WYMONDHAM PRIMARY CLUSTER

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Responsible Person

The appropriate responsible person for the updating of this policy is: Cluster Heads

Review and Monitoring:

This policy will be reviewed every year.

Reviewed: Spring Term 2026

Next Review due: Spring Term 2027

Reviewed by:

This policy was reviewed at the Cluster Heads' Meeting held on….

This policy has been developed by the following Wymondham Cluster Primary Schools:

Ashleigh Primary and Nursery School
Barford Primary School
Barnham Broom CE VA Primary School
Browick Road Primary and Nursery School
Robert Kett Primary School
The Bawburgh School
Spooner Row Primary School
Wicklewood Primary School and Nursery
Wreningham VC Primary School

This policy has been compiled collaboratively by all schools in the Wymondham Cluster to set out how we make arrangements to meet the needs of our pupils with SEND and disabilities across our cluster.

Further details about each school's operation and local information can be found in the Information Report held on each school's website.

1. Rationale

1.1 The Wymondham Cluster of schools is committed to providing a full and effective education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all pupils and families in our care.

2. Context

2.1. The Special Educational Needs & Disability (SEND) Policy is a key element of Wymondham Cluster's policy framework for supporting the needs of all children and young people in our mainstream schools between the ages of 3 and 11.

2.2. The cluster is formed by the schools in the Wymondham area as listed on the front page and promotes an ethos of:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution

2.3. The Cluster Policy has been written to respond to the requirements of the Children & Families Act (2014) and the revised SEN Code of Practice, 2015 (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) with regard to assessment and provision for SEND. It is reviewed by stakeholders on an annual basis.

3. Objective

3.1. To provide the structure for a learner-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the cluster. This is to ensure all of our learners are able to access equality of opportunities for learning and social development; achieve maximum progress and ensure individual needs are met.

4. Aims

- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective scaffolding methods.
- Employ a collaborative approach with learners with a SEN or disability, their families, cluster schools and other professionals as appropriate.
- Set appropriate individual targets in conjunction with the learner and their family.
- Share expertise and good practice across the cluster schools.
- Make efficient and effective use of school resources.
- Reference the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.
- Adhere to the requirements of the Equality Act 2010 and the Children & Families Act 2014.
- Follow guidelines detailed by Norfolk County Council.

5. Monitoring and evaluating the success of the policy

5.1 This policy will be monitored and evaluated annually by the SENCos (Special Educational Needs Co-ordinator) and Head Teachers from each school.

6. Learners with a Special Educational Need (SEN) or Disability

6.1 The current definition of learners with a SEND (SEN Code of Practice 2015 and/or Disabilities (Equality Act 2001) (Equality Act 2010) are provided in Appendix A.

6.2 There may be times in a learner's school career when they are identified as having a SEND.

6.3 These learners will be provided with intervention or support that is 'additional to or different from' the usual curriculum. This may be on an ongoing basis or for a limited time whilst they secure the required skills they need to progress at an expected or accelerated rate.

6.4 Learners with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

6.5 Some learners will require special educational provision, such as a differentiated curriculum or specialist provision.

6.6 Some pupils with a diagnosed SEND may require a specialist setting.

7. How we identify and support pupils with SEND

7.1 Assessment of need(s)

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality first teaching and learning opportunities that are scaffolded for individual pupils. Where a pupil is making below expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Expected progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make less than expected progress despite support and high quality first teaching, the class teacher will work with the school's SENCo to assess if a pupil has persistent learning needs which may require additional or different support.

7.2 Areas of Special Educational Need

Children identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

- **Communication and Interaction**
  A child with speech, language and communication needs (SLCN) may have difficulty in communicating with others. They may struggle to express themselves, to understand what is being said to them or to understand social rules of communication. Some children may have an Autism Spectrum Disorder (ASD) with difficulties relating to social interaction. They may also have difficulties relating to language, communication and imagination which can impact on how they relate to others.

- **Cognition and Learning**
  Children with learning needs may learn at a slower pace than other children and may have difficulty in all areas of the curriculum, particularly with developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

- **Social, Emotional and Mental Health**
  Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours may challenge or harm. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of underlying mental health need. Some children may have a diagnosis of a disorder such as ADD, ADHD or attachment disorder.

- **Sensory and/or Physical Needs**
  Many children can have their sensory (visual/hearing) and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment (reasonable adjustments), observing the Equality Act 2010 and in discussion with the Head teacher and SENCo. Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational opportunities generally provided.

  Further information about the four areas of SEND can be found in the SEN Code of Practice (2015).

8. Identification of Needs Descriptors (INDES)

8.1 INDES are a framework of standardised terms, co-produced and facilitated by the Norfolk Inclusion and SEND team which break down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

When identifying a child or young person's needs as part of the assess, plan, do, review process (SEND Code of Practice, 2015), professionals use statements within the above categories that best describe presentation of need from typically developing to complex. The INDES are used to support funding requests and support from other professionals.

9. Support

9.1 Planning Support

Parents will be notified in cases where additional support is required to support a SEND. A plan will be drawn up to reflect the aim(s) and nature of the intervention / support, it should include: baseline, target (measurable), strategies, provision and success criteria which is reviewed regularly. The school will seek to consult with the pupil and parents to draw up the support plan.

9.2 Implementing support

The planned support will remain the responsibility of the class teacher including working closely with other staff involved in implementing the intervention/support. The SENCo will provide support to the class teacher where needed, particularly in assessing pupils and advising on effective implementation.

9.3 Review of impact

The class teacher will consider evidence of assessment in conjunction with the views of pupil and parents to review the impact that the intervention/support has had and in consultation with the SENCo review any further need for support. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from professionals with a particular specialism. The school will consult with parents before involving a specialist.

9.4 Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We endeavour to make sure these periods of change are managed in a sensitive way to provide continuity of quality provision and reassurance to our pupils and families. Our processes for transition are explained further in Appendix B.

CLUSTER ARRANGEMENTS

10. Roles and Responsibilities

*'Mainstream schools **must** use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.'*

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.' SEN and disability code of practice: 0 to 25 years (2015)

11. The Head Teacher

11.1 Head teachers have responsibility for the day to day management of all aspects of their school's work, including provision for children with SEND. The head teacher should keep their own school's governing body fully informed and also work closely with the SENCo.

12. The SENCo

12.1 The SENCos in the cluster will meet regularly to share good practice, expertise and develop SEND provision across their schools. SENCos in collaboration with the head teachers and governors play a key role in developing and implementing the SEND policy and provision in school in order to raise the achievement of children with SEND.

12.2 The SENCo will be responsible for updating and maintaining the schools SEN Information Report on an annual basis.

12.3 Key responsibilities delegated by the head teacher may include:

- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with Special Educational & Disability Needs;
- Liaising with and advising teachers and other professionals;
- Managing Teaching Assistants / SEND team;
- Maintaining the records and monitoring the progress of all children with SEND in their school;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the Local Authority, Educational Psychology services, health and social services, and voluntary bodies;
- Working with the cluster SENCos to support all learners within our community of schools.

13. The Teaching Staff

13.1 Teachers are responsible for adapting the curriculum and planning appropriately scaffolded work to meet the needs of pupils with SEND and for maintaining records of strategies used and their impact. Schools ensure their teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teachers should also meet regularly with parents to review provision.

13.2 For details of a school's approach to teaching and learning and continued professional development (CPD) opportunities for teachers, please see the individual school's website.

13.3 Teachers will attend training (CPD).

14. Teaching Assistants (TAs)

14.1 TAs work with the SENCo and teachers to provide support for children with SEND and disabilities across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

14.2 TAs will attend training (CPD).

15. Parents of Pupils with SEND

15.1 In accordance with the SEND Code of Practice, the Wymondham Cluster believes that all parents should be treated as equal partners. Parents are invited to positively contribute in the processes for Support for Learning Plans and their views are sought for reviews. We encourage active parent participation by providing guidance on how they can support their child's learning at home. The cluster provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice and support.

16. Pupils with a SEN or a disability

16.1 Pupils will be encouraged to participate in processes designed to support them including decision-making, setting learning targets and contributing to and reviewing their learning plans.

17. Admissions

17.1 No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The Wymondham Cluster aims to empower parents to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

18. Remote Learning

18.1 In the event that children are unable to attend school due to a closure, all children will receive remote learning. This will be planned and supplied by the child's teacher and will be accessed from home. Teachers will ensure that the work is suitable for children with SEN.

Scaffolded work will be planned for them as required. For further details about remote learning please see the school's policy.

APPENDIX A

Definition of Special Educational Needs (SEND)

The Code of Practice (2015) states

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act)

Definition of Disability

The Equality Act (2010) defines a disabled person as someone who has: *'**a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities**.'*

In the Act:

'physical impairment' includes sensory impairment.

'mental impairment' includes learning difficulties as well as an impairment resulting from or consisting of a mental illness.'

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

SEND Level of Need indicators

	Low (Quality First Teaching)	Moderate (SEND Support)	High (SEND Support/EHCP)
Communication & interaction	Difficulty understanding complex instructions Difficulty communicating with different audiences Difficulty maintaining friendships Inhibited participation in learning activities Unusual response to some sensory stimuli Difficulty managing transition points in daily routines	Difficulty understanding and following simple instructions Difficulty holding a conversation Struggles to make oneself understood to unfamiliar people Difficulty relating to others and making friends, possibly becoming socially isolated Frequently unable to participate in learning opportunities due to communication difficulties Requires support to manage anxiety at transition points in daily routines	Unable to understand and follow simple instructions Difficulty verbally communicating basic needs to others Actively avoids interaction with others frequently becoming socially isolated Disengaged from learning opportunities Becomes highly anxious at transition points in daily routines requiring management using specialist approaches
Cognition & learning	Attainment is up to 1 year below expected level Progress is accelerated with additional support Unable to maintain concentration/focus appropriate to age Written work is often incomplete and/or difficult to interpret Difficulty with independence and / or organization	Attainment is 1-2 years below expected level Progress is at expected level with additional support Concentration/focus difficulties require specific strategies for support e.g. timer, structured breaks, etc Written work is rarely completed and usually actively avoided Requires support to develop organisational and independence skills	Attainment is more than 2 years below expected level Progress is below expected level despite additional support Constant adult support required to maintain focus Constant adult support required to make written records, even with use of IT Requires support to organise work and / or care needs
Social, emotional and mental health difficulties	Unpredictable and recurrent anxiety, withdrawal or inappropriate behaviour in some situations Recurrent short periods of disruption to own and others' learning	Frequent unpredictable anxiety, withdrawal or inappropriate responses to many situations Frequent anxiety and / or inappropriate responses that potentially endangers oneself or others	Persistent unpredictable anxiety and / or extreme inappropriate responses to many situations Persistent anxiety and / or inappropriate responses that regularly endangers or harms oneself or others
Sensory and/or physical needs	Accesses curriculum independently with use of specialist resources Requires regular or emergency use medication as directed in a healthcare plan	Requires support to use, or learn to use specialist resources to access curriculum Tailor-made resources are regularly required for access to learning opportunities Frequently requires medication administered by specialist trained staff as directed in a healthcare plan	Constant adult support is required to access curriculum and remain safe Tailor-made resources are required for access to all learning opportunities Requires significant medical intervention frequently throughout the day
Nature of support	Catch-up and / or short term intervention given over 1-2 terms Small group work to develop skills & independence Additional resources (e.g. word banks, visual prompt cards, visual timetables, etc) provided by teacher(s) Specialist equipment	Evidence based, time limited intervention given over more than 2 terms Small group / 1:1 work to develop skills & independence Pre-teaching, visual prompts, Specialist equipment	Consistent requirement for specialist intervention required over a prolonged period (more than a year) Specialist equipment
Responsible staff	Class / subject teacher(s)	Class / subject teacher(s) SENCo 1 or more external specialist (EP, OT, SLT, etc)	Class / subject teacher(s) SENCo Multiple external specialist (EP, OT, SLT, etc)
Documentation	Provision map	Provision map Pupil profile / learning support plan	Provision map Pupil profile / learning support plan Potentially Statement of SEND / Education, Health and Care plan (EHCP)

APPENDIX B

Phase Transfer and Transition Planning for Children and Young People with Special Educational Needs and Disabilities (SEND)

In order to ensure successful transfer between educational settings and schools for our pupils with Special Educational Needs and Disabilities (SEND) and a consistent approach to transition across Wymondham cluster schools, our Special Educational Needs Coordinators (SENCos) work collaboratively to share and develop good practice and effective processes.

All pupils moving to a new school will be offered a series of activities and visits organised to familiarise them with the new school environment and teachers prior to the date of transfer. Details of these are available from your child's school.

For our children with SEND, it may be necessary to provide additional opportunities to develop relationships with staff and familiarity with their new school environment. These additional transition arrangements will be provided in response to your child's individual needs and identified through discussion between schools, and with you and your child.

Information Sharing

Transition Planning Meetings:
During the last term of each academic year transition planning meetings will take place for all children changing class within the same school. Current teachers will meet with new teachers. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.

Where your child will be starting a new school, the SENCo and teacher(s) at your child's school will meet with the SENCo and teacher(s) at their new school. There is likely to be more than one transition planning meeting and they could take place from as early as November in order to provide as much information as possible to the new school about your child. This is so that they can ensure preparations are made to welcome your child and make their transfer to their new school as smooth and successful as possible. It is likely that you and your child will be invited to attend at least one of these meetings.

Transfer of information:

You will know that your child's school will have been keeping records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support they have been providing for your child. This information will be shared with the new school at transition planning meetings and passed to the new school when your child transfers to inform future decisions about how
best to support and develop your child's wellbeing, skills and learning.

If your child has an EHCP, the SENCo and teacher (if known) from their new school will be invited to the annual review meeting. This will be held before your child transfers to their new school.

Visits

Starting school

Before your child starts in the Nursery or Reception class at school, staff from the new school may arrange to visit your child in their pre-school setting, at home or both. Home visits provide an opportunity for staff to meet your child in an environment where they are most comfortable and for you to ask any questions you may have about the transfer. Visits to your child in the preschool setting allows new teachers to see how he or she interacts with other children. Additionally your child is likely to be invited to attend sessions in their new school. This will provide an opportunity to meet their new friends and teachers, and to find out about things that are important to them.

Changing year group

During the summer term, all children moving to a new class within the same school will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

Moving to a new school

Children changing schools within the cluster are likely to be invited to make a series of visits to their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Our experienced SENCos work to ensure that children are shown and told about the things that are important to them. For example, where lunch boxes are kept, what the dining room looks like, where the toilets are and where to find their peg. Some schools may offer events specifically for new children moving to their school for example a 'summer school' activities week.

Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate depending on the needs and wishes of your child. Some children may need or wish for more visits than others. It may also be appropriate for your child's new teachers to visit them in their current school.

Information for you and your child

Your child may be given a selection of photographs to take home and share with you. These are likely to be of the adults your child will meet regularly and places around the school and in their classroom that your child will need to know about.

Your child may be given other information as appropriate. This may include letters from pupils already attending your child's new school, timetables, details of what they will be learning about, school rules etc. A plan of the school may be useful for some students moving to secondary school. It would be helpful to discuss this information with your child to prepare them for their new school life.

Where applicable you and your child will be consulted and provided with information about any specific physical alterations or arrangements needed for your child.

Support for Parents

All of our schools are keen to provide support for parents who may be anxious at this time. If you would like additional information, meetings or support to visit new schools please speak with your child's school SENCo or class teacher.

An impartial support service is also available to parents of children with identified special educational needs or disability from Norfolk SENDIASS Tel: 01603 704070) e-mail: norfolksendiass@norfolk.gov.uk

Post 16 education

For students moving on to Post 16 education, Wymondham High Academy and Wymondham College tailor transition packages around the young people. This may include supported visits to new settings or early enrolment onto courses.