



Whitley Lodge First School

Special Educational Needs & Disabilities (SEND) Policy

Reviewed: Annually

Signed by:

J Palmer

Headteacher

Jennifer Palmer

A Cummings-Liddle

Chair of Governors

Abigail Cummings-Liddle

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1. VISION AND VALUES

This policy is in line with the SEND Code of Practice 2014 (Updated 2024), The Special Educational Needs and Disability Regulations 2015 (Updated 2024), Supporting pupils at school with medical conditions 2014 (Updated 2017) and Keeping Children Safe in Education 2016 (Updated 2024) and The Equality Act (2010). It is designed to provide a clear framework for its implementation in our school. The SEND policy should be read in consultation with the Accessibility Policy, SEND Information Report and our Behaviour Policy.

Inclusion statement

At Whitley Lodge First School, we are committed to fostering an environment where everyone in our school community – including pupils, parents, staff, and visitors – feels safe, respected and valued. As an inclusive school, we ensure that every child, regardless of their individual abilities or needs, is welcomed and appreciated. We offer an inclusive curriculum, designed to meet the diverse needs of all our pupils, including those with disabilities, special educational needs, and varied cultural and ethnic backgrounds.

Our goal for SEND provision is to ensure that every child, regardless of their learning needs or disabilities, has equal opportunities to succeed and thrive within our community. We are dedicated to creating a supportive, nurturing environment where every child feels happy, secure and empowered to reach their full potential. Through this inclusive atmosphere, we aim to help children with SEND develop independence, confidence, and the skills necessary to achieve. We ensure that all children are fully included in all aspects of school life, honouring their unique strengths and challenges.

We understand that children with special educational needs may need support in one or more areas, including:

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory and/or physical needs

At Whitley Lodge, we are devoted to offering exceptional support, challenge and encouragement to all children to help them thrive. This is accomplished through high-quality teaching provided by our skilled teaching and support staff. We take inclusion seriously and continually monitor and assess the progress of every pupil. If underachievement is identified, we act promptly, targeting resources, support staff, and intervention programs to meet the specific needs of each child. We work closely with parents at every step, building a strong, collaborative team around each child to ensure their success.

2. OBJECTIVES

- To ensure equality of provision for pupils with special educational needs and disability
- To consider legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To consider the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

3. ROLES AND RESPONSIBILITIES

Supporting children with special educational needs is a shared responsibility throughout the school. Each teacher is tasked with addressing the needs of pupils with SEND whilst balancing the requirements of the whole class, understanding that these needs may emerge in different learning situations. All staff members contribute to meeting the individual needs of pupils and are required to adhere to the school's processes for identifying, assessing, providing for, and reviewing these needs.

The SEND Governor

Bryan Stewart is the current Governor with responsibility for SEND at Whitley Lodge First School. He has regular contact with the SENDCo and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision. He attends Full Governor and Subcommittee meetings each term.

The Special Educational Needs Coordinator (SENDCo)

Mrs Walton is our SENDCo and is responsible for the arrangements for SEND provision throughout the school.

This includes:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being 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 pupil and their parents are informed about options and a smooth transition is planned.
- Keeping the governing body informed about SEND issues.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

The class teacher has responsibility for:

- Setting high expectations which inspire, motivate and challenge pupils.
- Promoting good progress and outcomes for pupils.
- Planning and teaching lessons which respond to the strengths and needs of pupils with SEND.
- Working closely with support staff in the planning and monitoring of interventions.
- Making accurate and productive use of assessment to inform the four-part cycle.
- Managing behaviour effectively to ensure a good and safe learning environment.
- Fulfilling wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice.
- Communicating effectively with parents with regard to pupil's achievements and pupil's well-being.

Support Staff

Teaching Assistants (TAs) support individuals and groups of pupils, including those with SEND, both in class and through withdrawal for targeted interventions/ programmes. They are directed by the class teachers and supported for interventions by the SENDCo.

4. ADMISSION ARRANGEMENTS

Admissions for Nursery age children are handled by the school office. Admission arrangements for Reception age children up to Year 4, are handled exclusively by North Tyneside Council.

The school welcomes visits from prospective parents/carers at any time over the academic year. To make an appointment to have a tour of the school, please contact the school office: 0191 643 3330

info@whitleylodgeschool.org.uk

5. TRANSFER FROM/TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils.

To facilitate this for pupils with SEND, Whitley Lodge First School will:

- Ensure that all pupils are given the opportunity for an extended transition period prior to entry. Special visiting arrangements are made for those pupils with SEND on request from the parents/carers or feeder schools.
- Ensure that all relevant information/records are sent promptly to receiving schools.
- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.
- Carry out appropriate screening assessments on entry to the school.

6. ACCESS TO FACILITIES AND PROVISION

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

(Please see Accessibility Plan)

7. MEDICAL CONDITIONS

At Whitley Lodge, we will follow the recommendations of 'Supporting Pupils at School with Medical Conditions (2017)' with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

(Please see Medical Conditions Policy)

8. ALLOCATION OF RESOURCES

The Headteacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school may use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

9. ACCESS TO THE CURRICULUM

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is adapted to meet individual need. Identifying, assessing, planning and reviewing is part of Quality First Teaching. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning.

Teachers are responsible and accountable for the progress and development of pupils. Our SEND Information Report provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision. Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

10. IDENTIFICATION, ASSESSMENT, PLANNING AND REVIEW ARRANGEMENTS

Whitley Lodge follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

11. A GRADUATED APPROACH TO SEND SUPPORT

The "Graduated Approach" is a four-part cycle of action: ASSESS, PLAN, DO and REVIEW, where each stage is continuously revisited, refined and revised. At the centre of this cycle is the child, parents or carers and class teacher, with the SENDCo to advise and support.

Assess: Class teacher and SENDCo establish a clear analysis of the child's needs using teacher assessments, and the views of the child and family. At this point referrals may be made to external services. Such referrals are made by the SENDCo in collaboration with parents. The views of any external professionals will then be considered alongside all other assessments. Pupils will be identified and assessed by means of observations, consultation with parents, screens and diagnostic assessments.

Plan: High quality, adapted classroom teaching forms the basis of every child's education at Whitley Lodge. The first stage of planning is always to consider how a child's needs can be met every day, in his or her classroom, and what sort of adaptations and additional resources might be required to facilitate this. In addition, consideration is given to the targeted provision, such as small group or individual support, that may best support a child, and the specific intervention programmes that would be most effectively used during this time. At all times the focus is on *expected outcomes* for the child from the intervention, not that the intervention is simply put in place. If this kind of targeted provision is deemed appropriate, it will be recorded on a class provision map, or, where the needs of the child are more complex and varied, a SEND Support Plan.

Do: The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least three times per year (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If, during the review stage, family, school staff and the child agree that individual, targeted intervention is no longer required, the child will be removed from the SEND register after a further term of monitoring. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. After the involvement of external services, it may be agreed that a request to the Local Authority for an *Education, Health and Care Needs Assessment* (EHCNA) is appropriate.

(Please refer to North Tyneside's SEND policy for further information on this EHCNA process.)

<https://www.sendiassnorthtyneside.org.uk/education-health-and-care-plans-ehcp-and-annual-reviews>

12. PUPIL PARTICIPATION

The views of all pupils are valued. If appropriate, pupils with SEND are involved in decision making and supported to express any concerns. Pupils are aware of their next steps in their progress and a pupil view sheet is used to gather their views on their progress and how they like to be supported.

13. MONITORING AND EVALUATING THE SUCCESS OF PROVISION

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the Senior leadership team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils through annual questionnaire
- Regular meetings between SENDCo, Headteacher and Senior Leadership Team
- Regular meetings between the SENDCo, class teachers and support staff
- IQF (Inclusion Quality Framework) to externally validate provision and outcomes for pupils with SEND

14. STAFF DEVELOPMENT

The school recognises the importance of keeping abreast of new initiatives in SEND and ensuring that all staff access appropriate training in order to support pupils with SEND to the best of their abilities. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early career teachers (ECT) are offered support and in school training by the SENDCo.

15. THE COMPLAINTS PROCEDURE

Should parents/carers be unhappy with any respect of SEND provision, they should discuss the problem with the class teacher in the first instance, then if required the SENDCo and /or Headteacher becomes involved. The school's [Complaints Policy](#) is available on their website.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved.

Parents/carers can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or via sendiass@northtyneside.gov.uk

Policy reviewed by: S Walton

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