

Witton Gilbert Primary School



SEND Policy and Information Report 2026 – 2027

Policy Agreed	Pending October 5th
Review Due	September 2027
SENCo	Mrs Bethan Howells-Vasey
Headteacher	Mrs Paula Nelson
Chair of Governors	Mrs Michelle Harrison

Introduction

At Witton Gilbert Primary School, we are committed to providing a nurturing and inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), can thrive and achieve their full potential. We recognise every child's right to a broad and balanced curriculum and aim to be an inclusive school where all achievements are celebrated. Our Special Educational Needs Policy acknowledges that children throughout or at different times in their school career may experience special educational needs. We aim to provide additional support to ensure their needs are being met, regardless of the nature or extent of the difficulty. This policy outlines our approach to identifying, supporting, and monitoring progress for our SEND learners in accordance with the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and current statutory guidance.

1. Aims

Inclusion: To foster an inclusive culture that embraces diversity and ensures all learners have access to high-quality education.

Identification: To systematically identify children with SEND quickly and accurately, using a range of assessments and observations.

Support: To provide effective and tailored support that addresses the specific needs of each child, ensuring they make progress.

Collaboration: To work collaboratively with parents/ carers, teachers, external agencies, and the wider community in supporting SEND students.

Monitoring and Review: To regularly monitor and review the effectiveness of interventions and support strategies.

2. Legislation and guidance

The SEND Code of Practice (0-25 years) remains the statutory guidance for schools. The GOV.UK guidance was updated in September 2024, including references to mandatory SENCO qualification guidance. This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. These adjustments will be informed by pupils' individual needs and reviewed regularly.

High-quality teaching is the first response to meeting the needs of pupils with SEND. Staff will use inclusive classroom practice and adaptive teaching to remove barriers to learning, while maintaining high expectations and appropriate challenge for all pupils.

Where further support is required, the graduated approach of **Assess, Plan, Do, Review** will be followed. This will include early identification and intervention, careful assessment of need, targeted planning, consistent implementation and regular review of outcomes.

The school will value parent and pupil voice when identifying needs, planning support and evaluating provision. All reasonable adjustments will be made in accordance with duties under the Equality Act 2010, ensuring that pupils with SEND can access learning, participate fully and contribute to the wider life of the school.

The school recognises that pupils with SEND may also experience additional vulnerability due to safeguarding, attendance, medical, social, emotional or mental health needs. Staff will work collaboratively with families and external agencies to ensure barriers to learning are identified and reduced at the earliest opportunity.

4. Definitions

4.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Role and responsibilities

5.1 The SENCO

The SENCO at our school is Bethan Howells-Vasey.

They will:

- Inform any parents/ carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/ carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapt teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/ carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/ carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/ carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

5.3 The SEND link governor

The SEND link governor is Alison Ayres.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/ carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents/ carers' concerns and agree their aspirations for the pupil

5.6 Parents or carers

Parents/ carers or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEN and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Supporting pupils moving between phases and preparing for adulthood

We hold transition meetings with feeder nurseries and we put in place enhanced transition plans for individual children.

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. We have transition meetings with KS3 teachers and

SENCOs, making sure the children's needs are passed on. Preparation for adulthood is considered throughout a pupil's school journey through the development of independence, communication, self-advocacy, resilience and social skills.

7.3 Consulting and involving pupils and parents/ carers

The school will put the pupil and their parents/ carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/ carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/ carers have
- 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.

We will formally notify parents/ carers if it is decided that a pupil will receive special educational provision.

7.4 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/ carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor and will be made accessible to staff in a school-based support plan.

Parents/ carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

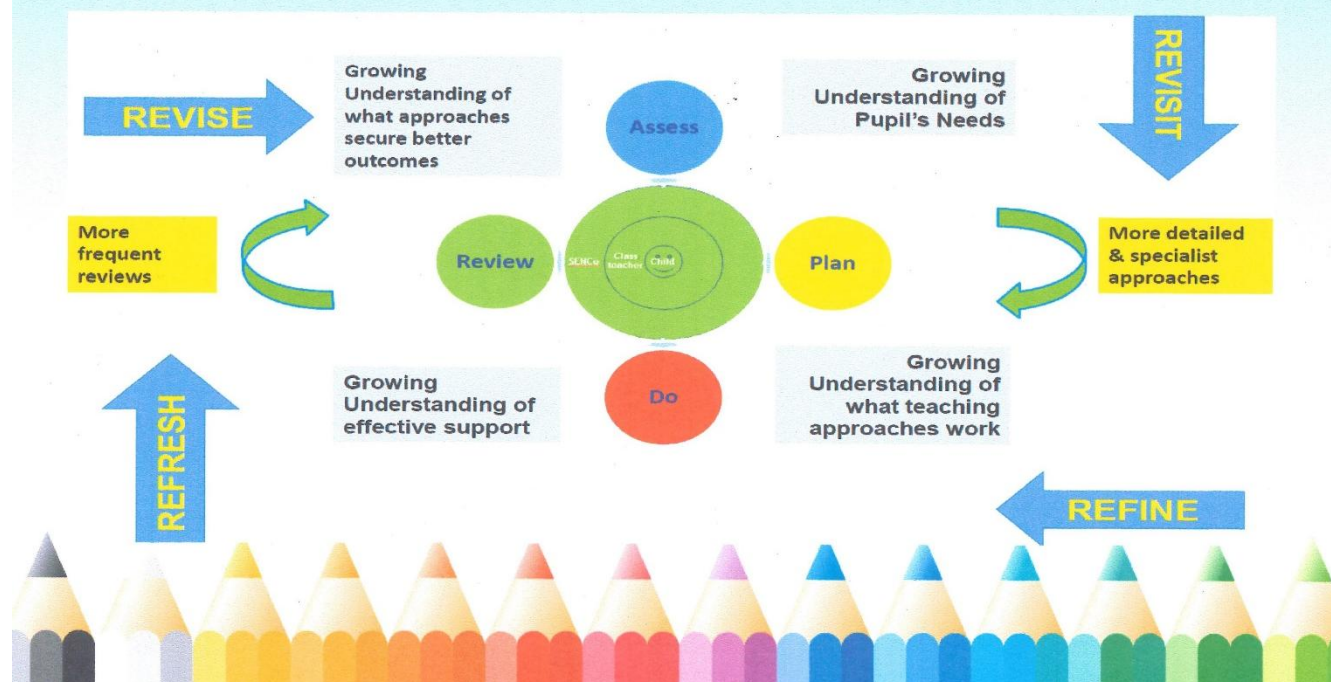
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/ carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/ carers.

The Graduated Approach



7.5 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- **Wave 1 (Quality First Teaching):** High-quality teaching strategies implemented by the class teacher.
- **Wave 2 (Targeted Interventions):** Additional support in the classroom or small group interventions.
- **Wave 3 (Specialist Interventions):** External agency support such as Educational Psychologists or Speech and Language Therapists.

We will also provide the following interventions:

- Read, Write Inc
- 1:1 Phonics tutoring
- Speech and Language link

- Targeted maths and English interventions
- Pegs To Paper
- Lexia
- TTRockstars

7.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting teaching and learning through adaptive teaching approaches to ensure all pupils can access the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Develop bespoke, personalised approaches to the curriculum where necessary in order to reduce barriers and ensure all children can access the curriculum

7.8 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of different school groups like School Council or Eco Warriors
- Pupils with SEND are also encouraged to be part of breakfast and after school club to promote teamwork/building friendships
- All pupils follow the JIGSAW scheme of work to support their social and emotional development
- Pupils can access the Zones of Regulation with support
- Therapeutic writing is also offered for children who require additional emotional support
- Pupils have the opportunity to take movement breaks with a member of staff
- We have a zero-tolerance approach to bullying.

7.9 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/ carers

Attendance and SEND

Attendance is monitored routinely, with consideration given to each pupil's special educational needs and/or disabilities, health, communication, sensory, emotional and pastoral needs. Where concerns arise, the school will seek to understand the underlying barriers through appropriate communication with the pupil, parents or carers, and relevant professionals. Support will be planned collaboratively, recorded appropriately and reviewed regularly. Reasonable adjustments and graduated interventions will be considered before formal escalation, in accordance with the Attendance Policy and statutory expectations.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Our SENCO has worked as a class teacher for 20 years, supporting children with a wide range of SEN needs. The SENCO holds the mandatory National Professional Qualification for SENCOs in accordance with current statutory requirements. She is supported in her role by the Headteacher, who has 10 years' experience as a SENCO, as well as an assistant SENCO with over 25 years' experience.

The SENCO is currently allocated a day a week to manage SEN provision.

We have a team of 8 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff will receive ongoing training in SEND awareness and effective strategies for supporting children with differing needs. This will include:

- Regular staff meetings to share best practices
- External training opportunities
- Access to relevant resources and literature

9. Links with external professional agencies

Our 8 teaching assistants are trained to deliver interventions a range of interventions, such as RWI phonics interventions, reciprocal reading, Connecting with Children, Therapeutic story writing, Lexia. Teaching assistants will support pupils on a 1:1 basis when specific needs are identified or for regular, short interventions such as reading or maths focused support. Teaching assistants will support pupils in small groups during interventions that address needs identified in support plans or to support children with misconceptions identified in lessons.

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Autism and Social Communication Team
- Cognition and Learning Team
- EWEL Team
- EAL Team
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Piece of Mind
- If You Care Share Team

10. Admission and accessibility arrangements

Arrangements for the admission of disabled pupils:

- Pupils are admitted into our Reception class in the September following their fourth birthday
- We follow Durham County Council's admissions policy and all applications and admission decisions are made by County Hall
- Children with an EHCP will have a named school on their EHCP, agreed in consultation with parents/ carers, school and the Local Authority

- All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.
- All pupils are encouraged to go on our residential trips to in Years 5 and 6.
- All pupils are encouraged and supported to take part in sports day/school plays/workshops/fundraising events/World Book Day/curriculum days/OPAL days.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- We celebrate difference in school, for example having an Autism day and a Down Syndrome Awareness day, raising money for identified charities and making sure all pupils are educated about differences in a positive environment.
- Our school's Accessibility Plan is published on the website which covers:
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- the availability of accessible information to disabled pupils

11. Complaints about SEND provision

Where parents/ carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/ carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#). To find out about disagreement resolution and mediation services in our local area contact SENDIASS.

Contact details for raising concerns

Paula Nelson – Head Teacher and Safeguarding Lead 01913710424

Bethan Howells-Vasey – Deputy Head Teacher and SENCO

Kimberley Thompson - SLT

12. Monitoring and Evaluation

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- How early pupils are identified as having SEND
- Tracking progress against support plan targets
- Termly reviews of provision and outcomes
- Monitoring by the SENCO and Senior Leadership Team
- Regular feedback from staff, parents/ carers, and students
- Whether pupils with SEND feel safe, valued and included in the school community
- Yearly approved by the Curriculum and Standards Committee of the Governing Body

12.2 Monitoring the policy

This policy will be reviewed by the SENCO and governing body every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

13. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality policy
- Complaints policy
- Supporting pupils with medical conditions policy
- SEN information report
- The local offer
- Attendance policy
- Safeguarding / child protection policy
- Intimate Care policy

In implementing this SEND policy, Witton Gilbert Primary School aims not only to meet the legal requirements but to exceed the expectations of the Ofsted framework, thereby ensuring all students receive the highest standard of education tailored to their individual needs.