



**Wood Ley Community
Primary School**

Special Educational Needs and Disabilities (SEND) Policy

Policy Owner	SENCO
Approved By	Full Governing Body
Effective From	September 2026
Review Cycle	Annual
Next Review Date	September 2027

1. Aims and objectives

Wood Ley Community Primary School is committed to inclusive education and to securing the best possible outcomes for all pupils, including those with special educational needs and disabilities (SEND).

This policy aims to:

- ensure that the school fulfils its statutory duties towards pupils with SEN and disabilities;
- use our best endeavours to make sure that pupils with SEN receive the support they need;
- identify and address pupils' needs as early as possible through high-quality, inclusive and adaptive teaching and the graduated approach;
- ensure pupils with SEND can engage in the activities of the school alongside pupils who do not have SEND, so far as reasonably possible;
- maintain high expectations for progress, achievement, participation and preparation for the next stage of education;
- involve pupils and parents/carers in decisions about needs, outcomes, support and provision;
- set out clear roles and responsibilities for SEND provision; and
- ensure SEND provision is monitored, evaluated and developed as part of whole-school improvement.

2. Vision and values

At Wood Ley Community Primary School, we empower every individual to aim high and reach further. We are an inclusive school that considers individual needs while maintaining ambitious expectations for all pupils.

We seek to remove barriers to learning and participation through high-quality teaching, adaptive practice, reasonable adjustments and additional or different provision where this is required. SEND is a whole-school responsibility. The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff.

3. Legislation and statutory guidance

This policy is based on the current statutory SEND Code of Practice: 0 to 25 years and reflects the legal framework in force for September 2026. The Government is considering wider SEND reform, but proposed reforms do not replace the current statutory framework unless and until legislation or statutory guidance changes.

This policy has regard to:

- Part 3 of the Children and Families Act 2014, including the school's duty to use its best endeavours to secure the special educational provision called for by a pupil's SEN;
- the Special Educational Needs and Disability Regulations 2014, as amended, including requirements relating to SENCOs and the SEN Information Report;

- the Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty;
- the SEND Code of Practice: 0 to 25 years;
- the School Admissions Code;
- Keeping Children Safe in Education 2026;
- Working Together to Improve School Attendance, current statutory guidance;
- current DfE guidance on the notional SEN budget and high-needs funding; and
- the current maintained-schools governance guidance.

4. Inclusion and equal opportunities

Wood Ley provides a broad, balanced and ambitious curriculum for all pupils. The school will not discriminate against a pupil because of disability or SEN and will make reasonable adjustments where required.

The school will take all reasonable steps to ensure that pupils with SEN engage in the activities of the school together with pupils who do not have SEN, while ensuring that this is compatible with the efficient education of other pupils and the efficient use of resources, in accordance with the statutory framework.

5. Definitions

5.1 Special educational needs

A child has SEN 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 has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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 by mainstream schools.

A pupil does not have SEN solely because English is not their first language. Slow progress and low attainment do not, by themselves, mean that a pupil has SEN; equally, attainment in line with chronological age does not rule out SEN.

5.2 Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some pupils with SEN will also be disabled, but the terms are not interchangeable.

5.3 The four broad areas of need

The four broad areas of need are used to support planning and are not labels. A pupil may have needs across more than one area and needs may change over time:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

The purpose of identification is to work out what action the school needs to take, not simply to fit a pupil into a category.

6. Roles and responsibilities

6.1 The SENCO

The school's Special Educational Needs Co-ordinator (SENCO) is Mrs Sarah Spinks.

The SENCO will:

- work with the Headteacher and SEND link governor to determine the strategic development of SEND policy and provision;
- oversee the day-to-day operation of this policy and co-ordinate provision for pupils with SEN;
- advise colleagues on the graduated approach and on high-quality adaptive teaching and reasonable adjustments;
- liaise with parents/carers, pupils, early years providers, other schools and potential next providers;
- liaise with relevant external professionals and the local authority;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- work with the Headteacher and governors to support compliance with Equality Act duties and accessibility arrangements;
- ensure appropriate records are maintained and relevant information is shared lawfully;
- contribute to staff professional development;
- prepare and review the school's SEN Information Report and contribute to review of this policy; and
- monitor patterns in identification, provision and outcomes and use this information to strengthen teaching and provision.

The school will ensure that the person appointed as SENCO meets the statutory requirements for the role. Where the mandatory qualification requirement applies, the SENCO must complete the relevant SENCO qualification within the statutory timescale. From 1 September 2024, the NPQ for SENCOs is the mandatory qualification for newly appointed SENCOs, subject to the transitional arrangements in the Regulations.

The Headteacher and Governing Body will ensure that the SENCO has sufficient time and resources to carry out the role effectively.

6.2 Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties towards pupils with SEN and disabilities. It will:

- ensure the school uses its best endeavours to secure appropriate special educational provision;
- ensure teachers are aware of the importance of identifying and providing for pupils with SEN;
- ensure pupils with SEN can engage in school activities alongside their peers, so far as reasonably possible;
- ensure required SEND information is published and kept up to date;
- ensure the school complies with Equality Act and accessibility duties;
- have regard to the SEND Code of Practice; and
- monitor the effectiveness of SEND provision and the use of resources.

6.3 SEND link governor

The SEND link governor is Carolyn Trussell. The link governor will support the Governing Body's strategic oversight by meeting relevant leaders, monitoring the implementation and impact of SEND provision and reporting to the Governing Body. The link governor does not take operational responsibility for individual pupils.

6.4 Headteacher

The Headteacher will:

- work with the SENCO and SEND link governor to determine the strategic development of SEND provision;
- have overall responsibility for the school's provision for pupils with SEND and for ensuring SEND is integral to school improvement;
- ensure the SENCO has sufficient time, resources and status to fulfil the statutory role;
- ensure the school meets its Equality Act, safeguarding, attendance and accessibility duties;
- oversee the effective and lawful use of the school's delegated budget, notional SEN budget and any additional high-needs funding;
- ensure staff have appropriate SEND knowledge and professional development;
- work with the SENCO to evaluate provision, outcomes and patterns of identification; and
- co-operate with the local authority in relation to EHC needs assessments, EHC plans, the Local Offer and local provision.

6.5 Class teachers

Every teacher is a teacher of pupils with SEND. Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- provide high-quality, inclusive and adaptive teaching;
- identify and respond to emerging needs and barriers to learning;
- work with the SENCO to assess, plan, implement and review SEN support;
- work closely with teaching assistants and specialists and ensure additional support connects with classroom teaching;
- know and implement the provision, reasonable adjustments and strategies agreed for pupils;
- monitor progress towards agreed outcomes; and

- communicate regularly with pupils and parents/carers.

6.6 Parents and carers

Parents/carers are key partners. The school will listen to their concerns, involve them in decisions and provide clear information about support and progress. Parents/carers should share relevant information about their child's needs and any changes that may affect provision.

6.7 Pupils

Pupils will be supported to express their views and participate in decisions about their support in a way that is appropriate to their age and understanding. This may include identifying strengths and barriers, contributing to outcomes, attending reviews and commenting on what helps them learn.

7. SEN Information Report

The school will publish an SEN Information Report on its website in accordance with section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014.

The report will be updated at least annually and any material changes will be updated as soon as possible during the year. It will include the school's arrangements for identifying and supporting pupils with SEN, involving pupils and parents, evaluating provision, staff expertise, access to external support, transitions, complaints and the school's contribution to Suffolk's Local Offer. It will also include the required information about admission of disabled pupils, preventing less favourable treatment, facilities and the Accessibility Plan.

8. Our approach to SEND support

8.1 Identifying pupils with SEN and assessing their needs

Early identification is important, but the school will avoid making assumptions based solely on attainment, behaviour, diagnosis or a single assessment. Class teachers, supported by the SENCO, will consider progress, attainment, development, attendance, behaviour, communication, wellbeing, prior information, pupil and parent views and relevant professional advice.

Where progress continues to be less than expected despite high-quality teaching targeted at the pupil's area of weakness, the class teacher and SENCO will assess whether the pupil may have SEN. Where special educational provision is required, parents/carers will be formally informed and the pupil will be recorded as receiving SEN Support.

Where a pupil joins Wood Ley with identified SEN, involvement from external services or an EHC plan, the school will seek relevant information promptly and work with the family, previous setting, local authority and professionals to support a smooth transition.

8.2 Consulting and involving pupils and parents/carers

The pupil and their parents/carers will be at the heart of decisions about SEN provision. Early discussions will seek to establish the pupil's strengths and needs, the concerns and priorities of the pupil

and parents/carers, desired outcomes, appropriate support and arrangements for review. These will be developed and refined through the graduated approach as the school's understanding of the pupil's needs develops. A record of agreed actions will be maintained and shared appropriately

8.3 The graduated approach: Assess – Plan – Do – Review

SEN Support will follow the graduated approach. The cycle will be revisited with increasing detail and specialist input where needed.

Assess: the class teacher and SENCO will analyse the pupil's needs, drawing on teacher assessment, prior progress and attainment, pupil and parent views and, where appropriate, external advice.

Plan: the class teacher and SENCO will work with the pupil and parents/carers to agree, as far as possible, the outcomes being sought and will determine the adjustments, support and interventions to be put in place, taking account of the pupil's needs, parent/carer and pupil views, available evidence and any relevant professional advice. The expected impact, responsibilities and a clear date for review will be recorded and relevant staff informed. the teacher, SENCO, pupil and parents/carers will agree the adjustments, support, interventions, expected outcomes, responsibilities and review date. Relevant staff will be informed.

Do: the class teacher remains responsible for the pupil's progress and for working closely with any teaching assistants or specialist staff. The SENCO supports problem-solving and effective implementation.

Review: the school will evaluate the impact and quality of support against the agreed outcomes, taking account of pupil, parent and staff views. Provision and outcomes will be revised where necessary.

The graduated approach is a continuous and proportionate process. The nature, frequency and format of assessment, planning, recording and review will reflect the individual pupil's needs. This policy does not require a particular intervention, document, meeting frequency or level of additional adult support for every pupil with SEN; these will be determined according to assessed need, professional judgement, pupil and parent/carer views, available evidence and the school's statutory duties.

8.4 Levels of support

School-based SEN Support: most pupils with SEN will have their needs met through high-quality teaching, reasonable adjustments and additional or different provision delivered through the graduated approach. Support will be recorded through the school's agreed systems, which may include a pupil passport, provision map or school-based support plan.

Education, Health and Care (EHC) needs assessment: where, despite relevant and purposeful action, a pupil has not made expected progress or requires provision that may be beyond what the school can reasonably provide from its ordinarily available resources, the school and/or parents may ask the local authority to consider an EHC needs assessment. The legal test and decision about whether an assessment is necessary rest with the local authority.

EHC plan: where a pupil has an EHC plan, the school will use its best endeavours to secure the special educational provision specified in the plan and will co-operate with the local authority in the statutory

review process. EHC plans must be reviewed by the local authority at least every 12 months, and the school will convene and report on annual review meetings when asked to do so.

8.5 Funding SEND provision

The notional SEN budget is an identified amount within the school's overall delegated budget; it is not a separate ring-fenced pot or an individual entitlement for each pupil.

Mainstream schools are expected to meet the costs of SEN Support and to contribute towards the additional costs of provision for pupils with high needs up to the nationally prescribed high-needs cost threshold, currently £6,000 per pupil per year above the cost of basic provision. Where agreed provision costs exceed that threshold, high-needs top-up funding may be provided by the commissioning local authority in accordance with current arrangements.

Funding considerations do not remove the school's statutory duties, including its best endeavours and Equality Act duties. The school will deploy its available resources according to pupils' assessed needs and will seek additional support or funding through Suffolk County Council processes where appropriate.

8.6 Evaluating effectiveness

The school evaluates SEND provision through a range of evidence, including:

- pupil progress and attainment information, including the school's assessment systems and pupil progress discussions;
- the Assess–Plan–Do–Review cycle and progress towards individual outcomes;
- pupil and parent/carers voice;
- SENCO and leadership monitoring of teaching, provision and inclusion;
- review of attendance, behaviour, participation and wider outcomes where relevant;
- annual reviews for pupils with EHC plans; and
- evaluation of the impact and value of interventions and specialist support.

9. Attendance

Pupils with SEND have the same right to education and the same ambition for high attendance as other pupils, but some may experience additional barriers. The school will consider whether absence is connected to a pupil's SEND or disability and whether reasonable adjustments, additional support or a review of provision are needed.

Attendance concerns will be addressed in accordance with the school's Attendance Policy and current statutory attendance guidance. SEND must not be used as a blanket explanation for absence, nor should attendance action disregard a pupil's individual needs or disability-related barriers.

10. Safeguarding

Pupils with SEND can face additional safeguarding vulnerabilities and barriers to recognising or reporting abuse. Staff will be alert to the possibility that behaviour, communication difficulties or injuries may be wrongly attributed to a pupil's SEND.

The school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026 apply to all pupils. The DSL and SENCO will work together where SEND and safeguarding needs overlap, while maintaining clear professional responsibilities and appropriate information sharing.

11. Expertise and training of staff

The Headteacher and SENCO will identify staff development needs through monitoring, appraisal/professional development, changes in pupil need and school priorities. Training will support high-quality adaptive teaching, understanding of SEND, reasonable adjustments, effective deployment of support staff and any pupil-specific provision requiring specialist knowledge.

Where specialist procedures or interventions require particular competence, staff will receive appropriate training and support before undertaking them.

12. External professional agencies

Where appropriate and with relevant consent or another lawful basis, the school will work with external services to understand needs and improve provision. These may include educational psychology, specialist education services, speech and language therapy, occupational therapy, physiotherapy, health services, mental health services, social care, attendance services and other local-authority or commissioned services.

External advice informs school decision-making but does not remove the school's responsibility for teaching, provision, safeguarding or reviewing impact.

13. Admission and accessibility arrangements

13.1 Admissions

Wood Ley is a maintained community school and admissions are administered in accordance with the School Admissions Code and Suffolk County Council's admission arrangements.

A child must not be refused admission simply because they have SEN or a disability. Where an EHC plan names Wood Ley, the school must admit the child, subject to the statutory process governing the naming of schools in EHC plans.

13.2 Accessibility

The school's Accessibility Plan sets out how Wood Ley will increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information. The school will make reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

14. Complaints about SEND provision

Concerns should normally be raised first with the class teacher and/or SENCO so that they can be resolved promptly. If concerns remain, parents/carers may raise them with the Headteacher. Formal complaints about the school's SEND provision will be handled under the school's published Complaints Policy.

The SEN Information Report will explain the school's complaints arrangements and signpost families to Suffolk SENDIASS and Suffolk's Local Offer. Complaints about local-authority decisions on EHC needs assessments or EHC plans, and disability discrimination claims, may follow separate statutory routes, including mediation and/or the First-tier Tribunal where applicable. The school's complaints procedure cannot determine matters that are reserved to those statutory processes.

15. Monitoring and evaluation

The SENCO and Headteacher will monitor the implementation and impact of this policy. The policy will be reviewed annually and sooner where legislation, statutory guidance or school arrangements change. The SEN Information Report will also be reviewed annually and updated during the year when required.

The Governing Body will approve the policy and maintain strategic oversight of SEND provision and outcomes.

16. Links with other policies and documents

- SEN Information Report
- Suffolk Local Offer
- Accessibility Plan
- Equality Information and Objectives
- Teaching and Learning / Curriculum arrangements
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy
- First Aid Policy
- Complaints Policy
- Data Protection Policy
- Admissions information