



SEN Policy

Reviewed: Feb 2024

Next review date: Feb 2025

School Aims:

It is the aim of Walkington Primary School to provide access to a broad and balanced curriculum for all pupils in the school, regardless of disability, race or creed. We aim to include children with special educational needs in the full range of experiences that are open to the pupils in the school. We consider that whenever possible pupils should be able to participate fully in the national curriculum. Those children with special educational needs should develop a healthy self-image through being regarded as worthwhile members of the community who can succeed and contribute at their own level.

Roles and responsibilities:

Class teachers: All class teachers are responsible for the progress of pupils in their class. They provide high quality learning experiences which are differentiated for individual pupils.

Special Educational Needs coordinator (SENCO) Mrs J Brown: The SENCO will oversee the day-to-day operation of the policy and co-ordinate provision for children with SEN. They will liaise with staff, parents and outside agencies, and work alongside the headteacher and governors to ensure the school meets its responsibilities.

SEN Governor: Bill Hartley

Levels of Support:

The school operates a graduated response to SEN which recognises there is a continuum of special educational need.

Wave 1- This is good quality teaching which is differentiated accordingly to meet the needs of all pupils within the class.

Wave 2- When a child requires additional support to that which is being provided through wave 1 differentiated teaching, the child will take part in group interventions and will be placed on the schools **intervention register**. A child receiving Wave 2 support may be given a **pupil passport** to highlight individual targets. Interventions will be recorded on the schools provision map and will be evaluated regularly to ensure they are effective.

Wave 3- When a child needs individualised programmes of work the child will be placed on the schools **SEN register** at **SEN Support** and will receive a **pupil passport** to highlight individual targets. Outside agencies may be asked to support with assessments of the child's needs and provide advice for suitable targets, programmes of work and specialist resources.

Pupil Passports- These will be written in consultation with the child, parent and class teacher. They will be reviewed at a termly meeting with the SENCO, class teacher and parents, the child will also play an important part in reviewing their progress, support and interventions.

Educational Health Care Plans (EHC)- “The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.” (COP, 2014) Where a child is not making progress through wave 3 interventions and has more complex needs, the school or parents can request an assessment for an EHC from the local authority. EHC plans will be reviewed annually with parents and any other agencies involved in supporting the child.

SEN Information Report and Local Offer:

Further information on how this policy will be implemented can be found on the schools website following these links:

[SEND Local Offer](#)

[SEN information report](#)

The local authority also has a local offer which publishes information about services and support which are available within the area.