



SEND Policy 2025/26

Motivate • Educate • Achieve

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Contents

1. Aims
2. Legislation and Guidance
3. Definitions
4. Roles and Responsibilities
5. Parental Partnerships
6. Identification
7. Recording and Monitoring – IEPs, SSPs and EHCPs
8. Curriculum
9. Additional Support
10. Safeguarding
11. Useful Links
12. Abbreviations

1. AIMS

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs & disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- How Woodcock Hill will work in partnership with parents / guardians and other professionals to ensure a successful school experience for children with SEND.
- This policy reflects the principles of the new Ofsted Education Inspection Framework, ensuring that inclusion, high expectations and adaptive teaching are embedded throughout our curriculum and provision for pupils with SEND.

Woodcock Hill Primary School aims to:

- Provide a safe, secure, caring and positive learning environment, which gives each pupil the opportunity to achieve their best.
- Educate each pupil through a broadly based and appropriate curriculum.
- See each pupil as an individual. We will help each pupil achieve by meeting their individual needs.
- Provide a range of motivational experiences and opportunities which raise self-esteem and create success.
- Equip pupils with personal skills to help them make decisions and take responsibility for their own actions.
- Prepare pupils for a life in society. We will encourage pupils to respect others from different backgrounds.
- Seek a home/school partnership which involves parents / guardians as fully as possible in the education of their children.

At Woodcock Hill we employ many strategies to support our pupils and families with a wide range of Special Educational Needs. We are committed to keeping pupils in mainstream education wherever possible and our processes ensure we assess and monitor abilities regularly and set realistic, achievable goals for all concerned.

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2. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report
- [The Equality Act 2010](#) – which sets out a basic framework of protection against direct and indirect discrimination.
- [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](#) which gives guidance on supporting pupils at school with medical conditions.
- [Birmingham SEND Strategy 203-28](#) – Which sets out the aims to improve outcomes for children and young people with SEND in Birmingham.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Ordinarily Available Guidance (OAG) describes the support and strategies that every child is entitled to in school. These are the universal approaches we use to make sure all pupils can learn and thrive. If a child needs more help than this, we provide targeted interventions that are matched to their individual needs. When needed, we also seek and follow advice from specialist services and outside agencies. Woodcock Hill aims to provide equal opportunities for all and to encourage all children to achieve their full potential.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Mrs Nash. She is responsible for coordinating the day-to-day provision of education for pupils with SEND. Her office is in the Infant Building and she can be contacted via the School Office on 0121 675 4130 or via email at: s.nash@woodcockhillprimaryschool.co.uk

The SENCO will:

- work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school,
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans,

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- provide professional guidance to colleagues and work with staff, parents / guardians, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching,
- advise on the graduated approach to providing SEND support,
- be the point of contact for external agencies, especially the local authority and its support services,
- liaise with potential next providers of education to ensure pupils and their parents / guardians are informed about options and a smooth transition is planned,
- work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements,
- establish Individual Education Plans for children with SEND and ensure they are regularly reviewed and acted upon,
- ensure the school keeps the records of all pupils with SEND up to date and
- line manage teaching assistants.

4.2 The SEND Governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings,
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- will maintain and report key SEND performance indicators (e.g. progress of SEND pupils, exclusions, attendance, transitions) to governors and
- work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher

The Head Teacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school and
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class through quality first teaching,
- to plan for and ensure time is allocated for interventions
- ensure differentiation is planned for to meet individual children's needs,
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching,
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision and
- ensuring they follow this SEND policy.

4.5 Teaching Assistants

Each Teaching Assistant will:

- work closely with class teachers to support children in class, where there is a need,
- work closely with the class teachers and SENCO to provide additional support and booster groups for different children according to their need,
- take part in training to help develop their skills and to keep up-to-date with the latest

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- support strategies and
- liaise with class teachers when reviewing pupils progress and development.

5. Parental Partnerships

5.1 Consulting and involving parents / guardians.

Parents / guardians of pupils with SEND know their children the best and have a great deal to contribute. Their views and contributions are listened to and valued. Early discussions with Pupils and their parents / guardians will take place when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty,
- we take into account the parents / guardians' concerns,
- the child's attendance and punctuality is taken into consideration,
- everyone understands the agreed outcomes sought for the child and
- everyone is clear on what the next steps are.

Woodcock Hill encourages a partnership approach and operates an 'open door' policy. Parents / guardians can approach school whenever they have a concern and time will be made for them where they can discuss any concerns with the SENCO. Termly Parents evenings will also be arranged where teachers and parents / guardians can discuss the pupils progress.

5.2 Co-production framework and charter.

Co-production is now accepted as key to effective public services. It involves citizens and public service organisations making the most of each other's strengths, assets and contributions to improve public services. Co-production is about families being involved in a SEND project/area of support from start to finish, working collaboratively and as equal partners to arrive at a shared solution that will impact the support and services which families receive. To support the embedding of co-production across the city, the SEND Local Area Partnership commissioned the development of this SEND Co-production Framework for Birmingham. All involved in the SEND system (children, young people, parents, carers and staff) should feel:

- Trusted and able to trust, Listened to and heard,
- Treated with transparency and openness,
- Fully communicated with, Involved,
- Empowered, Equal, Accountable and able to hold to account.

This will be done through the 4 Co's: Co-commissioning, Co-design, Co-delivery and Co-assessment.

The charter contains a set of pledges related to improving the services and outcomes experienced by children and young people with special educational needs and disability (SEND). Woodcock Hill Primary School pledges to up-hold the framework and charter.

More information can be found at: <https://www.localofferbirmingham.co.uk/co-production/>

6. Identification

6.1 identifying pupils with SEND

Our school system will ensure that needs are identified early and precisely through robust assessment, including universal screening, teacher referrals, diagnostic checks, and multi-agency input. Where needs are identified, timely support and intervention will be provided, before issues

escalate. Use of the SEND Toolkit, ITP tracker, observations and information provided by parents / guardians are used to create a holistic picture of the child and their needs. A child's attendance is also looked at, as this could be a factor of a fall in the child's progress rather than there being an educational need.

If progress is found to be *significantly* slower than that of their peers, starting from the same baseline, or it fails to match or better the child's previous rate of progress then a decision will be made about the level of support and provision needed, either:

- differentiated support within class or
- additional support through SEND provision / interventions.
- the SENCO, will monitor this and further discussions with staff and parents will be had if needed.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

6.2 Areas of need

Woodcock Hill primary School currently provides additional and/or different provision for a range of needs. These are split into four main categories in the Code of Practice as follows:

- **Communication and interaction** – for example, where children have speech, language and communication difficulties which make it difficult for them to make Sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and learning** – for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of learning.
- **Social, emotional and mental health difficulties** – for example, where children have difficulty in managing their relationships with other people, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- **Sensory and/or physical needs** – for example, children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Types of SEND identified may fall into one of the four areas, some children may have needs in more than one area.

7. Recording and Monitoring Arrangements

7.1 Individual Education Plans (IEPs)

At Woodcock Hill, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This ensures that support is responsive, graduated, and adjusted on the basis of progress and evidence.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil,
- their previous progress and attainment and behaviour,
- other teachers' assessments, where relevant,
- the individual's development in comparison to their peers and national data,
- data highlighted through ITP trackers,
- the views and experience of parents / guardians,
- the pupil's own views and

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- advice from external support services, if relevant.

The information provided will then be used to create an Individual Education Plan (IEP) for the pupil. This plan will outline individualised targets for the pupil to work towards and the support they will receive in school and by whom.

The IEP will be shared with parents / guardians, teaching staff working with the child and the child themselves. We will review termly, the effectiveness of the support and interventions and their impact on the pupil's progress. Following this review, a new IEP will be written if continued support is still needed. The SENCO will monitor this process to ensure the provision stated in the IEP is supporting the pupils progress and meeting their needs. ITP trackers will be completed termly to ensure that the children are making progress, and this will feed into the development of new IEP targets.

7.2 SEND Support Provision Plan (SSPP)

A SEND Support Provision Plan (SSPP) is a document developed by Birmingham Local Authority, for schools to use. A SSPP is useful for demonstrating the provision being put in place for pupils where their needs are complex and require multi-agency involvement, but where provision does not require an EHCP.

A multi-agency meeting will take place, with school staff, other professionals and the family to discuss the targets for the next year and longer-term outcomes. The SSPP will be reviewed annually.

7.3 Education Health Care Plans (EHCPs)

For a child who is not making adequate progress, despite a period of support of quality first teaching with support from other agencies, and in agreement with parents / guardians, the school may make a request for an EHCP. The school will be required to submit evidence to the local authority about the child's levels of attainment. The LA will make a judgement, using its current criteria, on whether the request has been successful or not.

Parents / guardians can also make their own request for an EHCP with the support and guidance of a support worker from SENDIASS (see useful links). School and other professionals will still be required to produce a report for the parental request. Once this has been completed the LA will make a judgement, using its current criteria, on whether the request has been successful or not.

A child who has an EHCP will continue to receive support in line with the targets on their plan and recommended by other professionals. There will be an annual review of the EHCP to review the appropriateness of the provision being provided and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

8. Curriculum

8.1 Our approach to teaching pupils with SEND

At Woodcock Hill we aim to provide a broad, balanced and inclusive curriculum, that builds on pupil's prior knowledge and provides them with a range of learning opportunities that prepare them for the future (see curriculum policy). Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. The SENCO acts in a strategic role, overseeing and reviewing provision in conjunction with the Head Teacher.

High quality teaching (Quality First Teaching) is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and is delivered through *adaptive teaching*, rather than fixed differentiation, ensuring that lessons are ambitious, inclusive and responsive to individual strengths and needs, in line with the Ofsted Education Inspection Framework.

We will also provide targeted interventions for individual and groups of pupils as appropriate. Pupils with SEND will have targets shown on their IEP for their needs. These will be reviewed regularly. As well as the IEP reviews, regular pupil progress meetings will take place. These discussions will help to highlight any further provision that may be needed to support pupils with their learning.

Teachers are expected to maintain high expectations for all learners and ensure that pupils with SEND access the same curriculum intent as their peers, with adaptations made to reduce barriers rather than lowering aspirations.

8.2 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- adapting teaching through *adaptive practice* rather than separate tasks, ensuring learning is scaffolded and accessible to all pupils, adapting our resources and staffing,
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc available where required or advised by specialists and
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.3 Securing equipment and facilities

We ensure that all pupils with SEND and disabilities have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support. The SENCO takes advice from all professionals involved with the individual pupil, alongside the views of the parents / guardians, to decide on the equipment or facilities that are needed.

- Equipment is provided on an individual basis.
- Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy or Specialist Support Services – for example pupils with a hearing impairment or a physical need.

Inclusion is a whole-school priority: adaptations are made to ensure equity of access to the full curriculum, reflecting Ofsted's focus on inclusion and ambitious teaching for all.

8.4 Additional support for learning

Additional support is designed to complement, not replace, inclusive classroom practice and adaptive teaching, ensuring pupils remain fully engaged in the wider curriculum.

We have nine teaching assistants, including two Higher Level Teaching Assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils on a 1:1 basis when this has been identified as the most appropriate way to address a pupil's learning needs.

Teaching assistants will support pupils in small groups either on a regular or lesson by lesson basis depending on the needs of the pupils. This support will be identified in teacher's planning and

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assessment.

8.5 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We are committed to ensuring that inclusion extends beyond the classroom, so that all pupils with SEND experience belonging, participation and achievement in the wider life of the school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

9. Additional Support

9.1 Outside agencies

Outside agency involvement is sometimes needed to help offer additional advice on how best to support pupils with SEND. Teachers or parents / guardians may discuss concerns they have with the SENCO and referrals can be made to outside agencies. Parents / guardians will need to provide written consent for the involvement of any outside agencies. They will then be notified of any visits or involvement from the outside agencies, who will come in and observe and work with children, providing written reports and recommendations. These outside agencies also help to support the EHCP process.

We work with the following agencies to provide support for pupils with SEND:

- Language Learning Strategies Support (previously PSS) – James Simmons
- Communication and Autism Team – Denise Horton
- Forward Thinking Birmingham (formerly CAMHS) / Pause Drop In Service
- Educational Psychology Service – Philip Connor-Bell
- School Nurse Service
- Sensory Support
- Physical Disability School Support – Tracey Smith
- Occupational Therapists
- Speech and Language Therapist – Georgia Norman

The SENCO also works closely with Allen's Croft Child Development Centre, the ADHD nurses and local hospitals where necessary.

9.2 Expertise and training of staff

- Our SENCO has over 16 years teaching experience from nursery to KS2 and has worked with children with a variety of needs. She completed the National SENCO award in September 2020.
- She is allocated 3 days a week to manage SEND provision.
- We have a team of nine teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All staff have been trained in:

- Managing Feelings Program from Beacon Behaviour Support.
- Developing Independent Learning from Pupil and School Support.
- Attachment Theory and Emotion Coaching from Educational Psychology.
- Managing pupils with ADHD from Educational Psychology.

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- Autism Strategies from Communication and Autism team.
- ELKLAN language development – Communication Friendly Setting
- Read, Write Inc 1:1 phonics intervention.
- Precision Teaching.
- Maximising the use of Teaching Assistants

CPD needs for all staff is regularly reviewed and planned for. The SENCO will regularly arrange / deliver CPD for all staff, based around the needs of the children and the school.

10. Safeguarding

We recognise that many pupils with SEND may also have mental health or safeguarding needs. We will coordinate with pastoral, counselling, and safeguarding teams to ensure holistic support for the child and their families.

Early Help

Where a child or family may benefit from additional support, the school can make an *Early Help referral*. This allows us to work together with parents and other professionals to identify needs at an early stage and put the right support in place. Early Help is designed to support families before difficulties become more complex, and referrals are always made in partnership with parents or carers.

11. Useful links

11.1 Contact details of support services for parents / guardians of pupils with SEND

Parents / guardians can contact SENDIASS for any support related to Special Educational Needs.

Telephone: 0121 303 5004

Email: SENDIASS@birmingham.gov.uk

Parents / guardians can also access the Pause Drop In Service for emotional, behavioural and mental health concerns. This is at 21 Digbeth, five minutes' walk from the Bull Ring, across the road from the DS1 and DS3 bus stops

Details of the Birmingham Local Offer can be found at:

<https://www.birmingham.gov.uk/localoffer>

11.2 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints procedure.

The parents / guardians of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- provision of education and associated services and
- making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details for raising concerns:

- Head Teacher, Mr. D. Higgins - 0121 - 675 4130
- Assistant Head Teacher, Miss. H. Saunders & Mrs. S. Nash – 0121 – 675 4130
- Chair of Governors, Jonathon Dakin (contact through Main Office on 0121 675 4130)
- SENCO, Mrs. S Nash – 0121 675 4130

This policy and information report will be reviewed by the Governing Board annually. It will also be updated if any changes to the information are made during the year.

This policy links to our policies on:

- SEND Information Report
- Accessibility Plan
- Positive Behaviours Policy and Statement of Behaviour Principles
- Positive Handling Policy
- Equal Opportunities Policy
- Teaching and Learning Policy
- Supporting pupils with medical conditions
- Mental health and well-being policy

NB – the following amendments made due to the Coronavirus Pandemic may need to take place:

- Where it is not possible for external services to visit the school, meetings will take place online.
- If visits are permitted they will be limited to one pupil / bubble at a time.
- EHCP reviews may be held virtually.
- The SENCO will liaise with these services and plan any visits to make best use of the available time.

12. Abbreviations

SEND – Special Educational Needs & Disabilities
 SENCO – Special Educational Needs Co-Ordinator
 IEP – Individual Education Plan
 SSPP – SEND Support Provision
 Plan EHCP – Educational Health Care Plan
 SENDIASS – Special Educational Needs and Disability Information Advice and Support
 Service LA – Local Authority
 QFT – Quality First
 Teaching PSS – Pupil School Support
 CAT – Communication and Autism Team
 FTB – Forward Thinking Birmingham
 EPS – Educational Psychology Service

PDSS – Physical Disability
School Support SALT – Speech
and Language Therapist ASD –
Autism Spectrum Disorder
ADHD – Attention Deficit Hyperactivity
Disorder VI – Visual Impairment
HI – Hearing Impairment
HLTA – Higher Level Teaching
Assistant TA – Teaching
Assistant
CoP – Code of Practice
Boost – Bring on our selected targets
ITP – Individual progress tracker