

Waterbeach Community Primary School



"Learning, Laughter and Friendship"

Special Educational Needs and Disability(SEND)Policy

Adopted by the Governing body: 4th Feb 2026

Date of review: Feb 2027

INTRODUCTION

Waterbeach Community Primary School (WCPS) is an inclusive mainstream school. We support and value the abilities of all our pupils and believe every child deserves the same chances and opportunities in life. It is our duty to provide equal opportunities for every individual in our care in a safe and well-equipped learning environment ensuring that every child grows, learns and enjoys school. We are committed to inclusion in the school curriculum and through participation in every aspect of school life. We aim to help each child experience success and to reach their full potential being independent learners with high self-esteem.

Our school adopts a 'whole school approach' to our children with SEND with all staff working together to ensure these pupil's needs are catered for in all areas of school life. This is achieved through early identification of needs, rigorous assessment, high quality teaching, appropriate differentiation/scaffolding and adaptive teaching to meet the needs of all pupils, intervention, and regular review. We work in partnership with parents, governors, Cambridgeshire LA, NHS professionals and other outside bodies to ensure our children receive the best opportunities during their time at WCPS fulfilling their potential and achieving optimal educational outcomes.

This policy has been developed through consultation with parents, governors and staff. It reflects the SEND Code of Practice: 0-25, 2014 (updated 2015) (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

It is a statutory requirement for schools to provide a SEN Information Report, a document which guides all our practice and policies on how we meet the needs of children with SEND. This is available on the school website and can also be requested through the school office. It is updated annually and acts as a 'go to' guide for everything SEND at WCPS.

OUR MISSION STATEMENT

Our school encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.'

Delivering our vision at WCPS, each child will:

- Be inspired to learn, explore and discover
- Be encouraged to develop a growth mindset
- Develop the skills needed for their life ahead, "standing tall" in the world around them*
- Be happy, healthy, resilient, and a confident communicator
- Belong to and contribute to our caring school community

We will achieve this through:

- Encouragement to build lasting friendships, take responsibility, respect others and make healthy choices
- Imaginative teaching approaches, using creative topics, technology, the Arts, sports and our outdoor spaces
- Highly motivated, skilled and resourceful teaching staff, who put our children first
- Aspirational leaders who champion the school's vision and are prepared to challenge all to achieve it
- Vibrant, welcoming, well-maintained facilities that support each child's education
- The school has the community at its heart with volunteering, joint activities and village events an important part of school life

Therapeutic Thinking

WCPS is also a Therapeutic Thinking School. This is a school-based approach that is theory driven and psychology informed that focuses on supporting children and young people particularly in terms of their SEND, emotional wellbeing, behaviour and mental health. It is characterised by an inclusive culture and is underpinned by best practice, policy and plans. The approach uses a range of resources to analyse an individual's behaviour to better understand their needs, enabling better planning for the child, their class, and the wider school. This method aims to promote pro-social behaviours, support children in learning how to manage and regulate their emotions, and create safe, consistent environments where all children thrive. *(See Behaviour Policy)*

Therapeutic Thinking will:

- Raise confidence and skills to support all children,
- Provide knowledge skills and understanding to support those whose emotional wellbeing is affecting their engagement.
- Embed consistent language, alongside quality analysis and planning
- Provide a structured for early intervention, enabling needs to be correctly identified ensuring the most successful adaptations are implemented.
- Highlights the importance of consistent practice.
- Create internal discipline, rather than external discipline resulting in behaviour suppression.
- Provide a graduated approach, through person-centred analytical tools to explore, consider and understand barriers to emotional wellbeing
- Inspire and equip staff to understand and adapt for children's individual needs.
- Raises awareness of attachment, adverse childhood experiences, trauma, mental health and SEND and the impact on need.
- Provide the resources to understand why children may exhibit detrimental behaviours resulting in better planning and improved outcomes.

EQUALITIES STATEMENT AND EQUAL OPPORTUNITIES

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. (See Equality Information and Objectives Policy)

Accessibility: Our building is accessible for children and adults with disabilities. We strive to ensure that parents/carers are able to be fully included in parent/carers activities.

RESPONSIBILITY FOR COORDINATION OF SEND PROVISION

SEND at Waterbeach Community Primary School (WCPS)

Patrick Murphy is WCPS's SENDCo and has completed the National Award in SEN Coordination (NASENCo) qualification.

The SEND Team is further made up of SEND assistants Zoe Badcock and Caroline Rutherford, and ELSA Laura McLeod.

Our school counsellor, Alison Wenham, is in school weekly.

However, all staff provide support including the Head Teacher, Senior Management Team, class teachers, teaching assistants and our SEND governor, Lisa Wakley-Davies

Role	Responsibility	Practical Application
Governors SEND Governor	<ul style="list-style-type: none"> It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND in line with guidance from the Code of Practice 2014. They are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Educational Health and Care Plan. 	SEND Governor meets with the SENDCo termly. Governors will review of documentation and approval of policies. Visits to school with focus on EHCPs and Individual Learning Plans
Headteacher	<ul style="list-style-type: none"> Responsible for overseeing the provision for children with SEND and informing the governing body of SEND provision. 	Weekly meeting with SMT including the SENDCo. Termly Pupil Progress Meetings.
Assistant Headteacher – Teaching and Learning	<ul style="list-style-type: none"> Will ensure that assessment data and information about individual children are correct and shared with the wider team. 	Quality assure assessment data, baselines and assessments. Plan and provide CPD which meets the needs of the school. Quality assure the transition of all children.
Assistant Head – Pastoral	<ul style="list-style-type: none"> Will focus on the most vulnerable children within the school and ensure that they are included in all areas of the curriculum. 	
Special Educational Needs Coordinator	The SENDCo oversees the day-to-day operation of the school's SEND Policy and coordinates provision for children with SEND.	Review the SEND register monthly. To keep the team or individual members of the team

	<ul style="list-style-type: none"> • Maintain the school's special needs register. • Assist with identifying children with special educational needs. • Liaising with parents/carers of children with SEND either face to face, virtually or via the Inclusion email address. • Meet with parents/carers of children with SEND and class teacher (when necessary), to ensure their involvement in the setting and reviewing of individual targets and provision for their child, including annual reviews for children with an Educational, Health and Care Plan. • Promote a graduated approach to providing SEND support across the school. • Together with the Senior Management Team will liaise and advise other members of the teaching team as necessary. • Ensure relevant and up-to-date information about all children with SEND and their requirements are accessible to the team to enable them to provide for their individual needs. • Meet with the class teacher (when necessary) to discuss the individual needs of the child and monitor and review the progress of the child on a half-termly basis using the Assess, Plan, Do, Review process. • Advising on the deployment of the school's delegated budget and other resources to meet the children's needs 	<p>informed about individual children (Responsible for closing the loop).</p> <p>To quality assure and ensure that the review section of the individual learning plans are completed termly.</p> <p>To respond in a timely manner to parental communication. To build warm, positive relationships with our parent/carer community.</p> <p>To ensure electronic copies of all correspondences in child's individual folders. To respond in a timely manner to external agencies, LA and support services.</p> <p>To prepare for a weekly meeting with the Senior Management Team. To proactively initiate next steps for SEND team.</p> <p>To organised and lead professional development for SEND.</p> <p>Inform the team of any changes to the law regarding SEND.</p> <p>To review and update the SEND Information Report.</p> <p>Track the SEND Budget. Keep an up to date record, which must be available to the Business Manager at all times</p>
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	<p>effectively (In agreement with the Inclusion Team).</p> <ul style="list-style-type: none"> • Advises on the graduated approach for providing SEN support • Liaising with the SEND Specialist Teacher, Early Years' Providers, other schools, Educational Psychologists, Health and Social care professionals, and independent or voluntary bodies. • Maintains the EHCP Annual Review Calendar. • A key point of contact with external agencies, especially the local authority and its support services • Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned. • Working with the Senior Management Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Liaises with the Inclusion team to keep them informed and up to date of relevant information regarding the education and provision of individual children • Has a shared responsibility for the maintenance of the records of all children with SEN and those identified as possibly having a SEN need. <p><i>(Special educational needs and disability code of practice 0 to 25 years (2015, p. 108/109)</i></p>	
SEND Support Team	The SEND Support Team, assist in the managing of various SEND	Managing SEND administration, including

	<p>processes, including managing the annual review admin, referrals to outside agencies, managing SEND parent meetings, carrying out assessments and delivering specific interventions.</p>	<p>annual reviews, referral to outside agencies, and liaising with parent to organise SEND parent meetings. Supporting SEND processes through undertaking specific assessments and interventions.</p>
Class Teacher	<p>Every teacher is a teacher of SEND. Where a child has been identified as having SEND, the class teacher remains responsible and accountable for the progress and development of the child. Class teachers will</p> <ul style="list-style-type: none"> • provide high quality teaching and learning opportunities that are scaffolded to meet the needs of the individual child. • plan a well-structured program of learning activities to meet the child’s development stage and needs when necessary. • adaptation learning resources to meet the needs of individual learners. • where necessary, for children working below the national curriculum, plan and assess learning activities in collaboration with the Teaching Assistants. • ensure that children are provided with suitable learning activities which are appropriate for their stage of development • meet with parents/carers termly to discuss targets linking to Individual Learning Plans or Educational Health Care Plan termly • attend to the EHCP annual review process and contribute towards the 	<p>High quality teaching for all children. Ensuring an ethic of ‘Every teacher is a teacher of SEND.’ To ensure that all children and their needs are planned for.</p> <p>Direct the additional adults in their classroom. Daily use of their planning to track educational needs. Timely meeting with parents/carers to discuss their child’s progress. Prepare for and attend to necessary meetings. Maintain and complete the Assess, Plan, Do, Review cycle every term. Enable the space for children to surprise us via equitable opportunities. Complete termly reviews/updates of Individual learning Plans, using the Assess, Plan, Do, Review cycle.</p>

	<p>target setting of this document.</p> <ul style="list-style-type: none"> • Support in preparation of applications for external support such as paediatric referrals and EHCNA applications 	
Teaching Assistants	<p>Teaching Assistants are provided with a wealth of professional development to ensure exemplary learning opportunities for all children. Learning coaches:</p> <ul style="list-style-type: none"> • Have a responsibility to conduct themselves as educational professionals to ensure that children are provide with equal opportunities to their peers. • Are directed by the class teacher. • Will create space for children to interact with their peers, teacher and the curriculum. • Will enact and implement this knowledge and understanding in the classroom to aid children’s development, progression and independence. 	<p>Promote independence: children independently completing their learning with the teaching assistant providing a research informed scaffolding framework. Assisting class teacher in the recording of learning achievements. Assisting the class teacher in recording learning via Tapestry when appropriate</p>

ALLOCATION OF RESOURCES

All schools in Cambridgeshire receive funding for children with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Team (including Learning Coaches).
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Waterbeach Community Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. We provide additional support up to the nationally prescribed threshold per child per year. Where the cost of special educational provision required to meet the needs of an individual child exceeds this threshold, the school may apply to the Local Authority for higher needs funding or for an Education Health and Care Plan. The Headteacher and the Business Manager will manage the funds allocated to meet the differing needs of the children within the school and informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

KNOWING OUR CHILDREN AND THEIR INDIVIDUAL EDUCATIONAL NEEDS – IDENTIFICATION OF SEND

Definition of Educational Need

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children however; some children need educational provision that is additional and different to this. (Section 21 of the Children and Families Act 2014).

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age or*
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools SEN Code of Practice (2014, P15)*

Four Categories of Special Educational Need

A child has SEND if they have a learning difficulty or disability which requires some additional or different educational provision. This may mean they have a significantly greater difficulty in learning than the majority of their peers. Identifying SEND at WCPS allows actions to be taken to support the removal of barriers to learning.

The SEN Code of Practice (2014) suggests children's needs and requirements fall into the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Communication and Interaction

This includes:

Speech, language and communication needs (SLCN) – where a child has difficulty in communicating with others either through difficulty in saying what they want to, understanding what is being said to them or not understanding/using the social rules of communication.

Autistic Spectrum (ASD) – where a child is likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

Cognition and Learning

This includes:

General learning difficulties – where a child learns at a slower pace than their peers even with appropriate differentiation. It can cover a wide range of needs including moderate, severe and profound learning difficulties.

Specific learning difficulties – where a child may be affected by one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

This includes:

Social and emotional difficulties – where a child may become withdrawn and isolated or display challenging, disruptive or disturbing behaviour.

Mental health difficulties – where a child may show indicators such as anxiety or depression, self harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Disorders – where a child has a disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

This includes:

Sensory needs – where a child has a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) requiring specialist support and/or equipment to access their learning.

Physical needs – where a child requires additional ongoing support and equipment to access all the opportunities available to their peers.

Individual children often have needs that cut across all these areas and their needs may change over time. The individual educational provision that we make for a child is based on an understanding of their particular strengths and needs and we seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This helps to overcome barriers to learning and participation. We aim to provide family-centred support whenever this is appropriate. The purpose of identification is not to fit or label a child into a category but to determine what action the school needs to take. The school will inform and consult with parents/carers if it is felt that a child may have a special educational need and seek parental agreement before placing the child on the school's SEND Register.

When identifying SEND the following criteria may be considered:

- A child's early history and/or parental concern
- A low entry profile
- A low Foundation Stage profile (Child does not reach the required good level of development (GLD) indicators)
- A child's lack of progress despite receiving a adapted curriculum (monitored APDR)
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring specialist material/equipment or support for sensory/physical problems

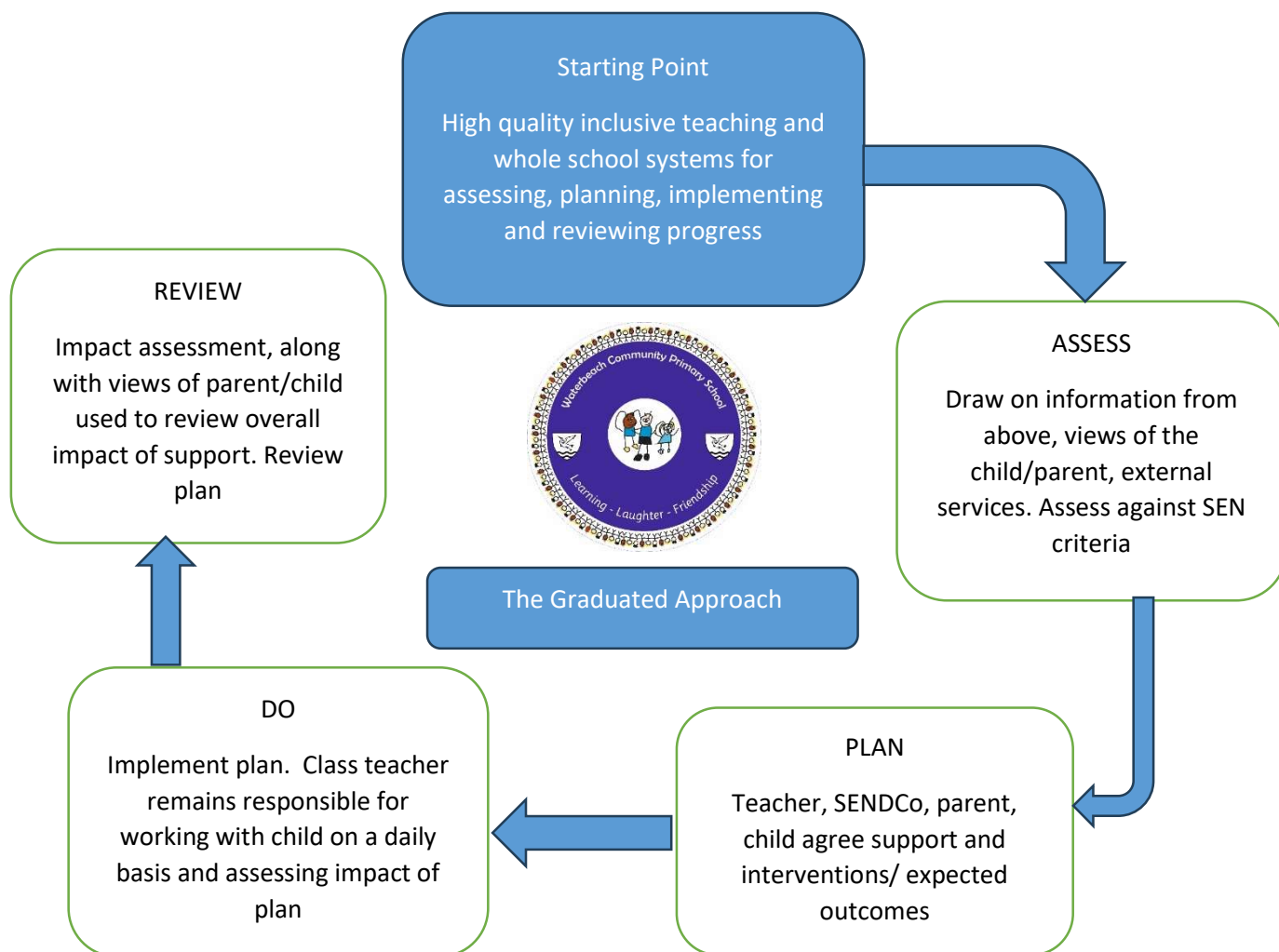
- See also the SEND Identification and Provision Pathway document

IDENTIFYING DISABILITY

Many children who have SEND may have a disability. A disability is a physical or mental impairment which has a long term (one year or more) and substantial effect on a child’s ability to carry out normal day to day activities.

It includes many sensory impairments such as those affecting sight or hearing and also long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but where a child with a disability requires special educational provision they are covered by the SEND definition.

THE GRADUATED APPROACH



Class teachers are responsible and accountable for the progress and development of their pupils. All children must have access to High Quality Teaching with additional interventions and support being provided if such teaching is not enough to support a child's needs.

Children may already be known as SEND through information from a previous school or pre-school or via an outside agency such as a speech therapist. WCPS also identifies SEND itself with teachers, supported by the senior leadership team, making regular assessments of progress for all pupils. Pupil progress meetings identify pupils making less than expected progress given their age and individual circumstances highlighting the need for extra support. It can include progress in areas other than attainment such as wider development or social or emotional needs. Parents may also highlight concerns.

Once concerns have been identified the following graduated response to SEND occurs to ensure a pupil receives the correct level of support – The Assess, Plan, Do, Review Cycle:

IDENTIFY - The teacher discusses the concern with the parent(s) at the earliest opportunity to enlist their active help and participation.

ASSESS - The teacher will raise the concern with the SENDCo and observations/ in house assessments/ use of diagnostic tools may be completed as necessary (see Appendix 1).

PLAN - The SENDCo and staff agree an action plan of interventions, strategies and resources that are needed (see Appendix 2). All additional provision in/out of the classroom is recorded on our school Provision Map with subsequent progress being carefully monitored and reviewed, linked to pupil progress meetings.

A Learning Plan (kept and written on Provision Map) may be created which provides a summary of the child's strengths and difficulties, a record of involvement from outside agencies, progress data and a record of additional provisions in place. It is maintained by the class teacher and is shared and reviewed with parents at least termly in a SEND parent meeting with the class teacher and SENDCo. The action plan and/or Learning Plan have a time limit set to measure progress.

The child is added to the SEND register, a working and fluid document that changes regularly depending on the needs of the child with regular updates linked to pupil progress meetings, although pupils can be added at any time. Children who are in receipt of only occasional additional provision are not usually entered onto the SEND register.

DO - The action plan/Learning Plan is actioned ensuring the child receives the appropriate interventions, resources, differentiated planning or strategies.

REVIEW - At the point the time limit is reached, progress is reviewed and another round of the Assess, Plan, Do, Review cycle is carried out with amendments to interventions/strategies if limited/no progress has been made.

In addition to in house assessments, observations and support we may seek the involvement of outside agencies such as the Specialist Teaching Team, Educational Psychologists, Community Paediatricians, School Nursing, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Play Therapy, Education Welfare Service and Child and Adolescent Mental Health Team. Parents/carers may be asked to consent to the completion of an Early Help assessment (EHA) in order to access referrals to other services.

Some children will make accelerated progress and will be taken off the SEND register. Other children will remain on the SEND register for longer periods and will have a termly review of their Learning Plan with new targets set and discussed with parents/carers each term.

EDUCATION, HEALTH AND CARE PLAN

Where a child's needs are considerable and there is little progress following rigorous intervention and support from professional agencies, the decision may be taken to request an Education Health Care Plan (EHCP). An EHCP provides a budget for that specific child to be spent on support. A child's needs may be met from resources normally available to school or a further budget is agreed. The process involves the preparation and presentation of evidence of school and outside agency impact for consideration by the Local Authority Statutory Assessment Team (SAT). Parents and carers are fully involved in the process and have the opportunity to contribute to the reports. Where an EHCP is granted an Annual Review occurs yearly to discuss and review progress.

For advice and information about EHCPs, see the Local Offer pages:

<https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=2-5>

PROVISION

At WCPS we have the highest expectations of all children. By this we mean that we expect all children to be challenged to make individual progress along their educational journey and that every child can surprise us by exceeding expectations. Research suggests that children learn best alongside their peers (Vygotsky, Dewey, Black-Hawkins)

- Children are supported throughout the school day by the Class and where appropriate by a teacher assistant.
- Children with special educational needs may require an adapted curriculum
- For children working at pre-National Curriculum, the Pre-key stage standards are used to assess and determine a baseline and learning is differentiated to meet the child's individual needs.
- For children working below the Pre-key stage standards, the Engagement Model is used to plan and assess learning
- Ordinarily Available Provision (see SEND Information Report)
- Provision will meet the requirements of individual Educational Health Care Plans (on occasions additional training may be necessary)
- Children will be encouraged to learn independently whenever possible.

SUPPORTING PUPILS WITH MEDICAL NEEDS

The School recognises that children 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,

Where children have medical conditions which are chronic and severe enough that additional provision needs to be made at school the SENDCo will liaise with appropriate health professionals producing any associated risk assessments that are linked to a student's medical needs in school. The school (supported by the LA and Community nursing team) will comply with its duties under the Equality Act 2010. (See Supporting Children with Medical Conditions Policy).

Class teachers are responsible for ensuring that their children are all able to access school trips in a safe and meaningful manner. They are required to draw up risk assessments for trips and visits with regard to particular individuals with specific medical needs.

CURRICULUM ACCESS AND INCLUSION

The curriculum is regularly reviewed by the Senior Management Team to ensure that it promotes the inclusion of all children with a lens on historical and hidden discrimination. This includes learning outside the classroom and off-site provision. All our children have equal access to before school, lunchtime and after school clubs, which promote engagement with the wider curriculum. Where necessary, we make adaptation to meet the physical and learning needs of our children. Class educational visits are part of our curriculum, and we aim for all children to benefit from them.

MENTAL HEALTH AND WELLBEING

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organization)

At WCPS, we aim to promote positive mental health for every member of our school community. We pursue this aim using whole-school and targeted approaches for those in need of additional support. In addition to promoting positive mental health and well-being, we aim to recognise and respond to mental ill-health. By developing and implementing this policy and associated procedures we hope to promote a safe and stable environment for everyone affected both directly, and indirectly by mental-ill health. (See Emotional Health and Wellbeing Policy)

CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous professional development is undertaken in aspects of SEND according to the needs of the children to ensure that the provision made, and support given to, children is appropriate and effective. All staff are encouraged to undertake training and development through training courses aimed at improving knowledge of specific needs and appropriate support. In house training is provided through staff meetings. Teachers and TAs are expected to cascade relevant material from courses and seminars to staff as appropriate. The SENDCo regularly attends training opportunities in order to keep up to date with local and national issues. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Senior Management Team including the SENDCo review the training needs of the team annually, as part of the CPD process in school. Arrangements for the induction of ECTs and new members of the team are made to ensure their practice is aligned with the school's SEND Policy.

ADMISSION ARRANGEMENTS

WCPS is a fully inclusive school and as such, all children are welcome, including those with special educational needs, in accordance with the Equality Act 2010 and the LA Admissions Policy. This includes children with SEND and in line with the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps, which can be taken to prevent the incompatibility.

Parents of a child which has Special Educational Needs or Disabilities (SEND) who need further advice on school admissions, are able to request a meeting at school to discuss the provision that can be made to meet their child's needs. They may also want to contact SENDIASS (SEND Information, Advice and Support Service):

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

SEND paperwork should be passed to the SEND Team by the previous school or setting or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between key staff from both settings, parents and external agencies where necessary to aid the smooth transition of the child and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made by telephone or Microsoft Teams to ensure that there is a good understanding of what type of provision is required. The school will ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place

TRANSITION ARRANGEMENTS

The SENDCo and class teachers will liaise over the internal transfer of children with SEND. Placements are considered carefully in order to meet a child's particular needs. Children will visit their new class before transfer. Year 6 children transferring to local Secondary Schools have the chance to visit the new school (TBC annually). Representatives from the Secondary Schools visit to talk with the children. The SEND Team and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered and records transferred to the new teacher or school. For children with an Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by Autumn Term in the year of secondary transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of the child with an Education, Health and Care Plans where a particular school has been named.

At WCPS we understand how difficult it can be for SEND children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions – including between classes, from preschool, to a new primary or onto secondary – as smooth as possible. This may include:

Year R

- Meetings between staff from WCPS and staff from feeder pre-schools, and visits to pre-schools to meet SEND children.

Year R – 6

- Additional meetings for the child and parent(s) with a new teacher/school.
- Additional visits to the classroom environment in order to identify where the toilets, pegs, trays etc are.
- Opportunities to take photos of key people and places in order to make a transition social story booklet.
- Speedy transfer of SEND records to the SEND team of a new school.

Year 6

- Invitations to students to have visits to the secondary school during the previous summer term.
- Meetings of the SENDCo with the secondary SENDCos to ensure thorough handover of information.

EXAM ARRANGEMENTS

Year 6 teachers, in conjunction with the headteacher and SENDCo, are able to make exam access arrangements for certain students. Adhering to the Key Stage 2 Access Arrangements guidance, we may be able to facilitate readers, scribes, extra time or enlarged texts for end of Key Stage tests.

LINKS TO OTHER AGENCIES

WCPS is able to call upon the expertise of a wide range of support services in Cambridgeshire, such as Speech and Language Therapists, Specialist SEND Teacher, Educational Psychologists and Hearing Impaired Services. These support services can offer advice, support and training for SEND.

Other Schools and Preschools: we work closely with preschool settings and other schools to ensure that transitions between schools are successful. WCPS also has good links with other schools across Cambridgeshire.

The Health Service and Social Care Service: Some Children with SEND have support from Health and/or Children's Social Care. The SEND Team at WCPS liaise with professionals from the Health Service such as GP's, Paediatricians, Health Visitors and community nursing team to seek advice and support for these children. The school recognises that a collaborative approach is the most effective way of supporting children and so the advice of health professionals is implemented across the school, including the drawing up of Health Care plans and staff ensure information on child's needs are shared amongst professionals. Health and Social Care professionals are involved in the reporting on children's needs and progress and in attending review meetings where appropriate.

PARENT PARTNERSHIP

Waterbeach Community Primary School believes that good communication between parents/carers and the team is essential so parents/carers can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential.

- Parents/carers are welcome to discuss any concerns about their child with the class teacher, at a mutually agreed time.
- Opportunities are made for parents to discuss their child's needs, progress and strengths during learning conversations and scheduled termly Individual Learning Plan meetings.

- Where possible, parents/carers are involved in strategies instigated usually during Individual Learning Plan reviews or scheduled meetings.
- Parents/Carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour.
- Information about Family Support Services are available to parents/carers, as well as contact details for the LA Parent Partnership Services.
- Parents' views are sought when reviewing SEN provision and support in school through one-to-one meetings, small working groups or by parent surveys.

SEND INFORMATION REPORT

Parents/carers can find more information on SEND on the School website including more detailed information about the school's arrangements for identifying, assessing and making provision for children with SEND. (See school website)

LOCAL OFFER

As part of the Code of Practice Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. This includes information about how children and young people 0 - 25 who have SEND are supported in their area including information on:

- universal services that are available to everyone, such as schools, GPs, (universal services).
- targeted support and services for children and young people who may need some additional, short-term support.
- specialist services for children and young people who have complex needs and need longer term specialised support.

Cambridgeshire County Council has a local offer a "front door" to information about education, health and social care and the provision available to children with SEND and their families. Parents/carers can find information there, about admissions, the graduated approach to assessing and supporting students with SEN as well as other agencies and specialists that can be contacted for support and advice. Parents/carers can request this information as a hard copy from the Local Authority.

The Cambridgeshire Local Offer is available here:

<https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

MONITORING AND REVIEW

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years (September 2027).

MONITORING OF POLICY EFFECTIVENESS

At WCPS we have identified the following success criteria to enable the Headteacher, Senior Management team, SENDCo and SEN Governor to monitor and evaluate the effectiveness of the policy:

- The SENDCO has at least one termly meeting with the governor responsible for SEN
- The register is updated at least twice a year
- Pupil Progress Termly Meetings are attended by the SENDCo for ALL year groups.
- SEND Parent Meetings are organised termly
- All concerns are followed up as soon as possible
- Parents are informed about all expressions of concern
- Pupils with individual pupil profiles have the targets reviewed a minimum of three times a year
- Pupils are aware of targets they need to achieve linked to the individual pupil profile
- Relevant members of staff are aware of pupil profiles and targets
- Individual learning plan targets are SMART and written in accessible language
- Parents' data collected from parents surveys / questionnaires
- Teachers and support staff are aware of procedures
- All teachers' planning shows evidence of adaptations (where required)
- There is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- Teachers are aware of their responsibilities
- The SENDCO has an SEN action plan

COMPLAINTS

We welcome comments and suggestions and aim to be open, transparent, fair and timely in our responses. We hope that any issues can be resolved through discussion, and parents are able to request to meet a class teacher or the SENCo through the school office. If the issue cannot be resolved via informal discussion a parent may escalate the matter to the Head Teacher via submission of a formal complaint. Parents are referred to the school's complaints policy for further guidance (See Complaints Policy).

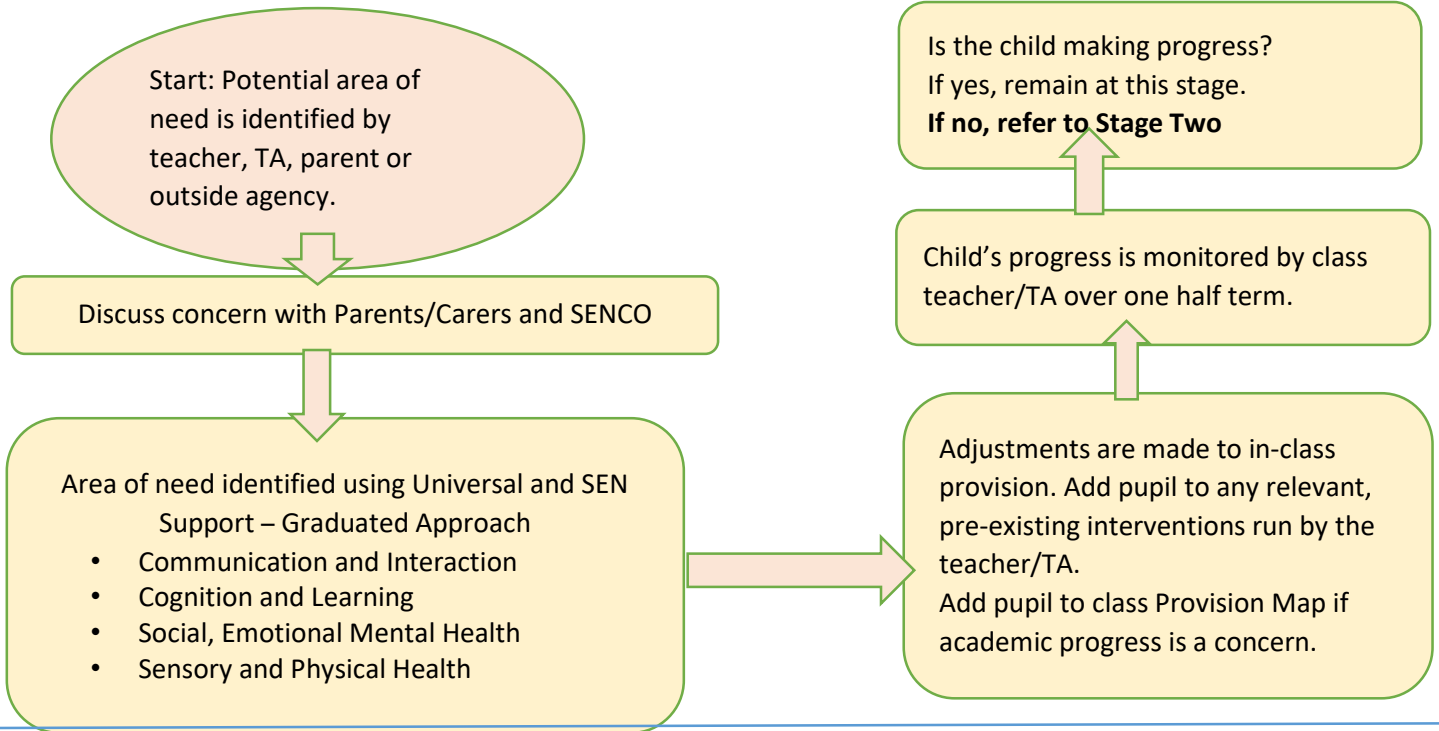
APPENDICES

APPENDIX 1 – SEND Identification and Provision Pathway

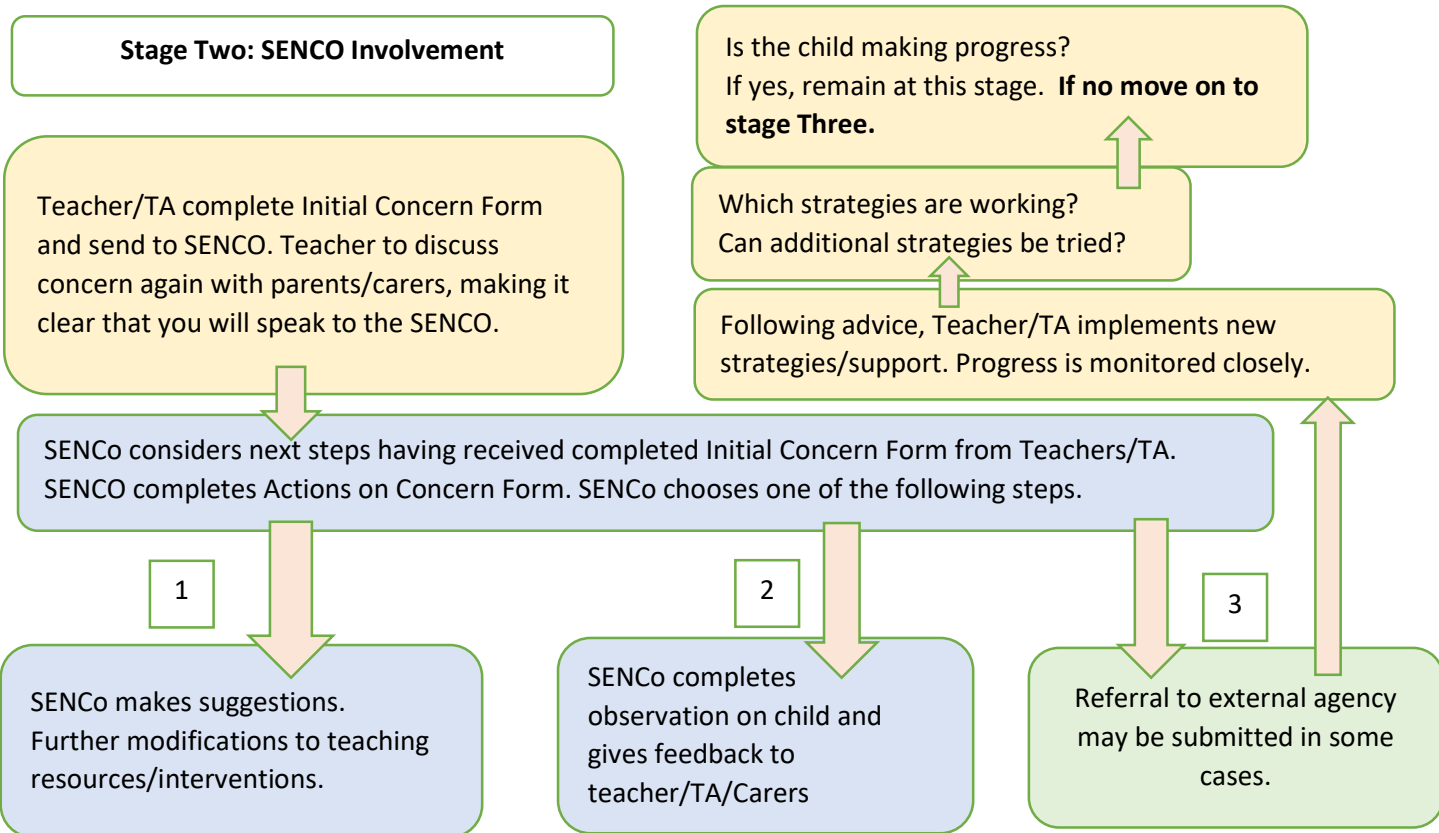
Appendix 1: Waterbeach Community Primary School SEND Identification and Provision Pathway. Graduated Response: Assess, Plan, Do, Review

Key:
 Teacher
 SENCO
 Teacher and SENCO

Stage One: Quality First Teaching



Stage Two: SENCO Involvement



Stage Three: SEND Register and Learning Plan

Parental permission is sought to add the pupil to the SEN Register. The pupil is added to the SEND Register.

A Learning Plan is written for the pupil. The Learning Plan should have three or four measurable SMART Targets and once completed shared with the relevant members of staff. A One Page Profile is created for the child, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers). Teacher shares the Learning Plan with parents. Parents are asked to sign. A copy is given to the SENCo and saved in pupil's folder.

Teacher reviews progress towards Learning Plan three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.
N.B A TA may be asked to assess progress at each review point, but all children within a class are the teachers responsibility.

The child has regular opportunities to work on personal targets

Teacher meets with parents/carers at the three review points to discuss progress towards targets and to share new targets. NB Parents must agree Learning Plan targets and sign. Teachers will ask for parent voice.

Is the child making progress? If yes, remain at this stage. **If no, refer to Stage Four.**

Stage Four: EHCP

Parents informed of further concerns.

Meeting between SENCo, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Support is requested from outside agencies for advice and assessment. Parents are informed of outcomes

When a pupil with SEND has significant needs that require even greater support, information is gathered, and an application is made for an Education and Health Care Needs Assessment – which is the initial stage of applying for an EHCP. There is no guarantee that an EHCP will be granted. Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. The provision will then be reviewed annually with parents, outside agencies and the Local Authority.

If a child is making appropriate progress they will remain at a stage, until the class teacher and SENCo decide, in discussion with the child's parents/carers, that support can be reduced, and the child is moved back to a previous stage.