



# Outwoods Edge Primary School

Every Child. Every Day. Every Future.

## Special Educational Needs Policy

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### Version Control & Review History

Date	Version Number	By	Changes Made
Jan 26	V1	Megan Ellis	Policy re-written using the BEP policy
Jan 26	V1	Governors	Approved by Governors Jan 26

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## Linked Policies

- SEN Information Report (update annually)
- Equality Policy & Objectives
- Accessibility Plan

# 1. Aims

- 1.1 All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals and make a successful transition into secondary school and adulthood. Outwoods Edge aims to provide a stimulating and caring environment – where everyone is welcome – respecting and celebrating each other’s individuality and contributions. Our approach is to create a happy and welcoming ethos and to make learning purposeful, engaging and challenging. We have high expectations for all our pupils/students, including those with additional needs, and our role is to support everyone to succeed. Some of our children may need a little extra help and this is where our Special Educational Needs and Disability (SEND) policy comes in.
- 1.2 Our school shall ensure that:
- the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure.
  - it works in partnership with parents/carers and appropriate external agencies to support pupils with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes;
  - it has a qualified Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
  - pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

# 2 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have 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 that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

2.4 Defining SEND The SEND Code of Practice provides the following definition: A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014).

As an inclusive school, we provide support for children whose needs fall into any of the four broad areas of SEND need. These include (not exhaustive)

- Communication and interaction: speech, language and communication needs, Autism spectrum.
- Cognition and learning: Moderate Learning Difficulties, Specific Learning Difficulties including dyslexia, dyscalculia and developmental co-ordination disorder.
- Social, emotional and mental health difficulties: Attention deficit hyperactivity disorder; Attachment needs and Early Developmental Trauma; stress, depression and anxiety.
- Sensory and/or physical needs: visual impairment, hearing impairment, multi-Sensory impairment, physical disability.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

As a school, we are aware that other factors may impact on progress and attainment:

- Physical Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Disadvantage -eligibility for Pupil premium funding
- Being a Looked After Child/Previously Looked After Child (through an Adoption Order or Special Guardianship Order)
- Being a child of a Serviceman/Woman

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

- 2.5 We are an inclusive school; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD or other additional needs. This is good practice to support all children but is vital for those who particularly need it. The vast majority of children will access the National Curriculum. Children who are unable to access this may work with an adapted curriculum to meet their needs. The PSHE curriculum includes issues of disability, difference and valuing diversity. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. The school library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

### 3 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Local Advisory Board, the Directors of Education and Trust Board and remain under constant review by the school SENCO and Headteacher.
- Our school will appoint a Local Advisory Board member for SEND, who will support and scrutinise the implementation of this policy.
  - A member of the Board of Trustees will be appointed to monitor the quality and effectiveness of SEN provision across the Trust and work with designated senior leaders to develop the SEN policy and provision.
  - The Headteacher has overall responsibility for the provision and progress of learners with SEND.
  - The SENCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
  - All teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and support staff to ensure the "assess, plan, do, review" cycle is appropriately implemented to support any pupil with SEND.
- 3.2 Our school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents/carers of SEN pupils will be able to discuss the needs of their child with their child's class teacher or the SENCO.

## 4 Identification & Assessment of SEN

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued.
- 4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at the academy. If necessary, a strategy sheet will be drawn up for each student with SEN.
- 4.3 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by the class teacher. If a pupil has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil setting clear targets and providing greater adaptations. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.
- 4.4 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A plan will be drawn up by the SENDCO.
- 4.5 If a parent/carer has a concern about their child regarding SEN, they should contact the class teacher in first instance or the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.
- 4.6 In all cases, where internal support is not effective in supporting the pupil, relevant specialist referrals will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.7 Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 4.8 All staff teaching pupils on the SEN register will be made aware of the individual needs. The SENCO will help teachers when required to develop techniques to support adaptations and ensure that appropriate resources are available.

## 5 Reviewing

- 5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are

recorded using “My Learning Plans” and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service.

- 5.2 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a pupil may be removed from the SEN register. The pupil will continue to be monitored by the SENCO and teachers.