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# Special Educational Needs (SEN) Policy

Last reviewed: January 2026

To be reviewed: January 2027

Written by: SENCo Miss Amy Johnston

Ratified by Governors on: April 2025

## **Special Educational Needs Policy**

### **Introduction**

This policy is provided in accordance with the Children and Families Act of 2014 and relates to children and young people with Special Educational Needs (SEN) and disabled children and young people. The policy refers throughout to the Children and Families Act 2014 and other associated regulations and guidance, these are:

- The SEND Code of Practice 0-25 (2014)
- The Equality Act 2010
- Statutory guidance on supporting pupils with medical conditions at school (2014)

This policy has been created by the school's SENCo with the SEN Governor in liaison with the Senior Leadership Team.

The person responsible for Special Educational Needs in school is the Special Educational Needs Coordinator (SENCo) Miss Amy Johnston. The SENCo works in partnership with and is challenged by the SEN Governor, Ellie Milson.

The purpose of this SEN policy is to outline our commitment to providing inclusive education and ensuring that all students with special educational needs and disabilities receive the support they need to reach their full potential. It is a statement of aims, principles and strategies that are used to develop effective delivery of support for pupils with Special Educational Needs. The policy will be utilised by staff working with children who have Special Educational Needs and can be drawn upon by parents/carers, governors and external agencies.

### **Inclusion Vision**

The SEND Code of Practice 2014 states that:

*'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 living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.'*

This forms the basis of our vision for inclusion at Farsley Westroyd Primary School and Nursery.

At Farsley Westroyd Primary, we are committed to providing an inclusive environment for all members of the school community. We believe that all children, regardless of differences or difficulties, have the right to mainstream education and to belong, and we strive to adapt our provision, when appropriate, to make this possible. It is our shared opinion that it is of huge value for children to be educated together to develop relationships and to share social experiences. With this, we aim to give all members of the school community the same experiences, opportunities, care and support.

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Inclusivity is at the heart of everything we do: we have high expectations and aspirations for all of our pupils. We are committed to ensuring that children feel supported and enabled to achieve their goals. To do so, we focus on early identification and intervention, allowing us to get the right support at the right time. We tailor our approach to meet the unique needs of each learner, delivering high-quality teaching alongside carefully planned, targeted support—whether in small groups or personalised, individual intervention or support to maximise progress. We also recognise that emotional wellbeing is fundamental to personal and academic success. That’s why it remains a core aspect of our ethos and SEN provision, ensuring that all children feel supported both personally and educationally.

### **Aims and Objectives**

At Farsley Westroyd, staff are committed to the inclusion of all pupils. Therefore we:

- Provide an environment where all can be safe, happy and healthy;
- Value and celebrate every individual and enable them to learn and achieve their full potential;
- Enable all pupils to make positive contribution to the school and the wider community;
- Identify and respond to pupils’ diverse and individual needs;
- Identify and overcome barriers to learning;
- Set suitable learning challenges for every pupil;
- Ensure that focus is on early and accurate identification of need, assessment and provision for children with SEND following the graduated approach;
- Carefully map the provision of children to ensure that staffing deployment, resource allocation and intervention lead to positive learning outcomes and progress;
- Work effectively in cooperation with external agencies, ensuring a multi-agency approach to meet the needs of all children;
- Aim to attain high levels of satisfaction and engagement from pupils and their parents/carers;
- Treat children and their parents fairly and with respect with regards to educational decisions which affect their lives, especially concerning attendance, admissions, exclusion and assessment for any special educational needs, in compliance with DfE, Ofsted and LEA guidance;
- Work within the guidance outlined in the SEND Code of Practice, 2014.

This policy follows the SEND Code of Practice (2014) which provides Farsley Westroyd with the following objectives:

- All pupils at Farsley Westroyd are entitled to and will receive access to a broad balanced and relevant curriculum whatever their individual needs;
- All staff are responsible for the early identification of need and subsequent assessment, monitoring and teaching of pupils with SEND;
- All children with SEND are, when possible, fully included in school life with any adaptations and adjustments being made to enable a child to engage and succeed;
- Pupils with SEND are actively involved in their learning journey, and their views and aspirations are included at the heart of decision making and support plans;
- A graduated approach will be used to provide the appropriate support for children with SEND;
- A focus of raising attainment and achievement for pupils with SEND while providing opportunities to develop the skills for independence, employment and further education;
- Parents/carers are involved as equal partners;

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- Farsley Westroyd will work in partnership with external agencies.

### **Identification of Special Educational Needs**

The SEND Code of Practice, 2014 states that:

*Children's Special Educational Needs are generally thought of in these four broad areas of need or support:*

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health (SEMH)*
- *Sensory and/or physical needs.*

This provides an overview of the needs that are planned and catered for; we recognise that children may have needs in more than one of the above areas. The purpose of identification is to ascertain what support or intervention is required.

Every child's skills and attainment will be assessed upon entry to Farsley Westroyd Primary School and Nursery. We will also consider whether a child has a disability under the Equality Act of 2010 and if so, what reasonable adjustments would need to be made.

For children starting in Reception, the class teacher and SENCo will have discussions with the nursery teacher, who passes on any relevant information regarding the child, and also holds consultations with parents/carers and any other agencies involved. If a child starting school already has an Education Health Care Plan, the SENCo arranges to meet the child's parents to discuss his/her needs and the provision that will be in place and will contact the appropriate agency to ensure any additional funding is transferred.

### **Supporting children with SEND**

#### **The Graduated Approach: Assess-Plan-Do-Review**

The SEND Code of Practice 2014 describes the graduated approach as a cycle of action to support pupils with SEN:

*"This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people."*

This forms the basis for the support provided for children with SEND.

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### **Assess**

The needs of pupils are evaluated through a range of indicators:

- Outcomes of baseline assessments;
- Through regular teacher assessment of all pupils, those who are making less than expected progress. Initially, any pupil identified should be supported through targeted teaching and intervention in the area of required support. Following this, if there is little to no improvement, the class teacher in conjunction with the SENCo would investigate further;
- Concerns raised by class teachers and other school staff;
- Concerns raised by parents/carers, the pupil themselves and/or other external agencies;
- Standardised screening or assessment tools;
- Behavioural data;
- Children entering Nursery or Reception may raise concerns following home visits and discussions with parents/carers during these visits.

As part of the identification process, due consideration will be made in a holistic view of the child. This will consider any factors such as housing, family or other domestic circumstances. This may indicate the need for a multi-agency approach, such as an Early Help Assessment or referral for support through Pudsey Cluster as being the appropriate course of action.

Once appropriate assessments have taken place, a decision will be made as to whether a child has Special Educational Needs and will be placed on the SEND register as requiring 'SEN support'. This register is reviewed half-termly by the SENCo.

### **Plan**

The class teacher, SENCo, parent/carer and child will collaborate to produce an Individual Provision Map (IPM) which will outline the child's strengths and aspirations, their barriers to learning along with the support that will be put in place in order to meet the child's needs and promote their progress. All teachers and support staff will have access to children's IPMs to ensure they have a sound understanding of the child and their needs. This IPM will be updated termly to ensure it remains accurate and relevant. At this stage, any necessary training will be provided for teachers and support staff to provide them with sufficient knowledge and skill to deliver any interventions or to implement adaptive teaching strategies or additional resources.

### **Do**

At Farsley Westroyd, we aim to support children in their main class learning through high quality, adaptive teaching with the support of our teaching assistants. We also recognise that there are times where targeted intervention is necessary to maximise progress. As such, class teachers work closely with teaching assistants to implement the agreed support and/or intervention as agreed on a child's IPM. The role of the SENCo at this stage is to support teaching staff in implementing provision and advise on any additional changes that may be required. It is also at this stage that we encourage parents/carers to contribute towards positive outcomes.

### **Review**

Termly, IPMs will be reviewed and amended for the upcoming term. During this process, pupil and parent/carer voice will be obtained to ensure stakeholders have their voices heard, and that they are actively involved in the evaluation and further planning of support for the child. Opportunity is given at least termly to meet to review progress: two Parents/Carers Consultation meetings with the class teacher and SENCo in the Autumn and Spring term and a meeting with the SENCo in the Summer term. IPMs will be updated using all assessment data, observation and pupil/parent voice and will be shared with parents/carers and teaching staff.

### **The Provision**

#### **High Quality Teaching and Universal Provision**

High-Quality Teaching is an inclusive, evidence-based approach to teaching that ensures all pupils, including those with SEND, receive effective instruction tailored to their individual needs. It involves adaptive teaching strategies, clear explanations, structured support, and scaffolded learning to promote engagement and progress. High quality teaching is proactive, meaning teachers anticipate and remove barriers to learning rather than relying solely on additional interventions. It aligns with the Graduated Approach (Assess, Plan, Do, Review) and incorporates universal provision, which ensures that reasonable adjustments, differentiation, and high expectations are embedded to enable all learners to access the curriculum. At Farsley Westroyd, we keep up to date with current educational research to ensure that we underpin our pedagogy and practice with relevant evidence. This includes the Education Endowment Foundation's 5-a-day principles—explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the use of technology—which are embedded within high quality teaching to enhance learning outcomes. Ultimately, high quality teaching paired with robust universal provision ensures that pupils with SEND receive the support they need within the mainstream classroom, reducing the need for more intensive interventions while fostering independence and confidence in their learning.

#### **Additional Intervention and Support**

If, despite receiving high quality teaching as part of the universal support, is continuing to make little or no progress, we would implement an additional specific intervention programme and where appropriate access support from external agencies. A full list of the interventions we run at Farsley Westroyd can be found on our SEN Information Report. To gain external agency support, a referral will be written alongside parents/carers which will outline areas of concern, evidence of internal intervention and support and the outcomes seen from this. The goal of gaining external support is to obtain help and advice on how best to support the needs of a child.

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At Farsley Westroyd, we work closely with these agencies based on the area of need:

### Communication and Interaction:

- ❖ STARS (Autism support service, a formal diagnosis is required to access this service)
- ❖ Speech and Language Therapy (NHS service)

### Cognition and Learning

- ❖ Special Educational Needs Inclusion Team (SENIT)
- ❖ Educational Psychologist

### Social Emotional and Mental Health

- ❖ Pudsey Cluster support
- ❖ CAMHS
- ❖ MindMate support team
- ❖ SENIT SEMH

### Physical and/or Sensory

- ❖ Deaf and Hearing Impairment Team (DAHIT)
- ❖ Visual Impairment Team (VI)
- ❖ Physiotherapy
- ❖ Occupational Therapy

## **Education, Health Care Plans (EHCP)**

An Education, Health and Care Plan (EHCP) is sought by a school when a pupil's SEN cannot be met through universal provision and targeted support alone. This typically happens when a child has significant and complex needs that require specialist interventions, resources, or support beyond what the school can provide through its ordinarily available provision. If, after multiple cycles of this approach, the pupil is still not making expected progress, the school, in collaboration with parents/carers and external professionals (e.g., educational psychologists, speech and language therapists), may decide to request a Statutory Needs Assessment from the local authority.

If the local authority agrees to assess, an assessment will be made in consultation with an Educational Psychologist and a panel will make the final decision on whether to issue the EHCP. If an EHCP is agreed, then the SENCo ensures that the provision required is in place as soon as possible. The EHCP is reviewed on an annual basis and it is the school's responsibility to ensure that all relevant people are invited to take part.

## **Working Partnerships**

### **Parents/Carers**

An effective working relationship between school and parents/carers is vital in enabling children with SEND to succeed. We value the deep knowledge and experience parents/carers hold and their contributions to gaining a sound understanding of a child. We include parents/carers by:

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- encouraging and enabling informal meetings if required with class teachers;
- Reviewing of personalised plans including Behaviour Support Plan and Individual Risk Assessments, Personal Evacuation and Invacuation Plans;
- Autumn and Spring Parent/Carer consultation evenings;
- Providing questionnaires to gather views;
- Invitations to meetings with SENCo, class teacher, Pastoral Lead and external agencies;
- Having a dedicated SENCo email account so parents/carers have a direct line to communicate with the SENCo;
- Providing resources to support their child's learning and progress at home.

### **Other schools/settings**

Robust transition planning is vital in ensuring smooth transition between year groups, phases and to high school for all children, including those with SEND.

Children transferring into Farsley Westroyd during the academic year will be well supported to make this transition successful. We will contact the previous setting and liaise with the appropriate staff, with additional meetings taking place if necessary to discuss the needs of children who may require additional support. Additional visits and support from our Learning Mentor will be arranged if required.

For children with SEND transitioning to high school, transition talks begin in March if a child is under 'SEN support' or in February if a setting has been named as part of the EHCP process. At which time, the high school setting's SENCo will meet with us to discuss the child's needs, provisions and plans for transition. Throughout the process, parents/carers will be invited to join conversations and when the time is appropriate, the child will begin additional visits and meet with their new school staff. The SENCo is responsible for ensuring this liaison between settings happens and will facilitate visits along with parents/carers.

### **Supporting Children at School with Medical Conditions**

At Farsley Westroyd, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. 10.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Evaluation of Policy and Performance**

Through data tracking, collaborative conversation with class teachers and pupils and parent/carers consultations, we continuously evaluate the efficacy of the provision we provide and how well we meet the needs of our children with SEND.

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The SENCo, in partnership with SLT and the SEN Governor, works towards meeting the objectives set in the SEND Action Plan which is reviewed termly to ensure that as a school, we are working towards achieving the highest standard of provision, support and therefore outcomes for children with SEND. The SENCo meets termly with the SEN Governor to review this action plan and to explore progress made the previous term.

An annual review conducted with the governing body will provide a comprehensive overview of the progress and impacts of our policies, procedures, strategies and interventions. Within this, confidentiality and anonymity will be maintained and will coincide with GDPR requirements.

### **Complaints about SEN provision**

At Farsley Westroyd, we follow the Leeds City Council Guidelines 'Complaints about school'. We operate with an open-door policy and will always encourage parents/carers to bring any concerns or issues they have with regards to their child's provision to the SENCo or Headteacher in the first instance.

If parents feel as though the outcome is not to their satisfaction, the formal complaints procedure should be followed. ***Please refer to the Complaints Policy***

### **Roles and Responsibilities**

#### **Governing Body**

Our SEN Governor is Ellie Milson.

#### **Responsibilities include:**

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the headteacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them such as support staff and lunchtime supervisors
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with their needs
- Have regard to the code of practice when carrying out its duties toward all pupils with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

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### Headteacher

Our Headteacher is Jenny Pashley

#### **Responsibilities include:**

- The day to day management of all aspects of the school's work, including provision for children with special educational needs
- To keep the governing body fully informed and work closely with the SEN co-ordinator and staff
- Recognising and organising the need for training as appropriate

### SENCo

Our SENCo is Amy Johnston

#### **Responsibilities include:**

- Being closely involved in the strategic development of the SEN policy and provision
- Overseeing the day-to-day operation of the school SEN policy
- Coordination of provision for pupils with SEN
- Overseeing the records of all children with special educational needs and maintaining and monitoring a register of SEN including meetings with parents
- Managing the Pastoral Lead and Learning Support Assistants who deliver intervention programmes
- Liaison with external agencies including psychology services, health and social services, and voluntary other educational support services and professional agencies
- Liaison with, and advising, class teachers and support staff
- Liaison with parents of children with SEN in order to ensure their child's needs are being met within school
- Contributing to the in-service training of staff
- Appropriate differentiation of curriculum
- Funding applications to the FFI team

Our Pastoral Lead is Priya Maisuria

### Class Teachers

#### **Responsibilities include:**

- Identifying, assessing and making provision for pupils with special educational needs
- Class teachers should be the first point of contact for parents with a concern about their child's development
- Class teachers must discuss any worries they have about a child, with the SEN co-ordinator and the child's parents if appropriate
- Class teachers produce and implement individual provision maps (IPMs) and maintain records of children with special educational needs

### **Teaching Assistants**

#### **Responsibilities include:**

- Working with class teachers to identify, assess and make provision for children with special educational needs
- Daily implementation of the individual provision map and used as a working document to ensure a child is making progress

### **Summary**

At Farsley Westroyd Primary School and Nursery, we are committed to fostering an inclusive environment where every child, regardless of their individual needs, is supported to thrive both academically and personally. Our approach to Special Educational Needs provision is rooted in early identification, tailored interventions, and strong partnerships with parents, staff, and external professionals. Through high-quality teaching, targeted support, and a focus on emotional well-being, we strive to remove barriers to learning and promote the success of all pupils. We continuously evaluate and refine our SEN provision to ensure that it remains effective and responsive to the evolving needs of our children. By working collaboratively, we aim to empower every learner to reach their full potential, preparing them for a successful and fulfilling future.

This policy will be reviewed annually or in line with changing national or local priorities and/or changes in statutory guidance. Reviews will be done in consultation with the Senior Leadership Team and SEN Governor. Any amendments will be discussed in a meeting with the Governing Body. The revised policy will be ratified as appropriate.