Special Educational Needs Policy

The Willows Primary School

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BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION

Principles

The Willows' Special Educational Needs Policy reflects the practice and aspirations of the whole school. It is a statement of philosophy, intent, strategy and current practice. Our school procedures aim to reflect the fundamental principles set out in current legislation, including the Special educational needs and disability code of practice: 0 to 25 years dated January 2015, the Children and Families Act 2014 and the Equality Act 2010. For more detailed information regarding the Willows Primary School SEN provision please see the SEN Information Report. This can be found on our website.
This policy aims to:

- follow and implement current legislation
- enable all our pupils to participate in school life as fully as possible by equalising opportunities to ensure access to learning opportunities
- identify, assess, record and evaluate the progress made by pupils with Special Educational Needs
- consult with and encourage the co-operation and involvement of parents and guardians, and to liaise and work with the relevant support agencies
- work in accordance with the Every Child Matters document

The main principle behind this policy is to ensure that all children at The Willows are taught and cared for at the highest level. This policy reflects the mission statement of the whole school.

Objectives

Long-Term Objective
It is the school's long term objective to make provision for all pupils with Special Educational Needs by ensuring that every member of staff is aware of, and confident with, their role in this process. This awareness and understanding should provide a broad and balanced curriculum for each pupil identified as having a Special Educational Need.

Medium-Term Objectives
- to increase adult support in classrooms
- to increase parental awareness of Special Educational Needs
- to develop and encourage more home/school liaison
- to increase staff training

Short-Term Objectives
- to identify children with Special Educational Needs as early as possible
- to produce a 'register' of pupils and ensure it is continually updated
- to keep all staff fully informed of current and future issues
- to continue to liaise with external agencies

Targets for 2026-2027

- Utilise the school's last OFSTED Report and the White Paper on SEN to move the school forward

- Further develop the Sensory Circuit, and specific resources for this, within the school
- Work with the LA and the ILS Team on the development of the Cluster Model within the Central Locality
- Ensure staff are confident using the new Sensory Matrix and are able to assess and plan for a child's sensory needs
- Support staff in completion of the new Neurodevelopmental Referral Forms
- Investigate new ways to streamline SEN paperwork, including an online system

Named Persons

Day-to-day provision of education for pupils with Special Educational Needs

The person responsible for co-ordinating this area is Mrs G Harrison. Mrs Harrison is known as the Special Educational Needs Co-ordinator (SENCo).
Mrs Harrison is assisted by the SENCo Assistant, Mrs A Scott.
Mrs Ball supports the SEN Team, as Pastoral/Inclusion Lead.
The person responsible for overseeing and working with the SENCo is Mr J Hodgkinson. Mr J Hodgkinson is known as the SEN Link Governor. Mr J Hodgkinson retired in October 2025. A new SEN Governor is to be appointed

Arrangements for co-ordinating provision

The Willows has a statutory duty to deliver its teaching in accordance with current legislation. Consideration is given to Special Educational Needs in strategic management of the school. The Willows proposes to ensure the implementation of this policy through its curriculum. Special Educational Needs is included in every aspect of subject, documentation and delivery. In this current year (2026-2027) a team of experienced classroom supports are delivering structured programmes specifically to those with identified Special Educational Needs. In addition, learning support assistants will work in teams across the key stages to provide more specialist support to those with additional needs. The school is committed to raising standards of attainment for all pupils.

Admissions

The school currently has an open policy on the admission of pupils. Admissions to the school are made regardless of whether the pupil has a Special Educational Need. On admission to the school a contact form, giving details of medical or special circumstances that the school needs to be aware of, should be completed.

Specialisms

Mrs Harrison, the SENCo, has additional qualifications in Special Educational Needs as well as Specific Learning Difficulties (dyslexia). There is a Resource for Deaf Children within the school and all staff work closely together on a daily basis.

Facilities

Most of the school is accessible to the disabled. There are toilet facilities for the disabled. The main entrance is on the level and most of the classrooms are on the flat, except for two classrooms which have two steps to access. Two other classrooms are in a porta-cabin and these have steps and a ramp. We also have two classrooms in the Mount which can be

accessed by either a ramp or steps. All rooms, except two mobile classrooms and one of The Mount classrooms, are fitted with sound field systems to assist children with any hearing impairment.

INFORMATION ABOUT THE SCHOOL'S IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Resources

Each year an amount of money is allocated to the Special Educational Needs budget. This money is used to support pupils who have been identified as having a Special Educational Need. The money can be used to cover the cost of staff as well as materials. These resources are used flexibly. All resources are shared equally and fairly.

Identification, Assessment and Review

Identification

Identification of a pupil with Special Educational Needs can be made in a number of ways:

- A pupil entering the school at nursery or transferring from another school could have their name on the 'register' indicating their difficulty or need. In addition, they may also have an Education, Health and Care Plan.
- There may be concern about a pupil's progress, behaviour or social wellbeing.
- A pupil's written work or test results suggest that further investigation is needed.
- A pupil's parent/s or guardian/s notifies/notify the school about their personal concerns.

If a pupil is to be placed on the SEN Register parents and guardians are informed as soon as possible. A signature is requested for this to take place. In each case the school will ensure that all relevant members of staff are aware of the concerns. Situations will be monitored and action taken, as and when appropriate.

Assessment

Assessment of a pupil with Special Educational Needs can be made in a number of ways:

- Establish if the pupil has any medical, social, hearing or visual difficulty that could cause the problem.
- Further class tests and differentiated work to confirm or allay concerns.
- Tests and assessments to be completed under different conditions to give a broader overview of the pupil.
- The use of accepted standardised tests to support assessments already completed.
- The use of government and LA guidelines/criteria to determine the appropriate level of difficulty and/or need.
- Observation and further assessment by a number of other people, including outside agencies.

Review

In support of the identification and assessment procedures a Special Educational Needs 'register' is kept. All pupils who are identified as having a difficulty and/or a need are added to the 'register'. This 'register' provides information about the number of pupils in each year group with Special Educational Needs, the stage they are working at, the date at which they

entered that stage and the expected review date. The 'register' is updated as necessary following pupils' reviews or changes in circumstances. Parents and guardians are informed as soon as possible. A signature is required to enable the school to involve other support agencies if necessary.

There is a continuous and systematic cycle of planning, action and review within the school to enable the pupil with Special Educational Needs to learn and progress.

As a result of each pupil's assessment procedure, differentiated work and/or targeted interventions, including some pre-teaching, are put into place. A review of a pupil with Special Educational Needs can be carried out after the completion of differentiated work, or when a given number of observations and/or assessments have been completed. All staff involved with the pupil, and the parents or guardians, are encouraged to participate in the reviews.

Curriculum

Our school's aim is to enable pupils to read, write, communicate, and express themselves clearly and logically, to the best of their ability. We structure the acquisition of basic reading, comprehension, language and number skills so that steady improvement is achieved.

All pupils having a Special Educational Need have access to a broad and balanced curriculum. Differentiation is built into every lesson taught throughout the curriculum. Access to the curriculum is not affected for any pupils who may work individually or as groups, with or without support, in order to access and work towards their targets.

The curriculum, current legislation and the Code of Practice are used to support the recording, monitoring, planning and evaluation of the Special Needs Provision required for each individual pupil.

Integration

All pupils having the understanding of others around them should achieve social integration. At The Willows all pupils are aware of the learning and physical needs of others. By using patience and the willingness to adapt, support and help is given to anyone who may need it. Learning support assistants are used for whole class, one-to-one and group work in a number of classroom activities. This approach ensures that no pupil is singled out in any way and helps to ensure that integration is achieved without stigma or bias.

Evaluation by the governing body

The governors work closely with the SENCo. Governors meet regularly and analyse the needs of the pupils, the staff and the school. At the same time, they work to develop strategies to move the school forward in line with changes and updates in legal requirements. The SEN Link Governor and SENCo meet regularly.

Complaints

Should it be necessary to make a complaint regarding Special Educational Needs the school requests that in the first instance the office is informed so that the head and/or SENCo can be contacted. If necessary, a meeting can be arranged to discuss the matter further.

The school has a Complaints Policy. This policy is used to address and deal with complaints that are brought to the attention of the school.

INFORMATION ABOUT THE SCHOOL'S STAFFING AND PARTNERSHIP WITH OTHERS

INSET and staff development

Staff training needs for external courses will be identified by the Professional Development Co-ordinator. In-house training will be provided on INSET days and at staff meetings.

External support

Inclusive Learning Services (ILS), previously Special Educational Needs Disability Service (SENDS)
Educational Psychologist (EP)
Visually Impaired (VI)
Hearing Impaired (HI)
Speech and Language (SALT)
Special Educational Needs and Disabilities Information and Support Service (SENDIASS)
Child Development Centre (CDC)
CAMHS (Child and Adolescent Mental Health Service)/First Steps
School Nurse/Health Visitor
School Mental Health Support Practitioners (SMHSTP)
Young Minds – no longer working in the school but still available to families outside of school
Staywell Services – Online and face to face support

Parents and guardians

The Willows tries to ensure a close working relationship with parents and guardians. Parents' and guardians' comments are welcomed and regarded as an important part of the pupil's development. Parents and guardians are invited to regular consultation evenings when they can discuss their child's progress. If parents or guardians have any concerns about their child they should in the first instance approach and inform the class teacher of the concern. If a member of staff at the school has a concern about a pupil it may be necessary to ask the parent or guardian to visit the school to discuss the matter. The class teacher will inform staff within the school as necessary. Parents and guardians may also wish to meet with the Special Educational Needs Co-ordinator and/or the head teacher. In this case it may be necessary to make an appointment that is convenient to all concerned.

Transition arrangements

The school has close links with the high schools. The year 6 teachers are actively involved with the year 6 to year 7 transition and work closely with the high schools in the months leading up to this. The SEN Team meet with the Special Educational Needs Co-ordinators/representatives of the high schools.
Year 6 pupils have the opportunity to spend some time in their new school and to meet staff and colleagues.
Special Educational Needs files are passed to the high school representative at the end of Year 6. A signature is required upon receipt. If a pupil transfers to another school prior to year 6 all information held about this pupil, including the Special Educational Needs file, is passed to the new school. Information passed via the internal mail system does not usually require a receipt.

Health and Welfare support

School Nurse/Health Visitor
Educational Welfare Officer (EWO)
Safeguarding Officer
Pupil Wellbeing and Support
Family Links
Occupational Therapist (OT)
Physiotherapist (PT)
Young Minds – no longer working in the school but still available to families outside of school
Children's Centres and Family Hubs
New Era
Youth Offending Team (YOT)
Early Help
Family Focus
Play Therapist
Zarach (bed referrals)
Drama and Therapy Dog
Staffs Weight Lifting
Food Bank
Vici Coaching
School Mental Health Support Practitioners (SMHSTP)

Contact details of support services for parents

SEND Information, Advice & Support Service (SENDIASS)
Tel: (01782) 234701
Email: iass@stoke.gov.uk
Web: www.sendiass-stoke.co.uk

Stoke-on-Trent Safeguarding Children Partnership
Tel: (01782) 235100 – 08.30-18.00 Monday to Friday
Emergency Duty Team (01782) 234234
Email: ChAD.referrals@stoke.gov.uk
Web: www.safeguardingchildren.stoke.gov.uk

Staffordshire and Stoke-on-Trent integrated Care System
Tel: 03001231461
Email: ssotics.comms@staffsstoke.icb.nhs.uk
Web: www.staffsstokeics.org.uk

Advice and Access Team Tel:03001230907 (option 1)
08000328728 option 1, or 07739775202 if that number is unavailable
For those with a hearing impairment, if you cannot access the telephone, text the Access Team on 07739775202
Web: www.combined.nhs.uk

Special Educational Needs Assessment and Monitoring Service (SENMAS)
Tel: (01782) 231863
Email: SENMAS@stoke.gov.uk
Web: https://localoffer.stoke.gov.uk