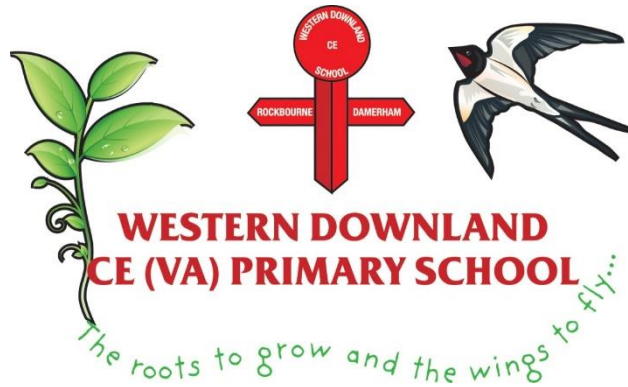


WESTERN DOWNLAND C.E. AIDED PRIMARY SCHOOL

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The roots to grow and the wings to fly



Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report

Approved by:
Reviewed:
Next Review

Governing Body
September 2024
September 2025
(or sooner if regulations/circumstances change)

Western Downland Primary School

Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and Objectives:

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

We believe that the aims of the education process are the same for all our children. All children should be given access to the same opportunities in order to fully realise their own potential. Every teacher is a teacher of every child, including those with SEND.

Education should:

- enhance a child's knowledge, experience and understanding.
- develop practical, intellectual, aesthetic, creative, physical and social competencies.
- prepare each child to become a confident, active and independent participant in their local community.
- include and give quality education that enhances personal strengths to all children, whatever their needs.
- develop a culture of acceptance in which all children can be valued equally, treated with respect and provided with equal opportunities.

To meet the aims set out above, the school has identified as its objectives:

- To identify and provide for pupils who have special educational needs, disabilities and additional needs.
- To follow the guidance provided in the SEND Code of Practice, Sept 2014.

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- To operate a 'whole school, whole pupil' approach to the management and provision of support for special educational needs, where all teachers are able to deliver programmes of learning to children with SEND.
- The identification of a Special Educational Needs and Disabilities Co-ordinator (SENDCO), to provide support and advice to all staff working with pupils with special educational needs and disabilities.

2. Legislation and guidance:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (January 2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Co-ordinators (SENCOs) and the SEND information report
- Equality Act 2010: advice for schools (DfE Feb 2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions updated July 2017
- The National Curriculum in England framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards (2012)

This policy also complies with our funding agreement and articles of association.

3. Definitions:

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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4. Roles and Responsibilities:

Provision for pupils with SEND is a matter for the school as a whole. The school's governors, in consultation with the Headteacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

4.1 The SENDCo

The SENDCo (Special Educational Needs and Disabilities Co-Ordinator) at Western Downland Primary School is **Mrs Clare Worsfold**. Clare Worsfold can be contacted through the school office or at c.worsfold@westerndownland.hants.sch.uk

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Ensure that an agreed, consistent approach is adopted and advise on the graduated approach to providing SEND support
- Help staff to identify pupils with special educational needs and carry out assessments and observations of pupils with specific learning problems
- Support class teachers in devising strategies, drawing up 'Plan, Do, Reviews', setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Be the point of contact for external agencies, especially the local authority and its support services and provide a link between these agencies, class teachers and parents / carers
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and assist in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- Contribute to the in-service training of staff
- Liaise with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

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4.2 The SEND governor

The SEND governor is **Mrs Sheree Cummings**. She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Ensure that the necessary provision is made for any pupil with SEND
- Ensure that all staff are aware of the need to identify and provide for pupils with SEND
- Ensure that pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- Have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Ensure that parents are notified if the school decides to make SEND provision for their child
- Be fully informed about SEND issues, so that they can play a major part in school self-review
- Set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

4.3 The Headteacher

The headteacher is **Mrs Alice Tubbs**. She will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Be responsible for the management of all aspects of the school's work, including provision for pupils with special educational needs or disabilities
- Be responsible for the deployment of all SEND personnel within the school
- Monitor and report to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

4.4 Class Teachers

Each class teacher is responsible for:

- Providing high quality teaching for all children
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

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- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

4.5 Support Staff

Learning Support Assistants (LSAs) work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing 'Plan, Do, Reviews' and monitoring progress for all children who need them.

LSAs are responsible for:

- being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- using the school's procedure for giving feedback to teachers about pupils' progress.

This policy was created by the school's SENDCo with the SEND Governor in liaison with the staff and parents/carers of pupils with Special Educational Needs or Disabilities (SEND). This joint co-production is in line with the inclusive approach to SEND provision outlined in the current SEND Code of Practice.

5. SEND Information Report:

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, including for example, autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to place a child within a category, but to work out what action the school may need to take to meet the child's needs. At Western Downland Primary School, care is taken to identify the needs of pupils by considering the needs of the whole child, and not just their special educational needs.

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5.2 Identifying pupils with SEND and assessing their needs

At Western Downland Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with playgroup / pre-school / nursery or previous school
- Child performing below age expected levels
- Concerns raised by Parent/carers
- Concerns raised by teacher, for example when low self-esteem is affecting performance
- Liaison with external agencies such as Speech and Language Therapist
- Health diagnosis through paediatrician

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Identifying behaviour as a need is no longer an acceptable way of describing SEND. Concerns relating to a child's behaviour will be seen as an underlying response to a deeper need. The teachers and other staff at Western Downland Primary School, know each child well and, as a consequence, are able to recognise and identify clearly the underlying need that is affecting a child's behaviour. (Please refer to our schools' Behaviour Policy on the website)

We take care to consider aspects that are NOT SEND but may impact on progress and attainment. These include:

- Disability (we note that the "reasonable adjustment" duty for schools under current Disability Equality legislation, is reaffirmed in the SEND Code of Practice, but that these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Pupils in receipt of Pupil Premium

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- Being a Looked After Child or Previously Looked After Child (Please refer to our Designated Teacher for LAC and PLAC Policy)
- Being a child of a Serviceman/woman

The progress and attainment of children within these categories are closely monitored by class teachers, Learning Support Assistants, ELSA staff (Emotional Literacy Support Assistant) and the SENDCo.

5.3 Consulting and involving pupils and parents

We encourage all new children to visit the school prior to starting. For children with SEND, we would encourage further visits to assist with the acclimatisation in the new surroundings. Western Downland Primary School would also visit them in their current setting.

Western Downland Primary School seeks to establish and maintain a very effective system for the early identification and intervention for children identified with SEND or possible SEND. We take great care in the identification and recording of children's needs on the school's SEND register. It is the responsibility of each class teacher to provide quality first teaching to all pupils in their class. Pupils are only identified as SEND if they do not make adequate progress once they have received all appropriate interventions and high-quality personalised teaching.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. Pupils' and parents'/carers' views are sought in deciding: the type of support and intervention to be provided; the time scale that the intervention will run for and the intended outcomes.

Teachers will be supported by the SENDCo, to decide when it is appropriate to make special educational provision for individual children. A range of information will be gathered to inform this decision. This will include school data about children's progress, alongside national data and expectations of progress, high quality and accurate formative assessment and early assessment materials. If it is decided that a pupil needs SEND Support, the parents will be formally notified.

For higher levels of need, the SENDCo will draw on the support and expertise from external agencies and professionals such as educational psychologists (EPs).

- Decisions to place children on the SEND register follow discussions between the class teacher and the SENDCo. Support for children identified for inclusion on the SEND register follows the Assess-Plan-Do-Review cycle. This cycle ensures that children are initially assessed prior to receiving support, that their support is carefully planned for, specific programmes and staff are identified to deliver the plan and that a time is set for a final summative assessment, measuring the impact of the intervention. This will be discussed and shared with pupils and parents regularly throughout the year.

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- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Annual review will be used as a transition meeting, during which we will invite parents, staff and other external agencies to attend. The pupil may attend if they wish or their views will be sought prior to the meeting.

5.4 Assessing and reviewing pupils' progress towards outcomes

Western Downland Primary School seeks to establish and maintain a very effective system for the early identification and intervention for children identified with SEND. We take great care in the identification and recording of children's needs on the school's SEND register. We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- It is the responsibility of each class teacher to provide quality first teaching to all pupils in their class. Pupils are only identified as SEND if they do not make adequate progress once they have received all appropriate interventions and high-quality personalised teaching. This is the first step in identifying and responding to pupils who have or may have SEND.
- The SENDCo and members of the SLT (Senior Leadership Team) regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, supporting teachers to improve their understanding of strategies to identify and support vulnerable pupils.
- Teachers will be supported by the SENDCo, to decide when it is appropriate to make special educational provision for individual children. A range of information will be gathered to inform this decision. This will include school data about children's progress, alongside national data and expectations of progress, high quality and accurate formative assessment and early assessment materials.
- For higher levels of need, the SENDCo will draw on the support and expertise from external agencies and professionals such as Educational Psychologists (EPs).
- Decisions to place children on the SEND register follow discussions between the class teacher, child's parents and the SENDCo. Support for children identified for inclusion on the SEND register follows the **Assess-Plan-Do-Review** cycle. This cycle ensures that children are initially assessed prior to receiving support, that their support is carefully planned for, specific programmes and staff are identified to deliver the plan and that a time is set for a final summative assessment, measuring the impact of the intervention.

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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If it is felt that children are making progress which is sustainable and achieving, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents/carers' will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

5.5 Supporting pupils moving between phases and preparing for adulthood

When the time comes for the pupil to move school, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCo and / or class teacher will discuss the pupil with the school they are moving to. Work will begin in class on transition to Secondary School and Induction visits will be arranged, with extra visits for vulnerable children.

5.6 Our approach to teaching pupils with SEND

It is the responsibility of each class teacher to provide quality first teaching to all pupils in their class. Pupils are only identified as SEND if they do not make adequate progress once they have received all appropriate interventions and high-quality personalised teaching. This is the first step in identifying and responding to pupils who have or may have SEND.

Teachers are responsible and accountable for the progress and development of pupils in their class, including pupils who access support from teaching assistants, learning support assistants or specialist staff. Additional support cannot compensate for a lack of high-quality teaching.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a range of interventions such as:

- Speech and Language Support
- Fine motor skills
- Phonics support
- Pre-teaching support for a range of subjects
- Small group maths or English work
- ELSA (Emotional Literacy Support)

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5.7 Adaptations to the curriculum and learning environment

To ensure all pupils' needs are met, we adapt the curriculum and the learning environment. This may be done in a variety of ways such as:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. This includes the PE curriculum to ensure children with physical disabilities are still involved.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays or paper, visual timetables, larger font, Reader pens, safe or quiet spaces etc.

The SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Western Downland Primary School Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website.

5.8 Additional support for learning

We have LSAs who are available throughout the morning to assist the teachers with English and maths for small groups of children. These LSAs are also trained to deliver interventions such as precision teaching, First Class at Number and Reading programmes.

LSAs will support pupils on a 1:1 basis when they are either directed by the class teacher to work with a pupil for on a specific task or the needs of the child require more regular 1:1 support. This may be through the recommendations of an Education Health and Care Plan (EHCP) due to a physical disability or more severe learning need.

LSAs will support pupils in small groups when pupils have similar needs which require teaching within a group or when discussion between pupils supports their thinking. This will be as directed by their class teacher and SENDCo.

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

- Speech and Language Therapy (SALT)
- Educational Psychologist (EP)
- Communications and Interactions Team (C&I Team) when a child has an EHCP and a Communication need is identified
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapists
- School Nursing Team

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- Local Authority Services such as Specialist Teacher Service for children with a disability or hearing loss.
- Primary Behaviour Support (PBS)

5.9 Expertise and training of staff

Our SENDCo, Clare Worsfold, has 20 years experience as a teacher and 4 years experience in this role as SENDCo. In order to fulfil this role, the National Award for SENDCo (NASENCo) degree was completed in 2021-2022 through Winchester University and currently just over 2 days a week is focused on our SEND provision. We have a team of teaching assistants who are trained to deliver SEND interventions.

SEND is funded from the school's main budget. Part of that budget is specifically allocated for SEND, but is supplemented with monies from the Revenue budget.

Individual staff training needs are identified as part of the ongoing process of CPD (Continual Professional Development). Specific training will be provided to meet areas of need identified in the school's strategic plan.

Within the last 12 months, staff have had regular SEND training as part of our Professional Development, including:

- Hampshire CAMHS services
- Dyslexia refresher strategies to support children with SpLD
- ELSA style strategies for Support Staff
- Behaviour Training from the Hampshire Behaviour Service
- Precision Teaching Intervention
- Trauma and Attachment Training

We use specialist staff for Speech and Language, Relax Kids and ELSA sessions.

All teachers and staff undertake induction on taking up post. This includes a meeting with the SENDCo to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the local authority's SENDCo network meetings, as well as the local SENDCo Circle support group, in order to keep up to date with local and national updates in SEND.

5.10 Securing equipment and facilities

Both sites at Western Downland Primary School can be accessed by a wheelchair with modifications to the route around school and both have disabled parking facilities. The Rockbourne Site has an accessible lift for access into the school reception. There is a disabled toilet at both sites which is fully wheelchair accessible.

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We work in partnership with families, OTs, physios and the specialist agencies involved to make sure that the physical environment is accessible and safe. Any specialised equipment recommended by other agencies will be provided to ensure access to learning.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring and evaluating the quality of provision by the SENDCo
- Holding annual reviews for pupils with EHC Plans
- Holding ELSA reviews regularly to review provision for those on an ELSA programme

The SEND governor meets with the SENDCo half-termly to discuss and review the content of the monitoring data. The school's monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils.

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

Educational Offsite Trips are planned to enhance the curriculum. Should your child have any additional needs we would be discussing these with you and any support agencies, in relation to the planned activities during the trip.

We always carry out rigorous risk assessment plans outlining the ratio of adults to children. It is usual for staff to have carried out a pre-visit where we would discuss with site staff the particular additional needs of any individuals. It may be that we would then advise that you make a pre-visit with your child or ask you to attend the trip. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

For example, all pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day / school plays / special workshops which may take place within the school environment or at the local Church, Village Hall or Secondary School.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Western Downland Primary School Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website.

5.13 Support for improving emotional and social development

In school we have an ELSA (Emotional, Literacy, Support Assistant) who work from an individualised program tailored to the child's emotional needs. The SENDCo will co-ordinate these sessions in consultation with class teacher and ELSA team.

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We provide support for pupils to improve their emotional and social development in the following ways:

- Some pupils may be offered ELSA time with our trained ELSA support worker. This will be after consultation with the class teacher and parents or following the recommendation on an EHCP.
- Pupils with SEND are encouraged to be part of the school council, House Captains or class monitors.
- Pupils with SEND are also encouraged to take part in Forest School and extra-curricular clubs to build up and maintain friendships throughout the school.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work in partnership with a comprehensive list of other agencies to support the needs of your individual child. We will also work with outreach workers from other schools and seek support and advice from schools who have experience that we may benefit from.

At Western Downland Primary School we can draw on the support and advice of several outside agencies. Below is a list of the agencies that we currently use. Should we need support from an agency not listed we would contact them and ask for support. Additionally, not mentioned on the list, is the support of expertise and experience of all colleagues on the staff.

- • Support & training from occupational therapists and physiotherapists
- • Clifford Centre – Behaviour Support Outreach
- • Hampshire Teacher Advisory Service for SEND
- • School Nurse
- • Speech and Language Therapy Service (SALT)
- • Educational Psychologists
- • CAMHs
- • Social Care referral
- • Portage for children under 5
- • Health Visitors
- • Paediatric Team

5.15 Complaints about SEND provision

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

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Complaints about SEND provision in our school should be made to the class teacher in the first instance, then the SENDCo, Mrs Clare Worsfold, or headteacher, Mrs Alice Tubbs. They will then be referred to the school's complaints policy.

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

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND and the local authority local offer

The Children and Families Bill became statutory in 2014. Local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The aim of the Local offer is to provide choice and transparency for families. It is also important as a resource for understanding the range of provision in the local area.

For an overview of the support available to pupils with SEND, parents should access **Hampshire** County Council's Local Offer. This is available at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

For an overview of the support available to pupils with SEND who live outside of Hampshire, parents should access either **Dorset** County Council's Local Offer or **Wiltshire** County Council's Local Offer.

Dorset's Local Offer: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Wiltshire's Local Offer: <https://localoffer.wiltshire.gov.uk/article/4422/Primary-5-11>

More information on Mental Health Services can be found at Hampshire CAMHS:

<https://hampshirecamhs.nhs.uk/>

Further information is available on Special Educational Needs and Disabilities Information, Advice and Support (SENDIASS): <https://www.hampshiresendiass.co.uk/> and the Independent Parental Special Education Advice (IPSEA): <https://www.ipsea.org.uk/>

6. Monitoring arrangements

The SENDCo will ensure that the SEND policy will be reviewed annually. The next review date for this policy will be September 2024. The review will be conducted with the input of parent, pupil and governor representatives.

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It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Anti-bullying policy
- Complaint's procedure
- Confidentiality policy
- Data Protection policy
- Designated Teacher for LAC and PLAC policy
- KCSIE document 2024
- Restrictive Physical Intervention policy