

WHITEGATE PRIMARY AND NURSERY SCHOOL



Special Educational Needs and Disability Policy

September 2025

Introduction

The Governors and staff of Whitegate Primary School share a commitment to provide educational opportunities for all our pupils. We fully support the principles of Nottingham's Policy of Inclusion for pupils with special educational needs. This policy reflects the elements of the 1996 Education Act related to pupils with special educational needs and the 2014 Code of Practice on the Identification and Assessment of Special Needs. We seek to ensure the equality of educational provision for all pupils with special educational needs, and believe it is essential that parents are made aware of our Special Educational Needs Policy, the 2014 Code of Practice and the SEN Disability Act.

Definition of Special Educational Needs

A pupil has Special Educational Needs if he/she has a learning difficulty, which requires special educational provision to be made.

A pupil has a learning difficulty if he/she:

- Has a significantly greater difficulty than the majority of pupils of the same age
- Has a disability which prevents, or hinders, that pupil from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- Is under compulsory school age and falls within the definitions above or would so do if special educational provision was not made for that child

Pupils must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

Special Educational Provision means, for children aged two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the Local Education Authority, other than special schools in the area. (Section 312, Education Act 1996)

Areas of Special Educational Need are:

- Communication and interaction
- Learning and cognition
- Social, mental and emotional health
- Sensory and/or physical

We recognise that there is a wide spectrum of individual needs, and that these are frequently inter-related. There are separate systems in place for the management of learning and behavioural difficulties, but these approaches are similar and are co-ordinated to ensure that pupils are supported via a comprehensive network of strategies.

Principles

- We are committed to providing inclusive experiences for all our children
- In accordance with our Equal Opportunities Policy, we believe that all pupils benefit from mixing with a wide variety of children and adults
- The school actively seeks to include children from all cultures and backgrounds, including disabled pupils and those with special educational needs
- The feelings and opinions of our pupils are valued and responded to
- We believe that pupils with special educational needs have a right to a broad and balanced curriculum and to be educated alongside other pupils
- Our parents/carers are considered to have a vital role to play in supporting their child's learning

Aims

- To identify pupils with special educational needs as early as possible and to support their learning
- To work closely with parents/carers, keeping them informed about their child's learning and encouraging them to work in partnership with the school
- To ensure that teaching methods, resources and learning targets are adapted to meet the individual needs of the pupil
- Whenever possible, to share learning objectives with all pupils, including those with special educational needs, to evaluating their progress and in setting new targets

Working in Partnership with Parents/Carers

We believe that pupils make the most progress when staff and parents/carers work together, because parents/carers have a unique knowledge of their child.

- We try to encourage their participation
- Staff are always available to talk to parents/carers and discuss progress/concerns
- Parents are invited to all Review Meetings and to contribute to the pupil's provision map
- Information on Support Agencies is available in school
- Information on specific learning and behavioural difficulties, or physical conditions, is available in school
- Staff and Governors are willing to aid with transition, by organising visits to chosen schools. Prospectuses are also available.
- Parents/carers are provided with guidelines, explanations and advice about our methods and support strategies
- Staff are willing to help with official form filling, or advise on help available

Admission Arrangements

To enable us to have a full picture of the pupil's needs we would, in addition to our usual arrangements:

- Talk to the parents about their child's special educational needs, and gather background information from them
- Liaise with any other professionals who are working with the pupil, and if appropriate, arrange a meeting
- If appropriate, liaise with the feeder setting, especially the SENCO
- The school would apply for additional funding if it is needed

The role of the SENDCO

In addition to the day to day management of our Special Educational Needs and Disability Policy the SENDCO is also responsible for:

- Co-ordinating provision for pupils with special educational needs.
- Liaising with, and advising fellow staff
- Overseeing the records of all pupils with special educational needs
- Liaising with parents/carers of all pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with the Special Educational Needs Governor
- Ensuring that appropriate Individual Provision Maps are in place
- Liaising with external agencies
- Liaising with the Designated Senior Person for Safeguarding (this is currently the SENDCo)
- The welfare of 'Looked After' pupils in school. That is, those in the care of the local authority

If parents/carers have concerns about any aspect of their child's development then they are encouraged to talk to the Class Teacher or SENDCO.

Pupil Participation

Whenever possible pupils' opinions will be sought. They will be encouraged to be involved in setting their own learning targets and in evaluating their progress. Their strengths and difficulties and likes and dislikes will be taken into account when planning their learning. Pupils will be encouraged to take some form of active role in Review Meetings, either by attending or completing a views sheet.

Facilities and Access

There is disabled access, with ramps and handrails, into the school. A disabled toilet facility is available, and all doors are wide enough to enable wheelchair access. The school has an Accessibility Plan, which sets out our aims to provide access to the school environment, curriculum and information to all.

SEND Identification

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social and emotional needs.

Following the Graduated Response, the Class teacher monitors all children continually and assesses them half termly identifying those children not making expected progress. Pupil progress meetings are held half termly with the Senior Leadership Team where extra provision and strategies to support the child are agreed. Families are kept informed throughout the whole process and children are invited along with their parents and carers, at least termly, to discuss and review their provision and targets with the Class teacher.

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

If a child fails to make progress, or their need is complex, then support may be needed from outside services. The school will only seek advice from such services with the agreement of the parents/carers. In most cases, children will be seen in school by external support services. The child, in consultation with the parents, will then be placed on the SEND register so that they can be closely monitored over the course of the year. This may lead to additional strategies, or strategies that are different from those used as part of everyday classroom practice.

SEN Support

The child will have an Individual Provision Map written for them, detailing all the strategies and information that are required to meet their needs. For most children this will be in a classroom setting with their peers, but for others, interventions outside the class may also take place.

If a child has a high level of additional needs, and is requiring a high level of support, a bid will be made to the City Council HLN panel. The HLN (High Level Needs) Panel sits in full once a year, and there are Emergency Panels across the year. The need for this will be discussed with parents/carers ahead of a bid being made.

Each child on the SEND register will have a meeting three times a year to review their progress. Two of these meetings will be as part of normal parent's evenings with the class teacher. The third meeting will be a separate meeting to which any outside agencies who work with the child will be invited to attend and will be led by the

SENDCO. This will take place in the summer term. It is acknowledged that the views of the child need to be heard, and this will be done in the best possible way for each individual.

Assessments may be made against the whole school curriculum, but this may be broken down into smaller achievable steps, in order to provide detailed and accurate indicators. The B Squared assessment tool is used for assessing those children working below age related expectations.

Education, Health and Care Plans (EHCP's)

If a child continues to demonstrate significant concern, or their needs are highly complex then the school or the parent can make an application to the Local Authority (LA) for an EHCP for that child. An EHCP requires all services working with that child to identify the support needed and set out who is responsible for which provision.

The LA will then request information from the school, parents and other agencies working with them about the child. The LA will then consider the information regarding the child, and decide if they meet the threshold for a Stage 2 assessment. This will then be completed by gathering additional information from parents and professionals. The LA will then make a decision as to whether or not to proceed with the EHCP. If the decision is yes, an EHCP will be drawn up within 20 weeks of the initial application being made.

For those children with an EHCP there will a review of the plan held annually, as one of the three meetings held in school each year.

Arrangements for Curriculum Access

Whitegate School aims to meet individual needs by planning the curriculum appropriately. We use a range of teaching and learning styles and resources to ensure all pupils are able to access activities. These might include:

- Target teaching
- Small group teaching
- Input from teaching assistants
- Access to specialist reading books
- Visual aids and timetables
- The Enhanced Provision class for those children with a very high level of need

Resources

When purchasing new resources and equipment we consider the needs of all pupils, including those with a disability and/or special educational needs. We will explore ways of making specialist/high cost equipment available if necessary. Some pupils with special educational needs may benefit from extra adult. Every effort will be made to secure HLN funding is received, should this be considered necessary.

Inclusion Strategies

Pupils with special educational needs will be fully included in all aspects of school life. When planning out-of-school clubs, special events or outings their needs will be considered and every effort made for them to be included.

Transition Arrangements

In order to ensure a smooth transition from our primary school to the secondary setting, Whitegate School will:

- Arrange visits to and accompany parents on those visits to secondary schools
- Help with the writing of applications or letters of appeal

- With parents/carers' consent, share all relevant information with the pupil's next placement
- Invite the secondary SENDCO to Review Meetings
- Liaise with the secondary placement to set up an individual program for transition
- Make parents/carers aware of the pre-secondary taster sessions that take place in local schools
- Liaise on the writing of bids for HLN support with the next placement
- Arrange visits for years 6 pupils to the local secondary school
- Work with the Transition Mentors from the Behaviour Support Service and Inclusive Education Service, Communication and Interaction Team

Intimate Care and Toileting

All children at Whitegate Primary School have the right to be safe and to be treated with dignity, respect and privacy at all times. For more information around this area, please see the Intimate Care and Toileting Policy.

Staff Development and Training

At Whitegate School we recognize the value of ongoing training. Staff are encouraged to attend training on special educational needs, either in-house, or, by attending course provided by an external agency. Any information gathered by our SENDCO on special educational needs will be made available to all staff.

Complaints Procedure

The school values the partnership between parents/carers and staff. However, should a problem arise parents/carers are asked to discuss it initially with the class teacher or SENDCO. Any complaints will be treated in accordance with our complaints procedure.

Review

The policy for Special Educational Needs will be reviewed Autumn 2026.