



**West Coker C of E
Primary School**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2025-2026

Headteacher: Mr P Hyland

SENDCo: Mrs M Leeson

Chair of Governors:

**Governor with responsibility
For SEND:** Mrs R Kilburn

Ratified by Governing Body:

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Contents

- Rationale
- Aims and Objectives
- The Role of the Special Educational Needs Coordinator (SENDCo)
- Definition of Special Educational Needs (SEND)
- Identifying Special Educational Needs
- A Graduated Response to SEN Support
- Monitoring and Evaluation of Special Educational Needs and Disability (SEND)
- Managing Pupils on the SEND Register
- Resources
- Accessibility
- Supporting Children and Families
- Supporting Pupils With Medical Conditions
- Training and Processes
- Dealing With Complaints
- The Local Offer
- Reviewing the Policy
- Appendices

Rationale

West Coker is a school that is inclusive in its policies, practices and outlooks. We aim to minimise any barrier that children with Special Educational Needs have to learning.

There is a whole school approach to children with SEND. The children are included and supported for both their educational, social and emotional needs. There are high expectations that all children will be provided for such that they achieve their maximum potential. The children are supported with regard for the Code of Practice and Somerset Graduated Response Tool, focusing on early intervention and working in partnership with the child, parents and appropriate SEND outside agencies.

Aims and Objectives

We intend to provide:

- A whole school approach to children with Special Educational Needs, in which the teaching, learning achievements, attitudes and well being of every child matters
- Somerset Core Standards for Children and Young people (0-25); December 2016
- Arrangements in line with the Children and Families Act 2014, SEN and Disability Regulations, Equality Act 2010 and the SEN Code of Practice July 2014
- A school where all teachers are teachers of children with SEN and provide 'Quality first Teaching' (QFT) as part of normal classroom practice.
- The necessary adjustments so that all pupils are able to participate fully in all school activities.

- To provide additional training/CPD for both teachers and teaching assistants to meet the specific needs of any child at West Coker
- Access to a broad, balanced and relevant education, which takes into account the varied life experiences of each child
- Early identification and assessment of children with SEN
- Effective learning and emotional/behavioural support is given where and when children need it
- Extra support is given in such a way as to minimise disruption to the child and to the class, although the policy of inclusion is maintained where possible
- Involvement of parents/carers in decisions made about their child
- The opportunities for children to give their views which will then be taken into account

The Role of the Special Educational Needs and Disabilities Co-ordinator

The named SENDCo is Melanie Leeson. The SENDCo is responsible for co-ordinating provision. In collaboration with the Governing Body, the SENDCo plays a key role in determining the strategic development of the Special Educational Needs Policy and provision in the school in order to raise achievement of children with Special Educational Needs. The SENDCo liaises with all staff and with the SEND Governor, who is currently Rebecca Kilburn.

The SENDCo, with the support of the staff, seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the provision and quality of teaching of pupil's achievements and by setting targets for improvement. The SENDCo collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

The Special Educational Needs and Disabilities Co-ordinator is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Ensuring that staff are working within the requirements of the Code of Practice and Somerset Core Standards
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up an Assess, Plan, Do Review document, setting targets appropriate to the needs of the Pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between

- these agencies, class teachers and parents/carers
- Maintaining the school's SEND register and records
 - Assisting 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 and SATs (Standard Assessment Tests)
 - Contributing to the in-service training of staff
 - Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
 - Liaising with the SENDCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

Definition of SEND

Children have special educational needs if they have;

a learning difficulty or a disability, which requires special educational provision to be made for them.

Children have a learning difficulty or disability if they;

- a) have a significantly greater difficulty in learning than the majority of their peers
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

SEND is divided into four types;

Communication and Interaction - speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia); hearing impairment; autistic spectrum

Cognition and Learning - moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)

Social, Emotional and Mental Health - attachment disorders; withdrawal or isolation; disruption or disturbance; hyperactivity or poor concentration

Sensory and/or Physical Needs - sensory, multi-sensory and physical difficulties

Identifying Special Educational Needs

A child's special educational needs should be identified as early as possible.

However, behavioural difficulties, disruptive or withdrawn behaviours, slow progress, low attainment and/or difficulties related solely to limitations in English do not necessarily mean that a child has SEND.

A Graduated Approach to SEND support

West Coker CofE Primary School adopts a 'high quality inclusive teaching' approach as outlined in the school's Teaching and Learning Policy. Somerset Graduated Response Tool is used to ensure that provision within the categories of Universal, SEND Support and High Needs meet the required standard.

Initial identification of children with SEND is achieved through;

- a) In school - teacher observation and assessment; screening; information from parent/carers; pupil progress meetings; SEND review meetings; assessments and recommendations from external agencies
- b) Transfer - liaison with previous school; transfer of information; visits to/from transferring school staff

If concerns regarding progress, attainment or behaviour persist these are discussed with the SENDCo and parent/carers. These are recorded using a Graduated Response form (Teacher Initial Cause for Concern form). If the pupil is identified as having SEND, the school will then take action to remove barriers to learning and put effective SEND provision in place. This takes the form of a four part cycle;

ASSESS - teacher and SENDCo carry out a clear analysis of the child's needs using the Graduated Response Tool, drawing on teacher assessments and knowledge of the pupil, additional targeted assessments; tracking or progress and attainment; views of child and parent/carers; advice from external support services.

PLAN - if it is concluded that SEND support is required, parent/carers will be formally notified and in consultation with them, the child, the teacher and the SENDCo, adjustments, interventions and support will be put in place. The expected impact of these interventions will be determined and a date for review set. Support and interventions will be selected to meet the outcomes identified, based on reliable evidence of effectiveness, and this will be provided by staff with sufficient skills and knowledge. The support and interventions available vary by age and are recorded in the Whole School Provision List (Appendix 1). Where appropriate, plans made will include parental involvement to reinforce or contribute to progress towards the outcomes. All staff who work with the child will be made aware of the needs and the plan to support the child.

DO - the class teacher is responsible for working with and assessing the progress of the child, even if the interventions require group or 1:1 support away from the class. They will work closely with other staff involved in order to plan and assess the impact of the support. The SENDCo will offer additional support or assessments if the child's particular strengths or weaknesses and advise on the effectiveness of the interventions provided.

REVIEW - the effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and parent/carers. This will feed back into the analysis of the child's needs. The teacher and SENDCo will then revise the support and interventions in light of the progress and developments made, deciding on any alterations to the support given in consultation with parent/carers and child.

Education and Health Care Plan (EHCP)

Where a child has an EHCP, the local authority and the school must review that plan every twelve months as a minimum.

Monitoring and Evaluation of SEND

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher, Senior Leadership Team and SENDCo.
- Analysis of pupil tracking data
- School Self Evaluation document
- Local authority moderation and OFSTED inspection arrangements
- Formal and informal meetings of parent/carers and staff
- Termly SENDCo reports to Governors and end of year report to Governors
- Governors annual report to parents, which contains the required information about the implementation and success of the SEND Policy.
- The school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- The school improvement plan, which is used for monitoring provision
- School self evaluation
- Visits from Local Authority personnel and OFSTED inspection arrangements
- Feedback from parents and staff, both formal and informal, following review meetings

Managing Pupils on the SEND Register

When a child has been identified as having SEND, they are placed on the SEND Register which is held on the School Information Management System (SIMS). The criteria for adding a child to or removing a child from the SEND Register is determined by the Code of Practice. The child will enter the register if they require 'provision different from or additional to that normally available to pupils of the same age'.

This process will include the main category of need being recorded with additional needs if necessary and the level of support provided. There are three levels of support for children with SEND;

- **Universal** -all children and young people through high quality teaching
- **SEND Support** - some children and young people through additional targeted support
- **High Needs** - a few children and young people supported for complex and long-term special educational needs

Depending on the level of need and intervention required, the teacher, in collaboration with the child, SENDCo and parent/carers, may utilise one or more of the following in order to support, evaluate or review the provision;

- **Assess, Plan, Do Review** document - a working document which outlines the pupil's needs in each of the four types, the provision they receive and have previously received, outside agency involvement, progress tracking, and a child friendly summary of needs and SMART Targets (Specific, Measurable, Achievable, Relevant, Timed) if relevant

This also includes a summary designed to share information with all who are involved with the child and which may include the child's history, needs and

their impact, strengths and weaknesses, vulnerabilities, and strategies for support in and out of the classroom

- Some pupils who have challenging behaviour may be in need of a Behaviour Plan and/or Pastoral Support Plan to support the improvement of their behaviour.

Criteria for Exiting the SEND Register - If it is felt that a child is making progress which is sustainable and they no longer meet the criteria for being included in the SEND Register (they can now be supported through Universal Provision), the teacher and SENDCo may decide to remove them from the SEND Register, following consultation with child and parent/carers. The progress and development of the child will continue to be monitored through the school's monitoring procedures and will be included in the Monitoring/Additional Needs Register.

Storing and Managing Information

Documents relating to children on the SEND Register are stored electronically. These files will be passed on to a child's next setting.

It is important that information regarding a child's SEND is shared with all staff involved with a particular child within a school and between schools when a child transfers. This is done through the distribution of relevant paperwork and through discussions at staff meetings, Pupil Progress Meetings and review meetings. The sharing of information (written and verbal) complies with the school's Confidentiality Policy.

Resources

We are committed to ensuring that all children receive the best possible provision affordable within our budget.

Accessibility

The SEN and Disability Act 2001 places a duty on all schools to increase the accessibility for all disabled children. The Accessibility Plan can be found on the school's website.

Supporting Children and Families

Class teachers, in partnership with the SENDCo, are responsible for ensuring that children are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCo will liaise with the class teacher to assess the child's eligibility for access arrangements. The school encourages all parents/carers to be involved in the child/s education. The close relationship between school and parent/carers is important to help each child achieve their potential, including those with special educational needs.

Parent/carer concerns are noted and investigated. We recognise that parent/carers hold key information about their child and have a pivotal role to play in their child's education. Parent/carer partnerships are further developed through parent/carer interviews and our open-door policy.

Supporting Pupils At School With Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children may also have an EHCP in which case the SEND Code of Practice is followed.

Training and Processes

In order to maintain the quality of teaching and provision and respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. Teachers and staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Dealing with Complaints

We are always happy to talk to parent/carers and listen to any concerns they may have. If you have any worries or concerns about your child please talk to their class teacher or to the SENDCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a complaints procedure. A copy of this can be obtained from the school office or on the school website. The Somerset SENDIAS service is available to offer advice, a link is on the school website.

The Local Offer

As part of the new Code of Practice July 2014, local authorities must publish a Local Offer, which gives information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. The Local Offer has two purposes:

- 1) To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- 2) To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

Schools are required to be transparent in what their setting offers in terms of support for children with SEND. Schools in Somerset have contributed to this by producing their own Local Offer, which can be found on the school web site, and a link is given from the Somerset County Council website.

Reviewing the Policy

This policy will be reviewed by governors on an annual basis.

Appendices

1. Provision Map
2. SEND Register Criteria

APPENDIX 1 - Provision Map

WAVE 1—Quality First Teaching	WAVE 2—Quality First Teaching Additional In-Cass Support	WAVE 3—Individualised Support
COGNITION AND LEARNING		
Numeracy	Numeracy	Numeracy
Additional resources e.g. number cards / Numicon Additional support on key skills	Small group work Additional classroom support in numeracy Numeracy intervention (planned or reactive)	Daily classroom support in numeracy
Practical & multi-sensory activities available for all	KS2 booster	1:1 Individualised planning / targets
	Precision Teaching	Numicon
	Numicon	
	5 minute a day box	Precision Teaching
Literacy	Literacy	
Differentiated phonics	Alternatives to written recording	
High frequency words Additional resources e.g. Writing frames/word banks Staged reading scheme	Extra classroom / group support in literacy	Literacy
Daily reading and writing opportunities	Literacy intervention (planned or reactive) Phonics intervention (group)	1:1 Daily classroom support in literacy and other lessons Individualised planning
Alternative recording methods	Reading buddies	1:1 reading ILI (individual Literacy Intervention)
Letters and Sounds	Pre-teaching	Precision teaching
	Over-teaching	Paired Reading
	KS 2 booster	

	TRUGS	
	Cued Spelling	
	Precision Teaching	
	5 min a day box	

LANGUAGE, COMMUNICATION and INTERACTION		
Chunking instructions	SaLT Programme	Pre-Tutoring Vocabulary
Use of visual aids and prompts Pre tutoring on topic vocabulary cards/pictures	Language Skills Group	Individual Visual Timetable
STC (signs and symbols)	Baseline Communication Skills	Individual Work Station
Visual timetables		1:1 speech and language programme
Chunking instructions		
Use of visual aids and prompts Pre tutoring on topic vocabulary cards/pictures		
STC (signs and symbols)		
Visual timetables		

WAVE 1—Quality First Teaching	WAVE 2—Quality First Teaching Additional In-Cass Support	WAVE 3—Individualised Support
SOCIAL, EMOTIONAL and MENTAL HEALTH		
PSHE lessons		Advice from EP/SEMH/CAHMS/PFSA
Circle time	PFSA involvement	Key Adult
Rewards and sanctions (linked to behaviour policy)	Behaviour assessments	Pastoral Support Plan

Class visual timetable	Social skills training	GP support
Visual timers	Additional home/school communication	Morning key adult time (<i>Meet and Greet</i>)
Playground buddy	Additional transition support / change preparation	1:1 support for unstructured time
Buddy / role model	Access to ELSA	Individual transition plan
Circle Time	Meet and greet time first thing after play etc.	Management/Behaviour Plan
Well Done Assembly	Small group circle time Increased 1 to 1 time with adult	THRIVE
House points	Additional group work using games	Individualised reward system
School Council	Regular liaison with parents	Thrive assessments
Extra-curricular activities	Circle of friends	At least 60% TA support - Additional play/lunchtime support
SEAL	Buddy System	Flexible /differentiated curriculum
Forest School		Specific programme of support 1 Page profile
Well done certificates		Personal Support Plan (PSP)/Behaviour Plan
		1 to 1 planned support strategies
		Home/School diary
SENSORY, PHYSICAL, MEDICAL		
Flexible class arrangements—seating, access, lift	Small group motor skills practice	GP / hospital support and advice
Staff awareness / training	Additional handwriting practice	1:1 support for PE/Games
Equipment—pens, pencils, grips, exercise books	Access to additional equipment	PT/OT support and advice
Medical support and advice	ICT support	1:1 PT/OT programme
Integration of exercises within PE/Games	Speed Up	Motor skills programme
	Learn to Move	Individual sensory aids (weighted bag, light therapy,

		wobble board)
Playtime equipment	Small group handwriting	Specialist furniture / equipment
Brain Gym	Co-ordination exercises	Sensory processing support (Sensory Integration Guidance for Schools)
handwriting lessons	Fidget resources	Toilet support
Brain gym	Sensory diet/box	Theraputty/hand gym
Finger gym	Handwriting/fine motor skills programme	
Planned activities including PE lessons	Small group handwriting	
Fine motor control activities as part of class provision		
Access to equipment (e.g. Pencil grips, left-handed pens, cushions, line guides, non -slip rulers etc.)		
Right & left scissors		
Coloured overlays/reading rulers		
Swimming from Yr. 2		
Wake & Shake		
PE / sports clubs available for at least 2 hrs weekly		

APPENDIX 2 SEND Register Criteria - see also Specific Core Standards for each area of need

	School Entry Plan in place			
KS1	<ul style="list-style-type: none"> -Need identified by Speech and Language Therapist -Below level 3 TALC -Renfrew vocabulary score / spoken vocabulary score significantly below CA 	<ul style="list-style-type: none"> -Working more than 18 months below age-related expectations in reading, writing or maths - Wakefield Progression Steps being used to track progress from the end of Year 1 -Small group maths/english -Reading (accuracy and comprehension) or spelling age 24 months+ behind C.A. -Unable to read first 45 words at end of Yr 1 / First 100 words at end of Yr 2 -Identified processing difficulty -Identified working memory difficulty 	<ul style="list-style-type: none"> -Boxall Profile indicates areas of need -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 15 minutes unprompted 	<ul style="list-style-type: none"> -Medical diagnosis -OT/Physio involvement -Significant gross or fine motor difficulties
KS2	<ul style="list-style-type: none"> -Need identified by Speech and Language Therapist -Vocabulary score 2 years below C.A. on BPVS 	<ul style="list-style-type: none"> -Working more than 2 years below age-related expectations in reading, writing or maths - Wakefield Progression Steps being used to track progress -Small group maths/english -Reading (accuracy and comprehension) or spelling age 24 months+ behind C.A. -Identified processing difficulty -Identified working memory difficulty 	<ul style="list-style-type: none"> -Boxall Profile indicates areas of need -Significant difficulties in peer relationships -High level of adult support for engagement with tasks -Unable to work independently -Unable to concentrate for 20 minutes unprompted 	<ul style="list-style-type: none"> -Need identified by Speech and Language Therapist -Vocabulary score 2 years below C.A. on BPVS

	Communication and Interaction	Cognition and Learning	Social and Emotional	Physical and Sensory
EYFS	Needs raised at MAISEY/School Entry Meeting Need identified by Speech and Language Therapist ECAT/TALC assessment - significantly below expected level	Needs raised at MAISEY/School Entry Meeting Working significantly lower in EYFS <ul style="list-style-type: none"> • Mathematics • Literacy • Characteristics of effective learning 	Needs raised at MAISEY/School Entry Meeting Working significantly lower in EYFS PSED	Needs raised at MAISEY/School Entry Meeting Medical diagnosis Working significantly lower in EYFS Physical

Signed: Melanie Leeson

Role: SENDCo

Date: 18.11.25