

WHITEHILLS PRIMARY SCHOOL

“...putting pupils first....”



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date reviewed: January 2026

Reviewed by: Elaine Ayton

Ratified by Governors: January 2026

Whitehills Primary School Inclusion Statement

Whitehills Primary School believes that all pupils are entitled to an education that enables them to achieve their best and become confident individuals that are challenged and inspired to be successful lifelong learners.

At Whitehills Primary School, we believe every child is unique and brings their own strengths experiences and qualities to our school community. We aim to meet the needs of all pupils, including our pupils with special educational needs, through a rich and varied academic and social curriculum with regards to the National Curriculum guidelines 2014.

We recognise that pupils learn at different rates and that there are many factors that can affect achievement, including academic ability, social, emotional and mental health, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term. Therefore, we aim to identify these needs at the earliest opportunity and provide teaching and learning context which enable every child to achieve his or her full potential.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- the involvement of pupils and their parents in decision-making.
- the early identification of pupils' needs and early intervention to support them.
- a focus on inclusive practice and removing barriers to learning.
- collaboration between education, health and social care services to provide support.
- high-quality provision to meet the needs of pupils with SEND.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of this policy, a pupil is defined as having SEND if they have:

- **a significantly greater difficulty in learning than most others of the same age.**
- **a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.**
- **special educational provision that is additional to or different from that made generally for other pupils or young people of the same age by mainstream settings.**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Disabled Persons (Services, Consultation and Representation) Act 1986
- Pupils Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Childrens and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

- Health and Care Act 2022 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2015) 'Supporting pupils at school with medical conditions'
 - DfE (2018) 'Working Together to Safeguard Children 2018'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2021) 'School Admissions Code'
 - DfE (2023) 'Keeping children safe in education 2023'
 - Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Aims and objectives

Whitehills Primary School is committed to providing appropriate and high-quality education for all the pupils in our school and recognise that all our teachers are teachers of pupils with special educational needs.

We believe the all pupils, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We believe that all pupils should be fully included in all aspects of school life and equally valued within our school. We will strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe.

Through the implementation of this policy, Whitehills Primary School will:

- use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- designate a teacher to be responsible for coordinating SEND provision, i.e., the SENDCO.
- inform parents when they are making special educational provision for their child.
- review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Special educational needs and disability code of practice: 0 to 25 years

Identifying Special Educational Needs

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.

With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- does not match or better the pupil's previous rate of progress.
- fails to close the attainment gap between them and their peers.
- widens the attainment gap.

SEND - The Four Broad Areas of Need

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions. Pupils will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual pupils or young people often have needs that cut across all these areas and their needs may change over time

The code states that:

- many pupils and young people have difficulties that fit clearly into one of these areas
- some pupils have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health difficulties (SEMH)	Sensory and/or Physical Needs (S/PN)
Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including: • moderate learning difficulties (MLD) • severe learning difficulties (SLD) Pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties Pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • profound and multiple learning difficulties (PMLD) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as:	Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include: • becoming withdrawn or isolated • displaying challenging, disruptive or disturbing behaviour These behaviours may reflect underlying mental health difficulties such as: • anxiety or depression • self-harming • eating disorders • physical symptoms that are medically unexplained Other pupils and young people may have disorders such as: • attention deficit disorder (ADD) • attention deficit hyperactive disorder (ADHD)	Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with: • vision impairment (VI) • hearing impairment (HI) • a multi-sensory impairment (MSI) Pupils with MSI have a combination of vision and hearing difficulties will require specialist support and/or equipment to access their learning, or rehabilitation support. Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the

	• dyslexia • dyscalculia • developmental co-ordination disorder	• attachment disorder	opportunities available to their peers.
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The Graduated Approach to SEND Support

The 2015 Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. At this stage the teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, expectations of progress and high quality and accurate formative assessment. For higher levels of need, more specialised assessments from external agencies and professionals may be sought. Once this process has been completed a child may receive more specialised support. This support does not replace inclusive and adaptive teaching but should complement it and give the pupils skills that they can then apply in their learning.

SEND Ranges: Ranges 1 and 2	SEND Ranges: Range 3	SEND Ranges: Ranges 4 and above
Ordinarily Available Provision Whole Class Adaptive Teaching	Ordinarily Available Provision Whole Class Adaptive Teaching Targeted Support and Intervention	Ordinarily Available Provision Targeted Support and Intervention Specialist Support
Pupils' needs will be identified and met as early as possible. Early identification is made through: - liaison with feeder nurseries - transfer information and records from previous schools - the sharing of information from outside agencies and professionals - classroom-based assessment and monitoring arrangements - the analysis of data - following up parental concerns	All vulnerable learners will be included on a detailed whole school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to: - plan strategically to meet pupils' identified needs - audit how well provision matches need - cost provision effectively - demonstrate to all staff how support is deployed - inform parents, West Northamptonshire Local Authority, external agencies about resource deployment - if pupils meet the Range 3 criteria in one or more of the four areas of need, pupils will be placed on the SEN register and parents will be informed	External Agencies and Professionals Where pupils have had access to well-scaffolded SEN support but have failed to make progress or their learning need has become such, that additional resources are required, they will have targeted support from an outside agency or professional. SEND Targeted Funding A small number of pupils may require additional Targeted SEND funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. Education Health and Care Plans Pupils with an Education Health and Care Plan will have access to whole class adaptive teaching and, in addition to this, will have an Annual Review of their Education, Health and Care Plan.

The Graduated Approach to SEND Support

The Teachers' Standards (2012) clearly state that teachers should:

- adapt teaching to respond to the strengths and needs of all pupils
- have a clear understanding of the needs of all pupils, including those with SEN make accurate and productive use of assessment

SEND Ranges: Ranges 1 and 2	SEND Ranges: Range 3	SEND Ranges: Ranges 4 and above
Ordinarily Available Provision Whole Class Adaptive Teaching	Ordinarily Available Provision Targeted Support and Intervention	Targeted Support and Intervention Specialist Support
We achieve this through each class teacher delivering high quality teaching for all pupils. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made through: • a creative, engaging, and immersive curriculum that is sequenced progressively to build on pupils' knowledge and previous learning experiences. • appropriate learning challenges, matched to the National Curriculum guidelines. • differentiated learning challenges through: extending or reducing challenges, varying the amount of adult or peer support given to complete the challenge. • the way a learning challenge is delivered, completed and achieved. eg. visually (looking), practically (doing), orally (speaking), aurally (listening). • appropriate inclusive classroom environments. • multi-sensory approach to learning challenges. • visual aids to support language and concept development. • talk partners and peer support • whole school approach to meta-cognition through learning goals.	Teachers and pastoral staff to plan individual and small group evidence-based interventions to support both academic and social development, which might include: • ELS Phonics • Speech and Language • Key Word Recognition and spelling (SNIP) • Identified target readers (for fluency) • Reading Inference for comprehension • Paired Reading • Precision Teaching • Fine Motor Skills and Handwriting • Number Sense/Number bonds/Times Tables/Arithmetic • One Page Profiles/Pupil Communication Plans • Boxall Profile • The Red Beast • How are you Feeling Today? • Time to Talk • Socially Speaking • Lego Therapy • Protective Behaviours • 1:1 ELSA sessions • Cool Connections • Social Detective • Outdoor Learning Nurture Groups • Sensory Circuits • Unworry Groups • Talkabout • SIBs • Drawing and Talking	Specifically targeted interventions and personalised support for individual pupils • Personal Support Plans • Access to specialised equipment, ie: pencil grips, writing slopes, assistive technology, coloured overlays, coloured writing books, visual time tables, communication visuals • Environment adaptations: painted steps, disabled toilets, sensory rooms Access to outside agency support: • Educational Psychologist, • Educational Psychologist Assistant • Inclusion and Intervention Support Team (IIST) • Occupational Therapist • Physiotherapist • Speech and Language Team • School Nursing Team • CAMHs • Teacher of the Deaf • Service 6 • HARPs • Early Intervention Family Support Service • Strengthening Families • Disabled Children's Team • SENDIASS • Diabetes Nursing Team • Hearing and Vision Specialist Team

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- have the potential to be disproportionately impacted by behaviours such as bullying.
- may face additional risks online, e.g. from online bullying, grooming and radicalisation.
- are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils.

These barriers can include, but are not limited to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- these pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- the potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- a different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the Designated Safeguarding Lead and the SENDCO.

SEN Support: Assess, Plan, Do and Review

This support does not replace inclusive quality first teaching but should complement it and give the pupils' skills that they can then apply in their own learning.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out an analysis of the pupil's needs to ensure that:

- support and intervention are matched to individual needs.
- barriers to learning are identified and overcome.
- there is a clear picture of where targeted support needs to be focused.

These should build information about the pupils' strengths, needs and progress.



Plan

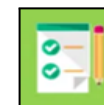
At this stage, the SENDCO will hold meetings with staff, parents, pupils and any specialists involved to plan intervention or individual support. Once a decision has been made about what additional provision is required, all teachers and support staff who work with the pupil will be made aware of:

- their individual needs.
- individual targets and expected outcomes.
- targeted support and any teaching strategies or approaches that are required.



Information will be recorded on class provision maps and/or personal s Personal Support Plan (PSP)

Do



Support is put in place for an agreed period of time. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child they work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through:

- monitoring progress made academically against national and age expectations.
- collecting formal and informal feedback from the teacher, parents/carers and pupil.
- evaluating impact and quality of the support and interventions.
- obtaining the views of the pupil and their parents/carers which feeds into the analysis of their needs.



The SENDCO and class teacher, will revise the individual progress and development, deciding on any changes to the outcomes and provision in consultation with parents/carers and the pupil themselves.



Roles and Responsibilities

Role of the Governing Body

The governing board will be responsible for:

- ensuring this policy is implemented fairly and consistently across the school.
- ensuring the school meets its duties in relation to supporting pupils with SEND.
- ensuring that there is a qualified teacher designated as SENDCO for the school.



Role of the SEND Governor

Mr Harvie Hughes h.hughes@whitehillsprimary.northants.sch.uk

The SEND Governor will:

- help to raise awareness of SEND issues at Governing Body meetings.
- ensures that all Governors are aware of the school's provision, including the funding, equipment and personnel.
- monitor the SEND provision within the school and update the Governing Body.
- ensuring the school meets its duties in relation to supporting pupils with SEND.
- ensuring that there is a qualified teacher designated as SENDCO for the school.
- assure the Governing Body that the school website publishes the SEN Information Report.
- reviews this policy annually and considers any amendments regarding SEN data and analysis work closely with the SENDCO and Headteacher.



Role of the Head teacher

Mrs Natalie James head@whitehills.northants-ecl.gov.uk

The Head teacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The Head teacher will:

- ensure the school holds ambitious expectations for all pupils with SEND.
- establish and sustain culture and practices that enable pupils with SEND to access the Curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- ensure the SENDCO has sufficient time and resources to carry out their functions.
- provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- regularly and carefully reviewing the quality of teaching for pupils at risk of under achievement.
- ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.



Role of the Special Educational Needs and Disability Co-ordinator (SENDCO)

Mrs Elaine Ayton senco@whitehills.northants-ecl.gov.uk

The SENDCO will be responsible for:

- collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- the day-to-day responsibility for the operation of SEND policy.
- the coordination of specific provision made to support individual pupils with SEND.
- advising on a graduated approach to providing SEND support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- liaising with the parents of pupils with SEND.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- being a key point of contact for external agencies, especially the Local Authority and Local Authority support services.
- liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

- providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family

English as an Additional Language (EAL)

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child or and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENDCO, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- focus on the pupil as an individual, not allowing their SEND to become a label.
- be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- highlight the pupil's strengths and capabilities.
- enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- tailor support to the needs of the individual.
- organise assessments to minimise demands on parents.
- bring together relevant professionals to discuss and agree together the overall approach.

Where the Local Authority provides a pupil with an Education, Health Care plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Funding for SEND support

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing Targeted SEND top-up funding from the Local Authority to provide additional specialist support.

Statutory Assessment

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting a Statutory Assessment to obtain an Education, Health Care plan (EHC plan)

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

The school will:

- cooperate with the Local Authority and relevant individuals to ensure an annual review meeting takes place, including
 - convening the meeting on behalf of the Local Authority if requested.
- ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- contribute any relevant information and recommendations about the EHC plan to the Local Authority, keeping parents involved at all times.
- lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- where possible for Looked After Child (LAC), combine the annual review with one of the reviews in their care plan, in particular the
 - personal education plan (PEP) element.
- where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Monitoring and Review of this policy

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is January 2027.

THE FOUR BROAD AREAS OF NEED

Appendix

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

1. **Communication and Interaction (C&I)**
2. **Cognition and Learning (C&L)**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Physical and/or Sensory Needs (P&SN)**

Communication and Interaction
<u>Autistic Spectrum Disorder (ASD)</u> ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to: • understand and use non-verbal and verbal communication • understand social behaviour, which affects their ability to interact with pupils and adults • think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. Further information can be found at: https://www.autism.org.uk/advice-and-guidance
<u>Speech, Language and Communication Needs (SLCN)</u> Pupils and young people may have a range of difficulties with speech and language, some of which may resolve as the child develops. For some pupils, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties. Further information can be found at: www.afasic.org.uk

Cognition and Learning

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still.

This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: www.addiss.co.uk

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Pupils' should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. Pupils are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

Severe Learning Difficulty (SLD)

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.

Specific Learning Difficulty (SpLD)

A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); developmental co-ordination disorder (dyspraxia - co-ordination) and dysgraphia (writing)

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Further information can be found at: <https://www.dyscalculia.org>

Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- visual-spatial difficulties: trouble processing what the eye sees
- language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found at: <https://www.readandspell.com/strategies-for-dysgraphia>

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <http://www.bdadyslexia.org.uk>

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).

Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found at: <http://www.dyspraxiafoundation.org.uk>

Social, Emotional and Mental Emotional Health

Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some pupils may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other pupils or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A child suffering from an Anxiety Disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

Obsessive-Compulsive Disorder ('OCD')

A child suffering from SEMH may also have an Obsessive Compulsive Disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

Physical and/or Sensory Needs

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound.

A number of pupils with an HI also have an additional disability or learning difficulty. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;
- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND.

For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has a SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some pupils may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Pupils and young people with medical conditions will include those with asthma, diabetes, arthritis, epilepsy, severe allergies, incontinence, eczema, cystic fibrosis, tracheotomy, colostomy and ileostomy.

In such cases, school staff will take into consideration the medical guidance available.

West Northamptonshire Council: The Ranges (0-25 years) Guidance 2022

The Graduated Approach: CORE PRINCIPLES

The following Core Principles underpin all our work with children and young people with SEND at whatever level in the educational system. These have been put together by a group of SENDCO's, senior leaders and Local Authority Officers. These will be further developed to incorporate family and young people's views, along with those from Health and Social Care. Every teacher is a teacher of SEND – in fact, everyone in any setting has a responsibility for SEND as a core part of their work.

- Leadership and Management
- Curriculum, Teaching and Learning
- Assessment and Individual Planning
- Partnership and Individual Planning
- Partnership and co-production with children, young people and parent carers
- Supporting social and emotional development/pastoral care
- The physical and sensory environment
- Equipment and resources
- Staff skills, training, transitions and use of expertise

Using the Ranges document can be accessed using the following link

<https://www.westnorthants.gov.uk/directory/local-offer/f54062f2-62a9-49d1-bcf8-3d267836e45d>

Ordinarily Available Provision (OAP)

Ordinarily Available Provision refers to the range of high-quality, inclusive practices, resources and support that we expected to provide for our children at Whitehills, including those with special educational needs and disabilities (SEND), as part of their universal offer. These will include opportunities and adapted provision strategies that form the typical offer tailored for all pupils, including those with special educational needs, without needing an Education, Health and Care Plan (EHCP).

These provisions are embedded within everyday teaching and learning and do not require additional funding or specialist intervention. They include differentiated approaches, reasonable adjustments, and strategies that enable all children to access the curriculum and participate fully in the life of our school.

OAP refers to the support and resources that Whitehills offer, as a mainstream educational setting.