



SPRING VALE PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy 2025-26



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Spring Vale Primary School Inclusion and Special Educational Needs and Disability (SEND) Policy 2025 – 2026

- T Together** with friends, families and community we care for ourselves, each other, our school and our world.
- E Everyone** has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.
- A Achieving** our best is what we aim for every day we come to school.
- M More** independence makes better learners and helps us to become good citizens.

Policy Statement:

In accordance with local authority guidelines and current legal requirements, at Spring Vale Primary School we believe that every child has a right to full access to the Foundation Stage and National Curriculum. We aim to provide each child with a broad, balanced and relevant education, within and beyond the formal Curriculum, and value the abilities and achievements of each child. We are confident that we provide a vibrant and stimulating learning environment that meets the needs of all our pupils allowing them to experience success in everything that they do. We are fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2014)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (July 2013)
- EEF 5-a day approach to improving SEND outcomes

This policy was created by the school's SENDCos in consultation with the school's SEND Governor and school staff reflecting the SEND Code of Practice 0 –25 (2014) guidance.

Introduction: Vision and Values

At Spring Vale Primary we are proud that our school is a mainstream inclusive primary school that ensures all children achieve their potential personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. Our Special Educational Needs and Disabilities (SEND) Policy is underpinned by our commitment to providing an inclusive, supportive, and high-quality learning environment where all children are encouraged and supported to reach their full potential. We maintain high expectations for all pupils, including those with special educational needs or disabilities, and are dedicated to offering tailored support that enables them to thrive in all areas. As a school, we strive to achieve the very best outcomes for all our children, ensuring they reach their full individual potential. In addition to this, at Spring Vale Primary School we aim to promote positive mental health and wellbeing to our entire school community as we recognise the importance of mental health in the development of happy, well-rounded young adults. This following document is intended to outline the ways in which we ensure support for our students who are identified as having a Special Educational Need or Disability (SEND).

The policy takes full regard of the SEND Code of Practice 2014.

Definition:

Special educational needs can be considered as falling under four broad areas, it is important to understand that a child who displays SEN may only need to be supported in one or a number of these areas. The key areas are as follows:

Communication and Interaction

Children and young people with SEND may have difficulties in one of more areas of speech, language, communication and social interactions.

Cognition and Learning

Children with difficulties in this area may learn at a slower pace to their peers. They may find it difficult to acquire basic literacy or numeracy skills and their progress therefore may not match the age related expectations. A young person with specific learning difficulties may have difficulty in one or more aspects of their learning.

🌀 Social, Mental and Emotional Health

Children with social, mental and emotional difficulties may have limited social skills and find it difficult to form and sustain healthy relationships with peers. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive behaviour.

🌀 Sensory and/or Physical Needs

Young people with sensory and/or physical needs require minor adaptations to the curriculum, their study programme or the environment. They may have difficulty dressing and may struggle with physical education (PE) lessons.

Children have a special educational need if they have a learning difficulty which requires special educational provision to be made for them.

We recognise that children have a learning difficulty if they:

- 🌀 Have a significantly greater difficulty in learning than the majority of children of the same age.
- 🌀 Have a disability that prevents or hinders them from making best use of the educational facilities provided within normal classroom provision.

Children with emotional and/or behavioural difficulties and those accessing short or long term interventions will also need to be included.

Children will not be regarded as having a learning difficulty solely because their home language is different to that in which they will be taught.

As a school we will:

- 🌀 Respect the educational and social needs of individual children.
- 🌀 Endeavour to give individual children the appropriate support, dependent on their need and the resources available.
- 🌀 Recognise the importance of a good relationship between home, children and school in order to achieve the best possible learning outcomes.
- 🌀 Foster self-esteem and confidence, irrespective of ability.
- 🌀 Encourage children to reach their full potential.

Children with a Disability

Under the Equality Act 2010 a disability is defined as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities' 'Long term' is defined as 'year or more' and 'substantial' as 'more than minor or trivial'. This definition includes sensory

impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition. This policy links directly to the Equality Scheme which sets out the school's obligations towards disabled children and our objectives.

Code of Practice 0-25 years 2014 states:

"All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. " 5 The Equality and Disability Act requires schools to promote equality of opportunity for all its community. The document is available on the school's website.

Key responsibilities for SEN or Disability

Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. Schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer.

Schools have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people with SEN what provision is made for them.

Aims:

Spring Vale Primary School will have due regard to the **Special Needs Code of Practice (2014)** when carrying out its duties towards all children with Special Educational Needs and will ensure that parents are notified of any decision made by the school that SEN (or other additional) provision is being made for their child.

Spring Vale Primary School aims to provide an inclusive education that offers all children the opportunity to achieve their personal potential.

The school will:

- 🌻 Value the views of the child, appropriate to their age and understanding.
- 🌻 Foster an ethos of co-operation so that the views of children and parents are given the fullest consideration.
- 🌻 Ensure that all children will enjoy their time at school and develop fully their academic abilities, physical skills, aesthetic and moral qualities and all other aspects of character that will make a well-balanced adult.
- 🌻 Encourage children to feel part of the school “family”, foster a pride for their work, their school and develop positive relationships.
- 🌻 Ensure all children have access to a broad and balanced curriculum.
- 🌻 Provide an appropriately differentiated curriculum which recognises the needs, styles, strengths and abilities of the individual.
- 🌻 Review and develop early identification procedures.
- 🌻 Inform parents of staff concern and any action to be taken in support their child at the earliest opportunity and will liaise with parents/carers to regularly monitor and review the progress of their children.
- 🌻 Provide opportunities to develop staff confidence in identifying, supporting and assessing children with Special Educational Needs.
- 🌻 Ensure that staff and governors are fully aware of the Special Needs Code of Practice and Special Needs Provision in school.

Arrangements for Co-Ordination of Special Educational Needs

Headteacher – Mr Christopher Blunt

Designated Safeguarding Lead – Mr Christopher Blunt

Deputy Designated Safeguarding Lead – Mrs Katie Kelly

SENDCo – Mr Tom Kelly and Mrs Emma Cope

SEND Link Governor – Miss Olivia Kerr

School telephone number – 01902 556589

School e-mail address: springvaleprimaryschool@wolverhampton.gov.uk

The Special Educational Need Co-ordinators (SENDCOs) are Mr T Kelly, who has been an Assistant Headteacher and SENDCo at Spring Vale Primary for six years and Mrs Cope, who is also an Assistant Headteacher and SENDCo and is currently completing the NPQSENDCo qualification with Ambition Institute. Both SENDCos have a wealth of experience in working with children with Special Educational Needs and work together to ensure they can enable high quality SEND provision is available for

all learners. The Head Teacher has an overall management responsibility for monitoring Special Needs provision and ensuring Guidance in The Code of Practice is in place.

Roles and Responsibilities:

All teachers are teachers of children with Special Educational Needs and so supporting them will be a whole school responsibility with non-teaching staff also involved in the provision for children with special educational needs. Teaching staff have a particular responsibility for children in their own class. At Spring Vale, teaching assistants form an intervention team working with the children in small, targeted groups to ensure all children make maximum progress.

Class teachers will:

- 🌀 Offer children a broad and balanced curriculum planning and delivering opportunities which allow children to learn. The class teacher will also plan and deliver any additional help your child may need (this could be targeted work or additional support).
- 🌀 Regularly monitor the progress of the children to inform differentiated planning along with regular formal termly reviews of pupil attainment and progress with the SLT.
- 🌀 Plan, introduce and evaluate additional resources to support continued progress in lessons.
- 🌀 Identify children experiencing difficulties in their learning through in depth assessment and observations, they will then discuss this with parents at parents' evenings and the Special Educational Needs Coordinator (SENDCo).
- 🌀 Differentiate tasks appropriately or personalise the teaching and learning for your child and implement strategies recommended by external agencies.
- 🌀 Plan, monitor and review individual needs through termly meeting with the Headteacher and SENDCo along with keeping the parents informed regularly throughout the year.
- 🌀 Ensure the schools SEND policy is followed in their classrooms and take responsibility for all the pupils they teach with any SEND.

The SENDCo – Mr Kelly/Mrs Cope – will:

- 🌀 Work in conjunction with the Head Teacher to deploy resources (including staff) effectively.

- 🌀 Review effectiveness of interventions and assess their impact on pupil progress.
- 🌀 Oversee the implementation and day to day operation of the Schools SEND policy.
- 🌀 Co-ordinate provision for children with SEND.
- 🌀 Advise and support members of staff and monitor classroom provision.
- 🌀 Keep up to date with new initiatives and contribute to the in-service training of staff.
- 🌀 Oversee records on all children with SEND, including an accurate record of children with SEND across the School, Provision being made, and relevant IAP's.
- 🌀 Liaise with parents of children with SEND.
- 🌀 Liaise with outside agencies and co-ordinate their advice, including LA support services and health and social services and voluntary bodies when appropriate.
- 🌀 Report on the effectiveness of provision to the link governor, leadership team and through them to governors.
- 🌀 Arrange effective transfer information for children leaving and entering the school.

The Headteacher will:

- 🌀 Manage the work of the Special Educational Needs Co-ordinator to identify and plan the use of resources to support children in the most effective, efficient and equitable way.
- 🌀 Set the overall school policy for Inclusion.

Governors will:

- 🌀 Endeavour to ensure that that children's special educational needs are identified and the necessary provision is made.
- 🌀 Ensure that parents are notified and kept informed of any decisions made by the school with regard to their child's need.

Accessibility and Admissions

Admissions:

The school follows local authority policy on admissions (details are available on request) and children with Special Needs are admitted in the same way as any other child.

The School Improvement Plan has an on-going review programme of provision for children with special needs. Governors have recognised the need to set aside budget for children who may want to attend the school and who have very specific needs.

Accessibility:

Physical:

At present school provides:

- 🌀 Access for wheelchair users.
- 🌀 Toilet facilities for the disabled.
- 🌀 Outdoor surfaces which are flat
- 🌀 A lift for access to the first level

These facilities will be developed further through the school's Accessibility Plan.

Curriculum:

- 🌀 Curriculum resources are adapted to allow access for children with learning difficulties.
- 🌀 Specialist resources may be purchased through the budget or by negotiation with specialist schools or the local authority.

Identification and Assessment

Our approach is focused on identifying and addressing individual needs early, ensuring that each child has access to a curriculum that is both challenging and engaging, while providing the necessary support to overcome any barriers to learning. Through a combination of personalised strategies, targeted interventions, and ongoing monitoring, we aim to foster independence, build confidence, and inspire a lifelong love of learning in all our students.

We use the definition of Special Educational Needs in the SEN Code of Practice (2014). 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Provision for children with Special Educational Needs is a whole school process and therefore all staff share in the day to day responsibilities.

The Class teacher has responsibility for the initial identification of a child's needs.

Identification will be based on:

- 🌀 Advice from previous settings/schools.
- 🌀 Teacher/ teaching assistant observation, including children's work.
- 🌀 Formal / informal assessments.
- 🌀 School tracking systems.
- 🌀 School medicals.
- 🌀 Parental concerns about difficulties their child may be experiencing.
- 🌀 External agencies.

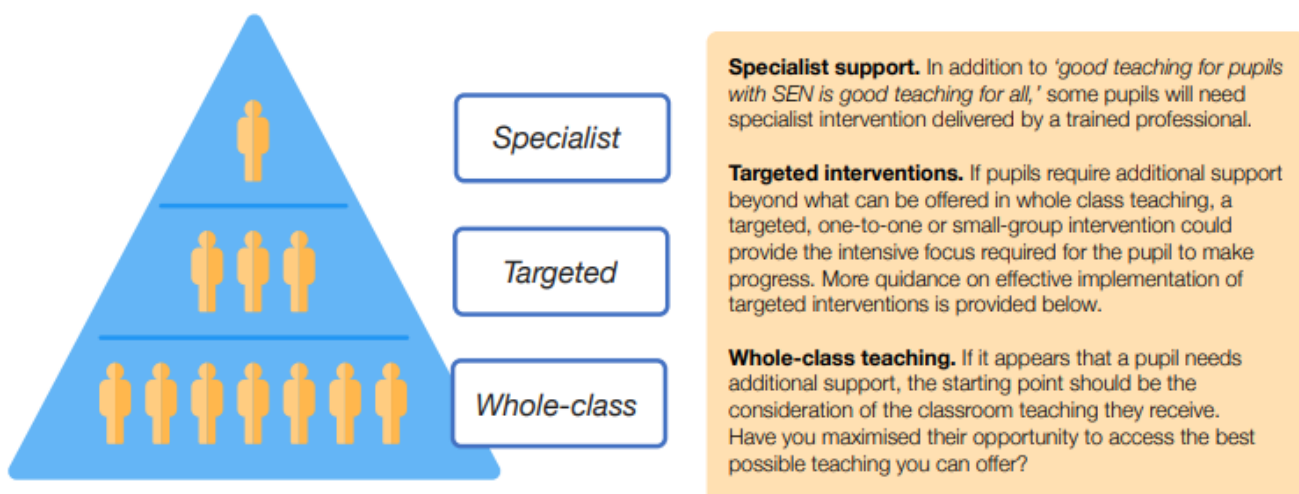
The teacher and SENDCOs will consult parents and, where appropriate, involve the child in the process. In partnership with parents, carers, and external specialists, we strive to create an environment where every child is valued, respected, and empowered to achieve their personal best.

When concerns about a child's progress are identified records /additional evidence will be checked. The SENCo will be informed and children at this stage will be targeted within the normal classroom practice and differentiated activities. Should insufficient progress continue despite this action the child will be targeted for additional support, the first formal stage under the Code of Practice.

What support is available for children at our school?

At Spring Vale Primary School, in line with the local authority offer, we use a tiered approach to educational support. This system is a flexible approach to supporting children with a range of additional needs. This system is fluid and children can move up and down the tiers depending on constant evaluation of their needs and the impact of the additional support they receive. Additional support for children with additional needs is delivered through three successive levels (tiers).

A visual representation of this can be seen below.

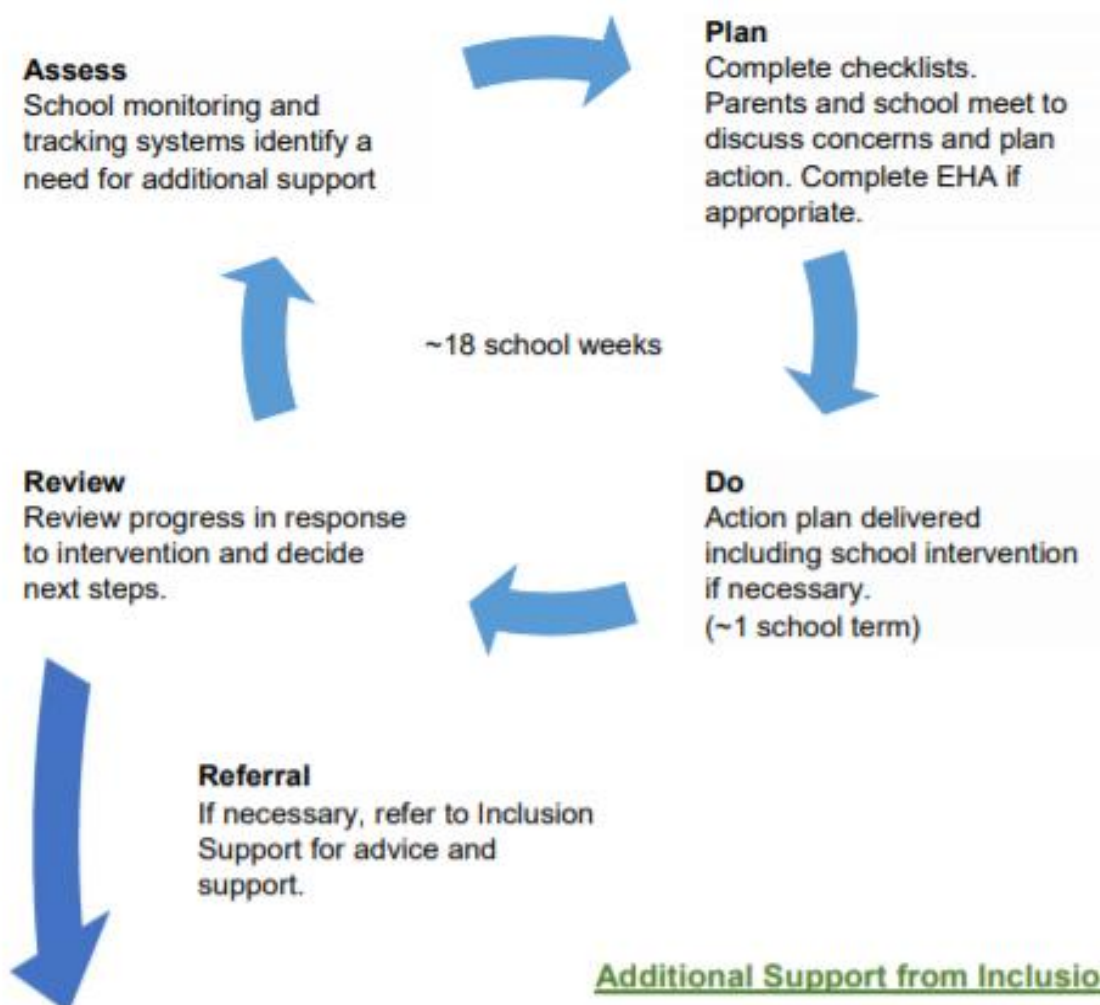


Provision for Children with SEN:

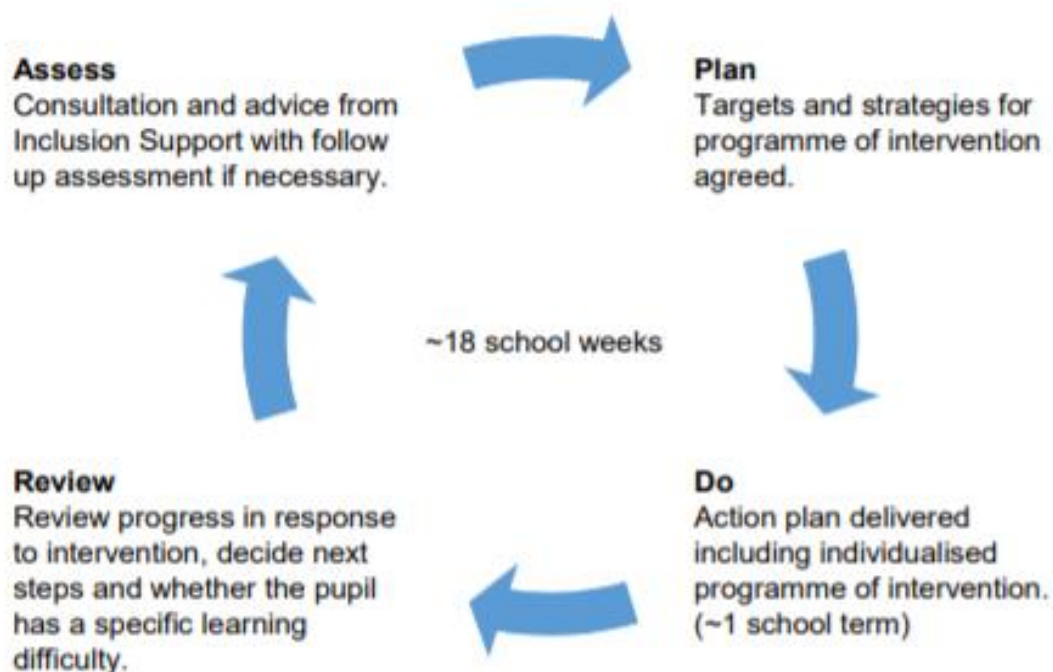
At Spring Vale Primary School, we use the ASSESS – PLAN – DO – REVIEW model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

- ✿ The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- ✿ The class teacher and SENDCos will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a termly basis.
- ✿ The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a SEND Learning Plan and will be reviewed on a termly basis.
- ✿ The SENDCos will deploy appropriate support through intervention programmes or individual support and will monitor the quality of that provision.
- ✿ Regular feedback between class teacher and intervention staff will ensure continuity and progression in learning for the child.
- ✿ The SENDCo will track progress made through interventions and will track the cost of these.
- ✿ The class teacher will use formative assessment strategies to monitor progress made towards SEND Support Plan targets and adapt where necessary. This will take place at least termly.
- ✿ Following review meetings between teachers and parents, the SENDCo will review the impact of interventions and strategies used to date. Where adaptations are required the SENDCo and class teacher will discuss these and make adjustments to the provision.
- ✿ Where the SENDCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCo will refer the child to an external agency. All forms of intervention begin with on-entry assessment and are evaluated with an exit assessment.

A visual representation of this can be found below:



Additional Support from Inclusion Service



Statutory Assessment:

If there is no significant improvement in a child's progress at Support Plus, after consultation with any agencies involved and the child's parents, the school will begin the EHCP (Education and Health Care plan) process.

Following the production of EHCP the child will have targets set in the same way as outlined at Support Plus. The EHCP will be reviewed yearly when parents and school will meet with the LA Officer and other outside agencies involved with the child to review progress.

Assessment and Monitoring

As soon as a concern is raised assessment and review of the child's needs will be part of the usual classroom practice.

Curriculum Provision

- ☼ All children including those with Special Needs will have access to all areas of the Foundation Stage and all subjects of the National Curriculum and Religious Education.
- ☼ Small achievable steps will be set as targets on ILP's (individual Learning Plans).
- ☼ A range of strategies will be used to enable children to make appropriate progress with provision for individual learning needs. (e.g. daily reading practice, reading buddies, use of ICT to support learning, use of specific resources).
- ☼ Where possible additional support will be provided within the class.
- ☼ Where children are withdrawn for individual or small group lessons care will be taken to ensure that they do not miss the same lesson on a regular basis.
- ☼ All children will be involved in outside visits which support and enhance their learning. In rare instances where it is felt that a child's behaviour or medical needs raises concerns of safety that precludes them from joining a visit parents will be informed.
- ☼ Out of school activities and clubs are open to all children
- ☼ Parents will be kept fully informed of their child's progress and attainment through parent consultation evenings, SEND plan review meetings and the schools' open door policy.

Quality first teaching and differentiation are integral parts of all classrooms and planning so that all children with special educational needs are appropriately provided for.

Our policy is to have integration whenever possible and segregation only as is necessary.

Links with Support Services

Where, despite the individual support provided, a child continues to make little or no progress over a sustained period then school will refer to appropriate specialists, including health services and members of outside agencies in agreement with the child's parents.

Advice will be sought from relevant professional including:

- 🌀 Educational Psychologist
- 🌀 Educational Social Worker
- 🌀 Lead Pastoral Support Worker
- 🌀 School Nurse and Health Visitors
- 🌀 Early Years Team
- 🌀 Wolverhampton Information and Advice Service
- 🌀 Speech and Language Therapist

School Nurse will visit reception children for developmental checks and in Year 1 for hearing and vision tests.

Where a child has specific medical needs advice will be sought from the specialist nursing service.

School will also endeavour to direct parents to appropriate agencies for support.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, SENDCO Team, Social Care

and Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from the LA, Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan and /or the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Personal budgets

Where a parent has requested and has been granted a personal budget, the SEND Team will monitor the support provided where the money has been commissioned to support provided by school. The purpose of a Personal Budget is to support the needs stated in the EHCP that cannot be met by the current resources of the school. For children accessing our speech, language and communication resource base provision their EHC plan budget will be used to fund the provision provided by school.

EHC Plans will be reviewed at least every 12 months after the last review or writing of the plan.

The child's parents and relevant professionals from education, health and social care will be invited to reviews and will be given at least two weeks' notice.

Monitoring and Evaluation of the schools SEN Policy:

The school will review the policy once every year or when there is a significant change

to the Statutory Guidance.

Training and Resources

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of statutory requirements, the resources identified for SEND within the school's budget, the availability of additional grants to the school and priorities identified in the School Development Plan.

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENDCos will request assessment by the local authority for an EHCP.

We will maintain high levels of training to ensure that the quality of intervention reflects best practice. New staff to school will have an induction meeting with the SENDCos to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENDCo will attend regular briefings and LA and trust network meetings in order to keep up to-date with local and national updates in SEND. Teaching and learning resources are stored throughout school. The SEND budget and any resource requests are managed by the school business manager.

The senior leadership team with the SENDCo will identify the pattern of need across the school and establish the most cost-effective means of meeting these. They will ensure support is allocated on fair and equitable basis, evaluating the effectiveness of the provision.

Partnership with Parents/Carers:

At Spring Vale Primary School, we believe that parents and schoolwork in partnership and we value the contribution that parents make to their child's education. We actively encourage parental involvement and particularly those whose child has a special educational need.

On entry into the school parents / carers are given the opportunity to share any relevant information about their child and further opportunities for discussions are

provided during the formal open evenings and review meetings held throughout the year. In addition, parents are welcomed into school at anytime to discuss their child's needs. All concerns are handled sensitively and with consideration.

Parents with children with an additional need will be advised of the support of the Wolverhampton SEND Information, Advice and Support Service. Opportunities are provided at open evenings for parents to meet with the officers from the service to discuss concerns in an informal setting.

The SEN Information Report is published on the School Website

Storing and Managing Information

The SENDCo will hold central records relating to pupils with SEND. This will include copies of provision maps, SEND Learning Plans, EHC Plans and advice sought and targets given from external agencies. These files will be kept securely within the building and online up until the young person's 25th birthday.

Complaints Procedure:

Should any parent have cause to complain about matters concerning SEND provision or practice they should approach the Head Teacher or SENCo in the first instance. Most complaints can be best resolved locally in discussion with the Head Teacher or other staff at the school and every effort will be made with parents to resolve any difficulties.

In the unlikely event of a difficulty not being resolved the head teacher will provide parents with information about making a more formal complaint to governors or the Local Authority.

The Local Authority has an official complaints procedure to be followed.

The Local Authority's document states:

".....the arrangements define 3 levels at which complaints should be considered:

1. Informal level with Head Teacher and staff
2. Formal level to Governors
3. Formal level to LA

The formal stage to the LA will be used if:

- ❁ The complainant is not satisfied with the outcome having complained formally to the Governing Body.

 The complaint relates to something which is solely the responsibility of the Local Authority.

The school will fully review this policy every 1 years and update as necessary.
Reviewed and updated: Autumn 2025.

Next review due: Autumn 2026
Mr T. Kelly / Mrs E. Cope

Approved by Governing Body in: September 2025
Signed: T. KELLY

Presented to staff on: Monday 15/09/2025