



Special Educational Needs and Disabilities (SEND) Policy 2026-2027

Our commitment

West Heath Primary School is committed to inclusive practice, early identification of need and working in partnership with children, families and professionals so that pupils with SEND can participate, achieve and thrive.

SENCO / policy owner	Mrs Chamberlain
Inclusion Lead	Mrs Clews
Review cycle	Reviewed September 2026 Next review September 2027

This policy should be read alongside the school's SEND Information Report and Accessibility Plan.

1. Purpose and audience

This policy is for pupils, parents and carers, staff and governors of West Heath Primary School. It explains the school's approach to identifying and supporting pupils with special educational needs and disabilities (SEND).

The policy reflects the school's commitment to inclusion and should be read alongside the SEND Information Report, Accessibility Plan, Admissions Policy, Behaviour Policy, Safeguarding and Child Protection Policy, and Supporting Pupils with Medical Conditions arrangements.

2. Statutory framework

West Heath Primary School has regard to the current statutory framework for SEND in England, including:

- the Children and Families Act 2014
- the Special Educational Needs and Disability Regulations 2014 (as amended)
- the Equality Act 2010
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- statutory guidance on supporting pupils with medical conditions at school.

Key principle

The school will use its best endeavours to make sure that the special educational provision called for by a pupil's SEN is made.

3. Equal opportunities and safeguarding

West Heath Primary School continuously strives to ensure that everyone in school is treated with respect and dignity. Each person is given fair and equal opportunity to develop their full potential, with positive regard to protected characteristics, background, culture, religion and disability.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. SEND provision is planned and delivered within the school's wider safeguarding arrangements.

4. What do we mean by SEN and disability?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for other pupils of the same age.

A disability does not automatically mean that a pupil has SEN. However, a disabled pupil will have SEN where their disability requires special educational provision. The school makes reasonable adjustments to reduce or remove disadvantage and to support access to education.

Difficulties arising solely because English is an additional language are not, by themselves, regarded as SEN. The school considers the whole child and gathers evidence over time before identifying SEN.

5. SEND leadership and responsibilities

The SENCO (Special Educational Needs Co-ordinator) at West Heath Primary School is Mrs Chamberlain. The SENCO is line-managed by the Headteacher and is the named lead responsible for co-ordinating SEN provision across the school.

Mrs Clews is the school's Inclusion Lead. The Inclusion Lead works alongside the SENCO, Headteacher, class teachers and pastoral team to support the school's wider inclusive practice. The SENCO remains the named lead for SEN provision and the school's statutory SEN responsibilities.

The SENCO's responsibilities include:

- overseeing the day-to-day operation of this policy and co-ordinating provision for pupils with SEN
- maintaining oversight of the school's SEND register and provision
- supporting and advising teachers and teaching assistants
- liaising with parents and carers and ensuring their views are heard
- liaising with external professionals and other settings
- monitoring the progress and provision of pupils with SEN
- supporting transition between classes, phases and settings
- contributing to staff training and keeping up to date with SEND guidance and local arrangements.

6. Aims

Through this policy, West Heath Primary School aims to:

- identify pupils with SEN as early as possible and ensure that their needs are understood and met
- place high-quality, inclusive teaching at the heart of the school's response to SEND
- work in partnership with parents and carers and keep them informed about support and progress
- ensure that pupils' views are sought and that pupils are involved in decisions about their education in ways that are appropriate to their age and communication needs
- use a graduated approach of assess, plan, do and review
- work effectively with external agencies when specialist advice or assessment is required
- promote full participation in the curriculum and wider life of the school.

7. Admissions and access

The school does not discriminate against pupils because of SEN or disability. Admissions are managed in line with the school's published admissions arrangements and relevant statutory requirements.

Where a pupil has an Education, Health and Care Plan (EHCP) that names West Heath Primary School, admission is considered through the statutory EHCP process. Families of pupils with mobility, medical, sensory or other access needs are encouraged to contact the school early so that reasonable adjustments and practical arrangements can be discussed.

West Heath does not have a specialist SEND unit. Pupils with SEND are supported within the mainstream school environment, with reasonable adjustments, additional provision and specialist advice as appropriate.

8. Identifying SEND: the graduated approach

The school is committed to early identification. We liaise with nurseries, pre-school settings and previous schools and welcome information from parents, carers, pupils and health professionals.

Teachers continuously assess pupils' learning, participation and development. Formal and informal assessment, classroom observation, work scrutiny, progress information and Birmingham's Literacy and Numeracy Toolkits for Learning may contribute to the evidence used to understand a pupil's needs.

Where a teacher has concerns, the class teacher will discuss these with parents or carers and agree initial actions. High-quality teaching and appropriate classroom adaptations are put in place and their impact is monitored.

ASSESS Gather information about strengths, needs, progress and barriers to learning.	PLAN Agree outcomes, adjustments, support and how success will be reviewed.
DO Put the agreed support into practice. The class teacher remains responsible for the pupil's progress.	REVIEW Evaluate impact with the pupil and family and decide what should continue, change or stop.

If a pupil continues to make less than expected progress despite appropriate support, the class teacher will involve the SENCO. The SENCO will work with the teacher, pupil and family to gather further information and decide whether the pupil requires SEN Support.

Where a pupil is identified as requiring SEN Support, parents or carers will be informed and the pupil will be added to the school's SEND register. Support will continue through successive cycles of assess, plan, do and review.

9. SEN Support and provision

The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where a pupil accesses support from teaching assistants or specialist staff.

Planned provision is recorded through the school's provision planning and mapping systems. Support may be delivered by the class teacher, another teacher, a teaching assistant, the SENCO, the pastoral team or another suitably trained member of staff.

Pupils receiving SEN Support have a one-page profile or equivalent individual record that captures strengths, needs, pupil voice and the strategies that help them to learn. This is reviewed regularly, normally at least termly, with parents or carers and the pupil.

Support may include:

- adaptations to teaching, resources, the learning environment or communication
- short, focused individual or small-group interventions
- pastoral, emotional regulation or social communication support
- specialist equipment or assistive technology
- advice, assessment or intervention from external professionals.

All pupils with SEND are entitled to a broad and balanced curriculum and to participate in the wider life of the school. Reasonable adjustments are made so that pupils are not excluded from collective worship, trips, clubs, performances, sports or other activities because of SEN or disability.

10. Working with parents, carers and pupils

Parents and carers are essential partners in the graduated approach. The school will share concerns, explain provision and listen to information from home and from health or other professionals.

Reviews for pupils on the SEND register are held regularly, normally at least termly. Reviews consider progress, the impact of support, pupil and parent views, and any changes that are needed. Parents and carers can also request a meeting with the class teacher or SENCO between review points.

Pupil voice is gathered in a way that is appropriate to the child's age, understanding and communication needs. Pupils are encouraged to contribute to their targets, one-page profiles and review discussions.

11. External agencies and specialist support

Where school-based support is not sufficient, the SENCO may seek advice or assessment from external services. Referrals are discussed with parents or carers and the appropriate consent is obtained.

Services the school may work with include:

- Educational Psychology
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- Physical Disability Support Service (PDSS)
- Sensory Support, including hearing and visual impairment services
- Speech and Language Therapy and other health professionals where appropriate.

The school will consider professional recommendations and incorporate agreed strategies and provision into the pupil's support plan and classroom practice. Relevant reports are shared with parents or carers in line with information-sharing arrangements.

12. Monitoring progress and reviewing provision

The progress of all pupils is monitored by class teachers through ongoing assessment and review. The SENCO also monitors the progress and provision of pupils on the SEND register.

The effectiveness of SEND provision is evaluated through a range of evidence, which may include progress information, work and assessment evidence, intervention records, provision maps, classroom visits, pupil and parent feedback and review meetings.

If support is effective, it may be continued, adapted or reduced. If progress remains limited, the school will consider further assessment, different provision, specialist advice or whether a request for an EHC needs assessment may be appropriate.

13. Education, Health and Care Plans (EHCPs)

For a small number of pupils with significant or complex needs, SEN Support may not be sufficient. In these circumstances, the school and/or parent or carer may ask the local authority to consider carrying out an Education, Health and Care (EHC) needs assessment.

The local authority decides whether an EHC needs assessment is required and, following assessment, whether an EHCP should be issued. Where a pupil has an EHCP, the school will secure the provision specified in the plan and contribute to the statutory annual review process.

Important clarification

A Team Around the Child meeting can be a useful way to bring professionals and family members together, but it is not a legal pre-condition for requesting an EHC needs assessment.

14. Transition

Transition is planned carefully for pupils with SEND. Information is shared securely with receiving teachers and settings, with parental involvement and in line with data protection requirements.

When a pupil moves to secondary school, the SENCO will liaise with the receiving school's SENCO and additional transition activities may be arranged where these would help the pupil.

For pupils with an EHCP, transition is considered through the annual review process and planning begins early enough to support a successful move to the next phase of education.

15. Staff development

The school reviews staff training needs regularly in line with the needs of pupils and the school's development priorities. The SENCO contributes to identifying and prioritising SEND training needs and to maintaining appropriate records of staff development.

Training may be delivered internally or with support from specialist services and is intended to strengthen inclusive classroom practice as well as targeted and specialist provision.

16. The role of the governing body

The governing body has strategic oversight of SEND and will ensure that the school makes appropriate provision for pupils identified as having SEN. Governors receive information about SEND provision and the implementation of this policy.

The governing body also ensures that the school fulfils its duties in relation to accessibility, equality and the publication of SEND information. A governor has lead responsibility for SEND.

17. Complaints

Concerns about a pupil's SEND provision should usually be raised with the class teacher in the first instance. If the concern is not resolved, parents or carers may contact the SENCO. The school's complaints procedure is available through the school website and explains how a concern can be escalated.

18. Monitoring and review of this policy

The Headteacher and governing body have overall responsibility for ensuring that this policy is implemented and that appropriate provision is made for pupils with SEN.

The SENCO will keep this policy under review and will update it when necessary to reflect changes in legislation, statutory guidance or school practice. It will be reviewed formally at least annually.

Review details

Policy owner: Mrs Chamberlain (SENCO)

Reviewed: September 2026

Next review: September 2027