No appointment is needed for these 1:1 meetings.

We have an informative Inclusion page on the school website www.pitmaston.co.uk/inclusion which provides further information including our SEND School Information Report, links to the SEND Code of Practice (DfE, January 2015) and Worcestershire's Local Offer, a parent information leaflet and signposting to further information in the community, workshops and much more.

Links with external agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

The Inclusion Team, following the graduated response being implemented over time, will refer pupils with special educational needs and/or disabilities where necessary to the relevant external agencies who have their own specific referral criteria. Such referrals will always be first agreed with parents/carers.

The School Nurse, *Aimee Elliott*, is available over the phone or via email to offer advice, information or support for any medical or health needs.

Vulnerable and Safeguarded Children [refer to the separate Safeguarding Policy]

The Designated Safeguarding Lead (DSL) is the Deputy Head teacher, who has received the appropriate up to date safeguarding training and follows the procedures set out by the Worcestershire Safeguarding Children Board (WSCB), taking account of guidance issued by the Department for Education (DfE) and in line with Keeping Children Safe in Education (2025). The SDP DSL? will co-ordinate action on safeguarding and promoting the welfare of children within the school. The Headteacher, Assistant Headteacher, School Business Manager, Family Support Worker and KS1 Phase Leader are also trained as Safeguarding Leads. All staff members have annual safeguarding training and this forms part of all new staff members induction. The important message is reinforced with all staff within the safeguarding training that pupils with SEND could be more vulnerable to abuse due to their level of need. Therefore, this training ensures that all staff can competently identify signs of abuse, harm, neglect and other dangers which a child with SEN may not be able to communicate.

We recognise that children who have suffered any form of abuse or witnessed violence may find it difficult to develop a sense of self-worth due to the trauma they may have experienced. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will offer immediate emotional support for the pupil in various ways.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make the expected progress.

Information and assessment from Pre-School Nursery and the Early Years Foundation Stage profile in Reception will help to identify children who need early intervention, with these children targeted for extra support within the classroom.



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Continuums

For the small number of pupils working two or more years below their chronological year group, teachers refer to the reading, writing and maths Continuums to support the identification, provision and tracking of progress for these pupils. Continuums ensure that these children, including those with SEN, make consistently high rates of progress in relation to their starting points so that gaps between areas of learning can close. This assessment tool shows smaller steps of progress for these children and provides clear next steps.

The Engagement Model

If any pupils in school are working below the level of the National Curriculum and not engaged in subject-specific study, the STA engagement model assessment tool will be used to support these pupils. The 5 areas of engagement are exploration, realisation, anticipation, persistence and initiation. This is a formative and summative assessment approach, following the continuous 'assess – plan – do – review' cycle to enable the child's achievements and progress to be measured over time. This model is a pupil-centred approach and parents, school and external agencies will work together to encourage the enrichment of the pupil's personalised curriculum.

Links with other schools and transition

We recognise the importance of maintaining close links with all our Pre-school Nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about pupils with additional needs. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Behaviour and Relationships

At Pitmaston Primary School we have high expectations for behaviour and relationships from all of our pupils. There is a clear and detailed behaviour and relationships policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour.

A child with social, emotional and mental health difficulties may have an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) to help to support this need. It will contain clear objectives for improvement, strategies and procedures. A number of designated staff have completed the Team Teach training as part of the positive handling policy. It is the school policy to keep parents informed of all incidents in which behaviour is a barrier or concern.

We strive at Pitmaston Primary School to meet the needs of all children, including those with



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special educational needs and/or disabilities, so that they make the best possible academic and personal progress.

This policy was approved by the Full Governing Board on 19th September 2025.

This policy is due to be reviewed in September 2026.