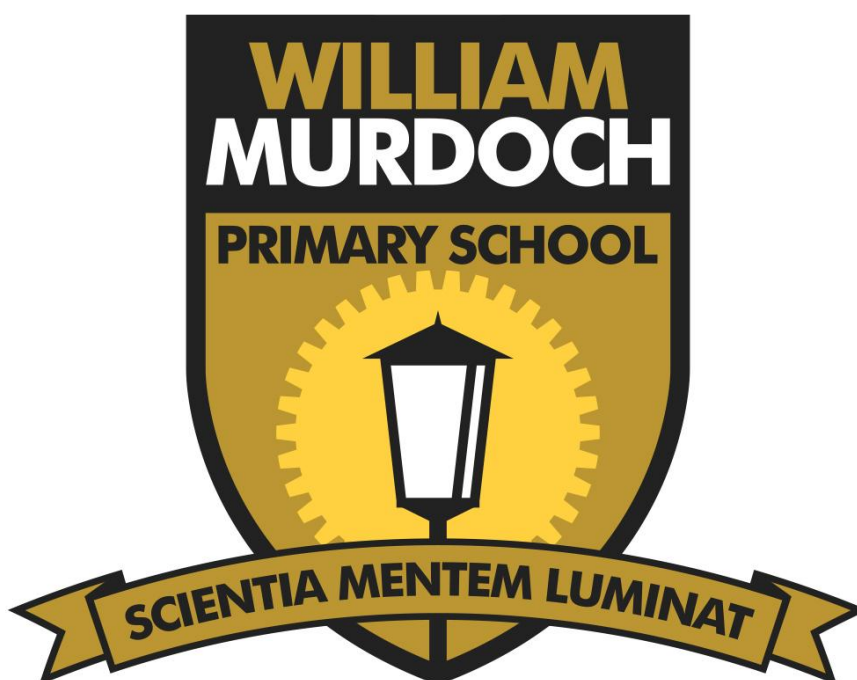


William Murdoch Primary School

Special Educational Needs and Disabilities (SEND) Policy



Approved by:	Curriculum Standards Committee	Date: 25 February 2026
Last reviewed:	22 January 2025	
Next review due by:	25 February 2027	

This policy should be read in conjunction with the school's SEN Information Report which can be found on the school website.

Ethos and Values Statement

It is the aim of the Governing Board of William Murdoch Primary School to support the implementation of policies and procedure that support the vision of:

“Knowledge lights up the mind”

At William Murdoch Primary School, we strongly believe in the importance of inclusion and equality for all children and are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. We endeavour to remove barriers to learning as early as possible in order to ensure that our children achieve their full potential.

We value the contribution that every child makes to the school and welcome diversity of culture, religion and ability. We believe that every child should have an equal opportunity and right to be included as a valued, respected and equal member of the learning community. They should have access to a broad and balanced curriculum and a range of experiences and suitable learning challenges, which enable them to be successful.

Our inclusive philosophy underpins all that we do with effective partnerships established between all children, parents and other essential services. The staff at William Murdoch Primary School maintain high aspirations for all.

As a Rights Respecting School, we also promote the individual rights of a child.

Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with special educational needs.
- To give every child the opportunity to experience success in learning through quality first teaching. To achieve as high a standard as possible through flexible systems that respond to children's diverse learning needs and overcome potential barriers to learning, and to be included as valued, respected and equal members of the learning community.
- To continually monitor the progress of all children in school, identifying needs as they arise and providing support as early as possible.
- To provide full access to the curriculum* through differentiated planning/scaffolding by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from an Education, Health and Care (EHC) Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all of our pupils).
- To provide specific input matched to individual needs for those pupils identified as needing SEND support or having an EHC Plan.
- To ensure that pupils with SEN and/or a disability (SEND) are perceived positively by all members of the school and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local/reach area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To promote effective partnerships and involve outside agencies when appropriate.

Legislation

This policy is based on the statutory Special Education 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 coordinators (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 environment to make sure that pupils with SEND are included in all aspects of school life.
- The [DfE Keeping Children Safe in Education 2025](#), which sets out the school's responsibilities for pupils with SEND.

A child or young person has SEN if they have a learning difficulty or disability which requires 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 have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

Special educational needs and provision can be considered as falling under four broad areas (Appendix 1):

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas whilst for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, and informs the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs.

Practitioners may need training in the use of evidence-based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

Children with Disabilities

The Equality Act 2010 defines disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

William Murdoch Primary School is bound by a general duty to have due regard to the following in relation to disability and other protected characteristics:

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations across the community.

Monitoring and Review

This policy will be monitored and reviewed by the SENDCO and Governing Body annually. It will also be updated if any changes to the information are made during the year.

This policy will be approved by the Governing Body.

Roles and responsibilities

Governors

The governing body, in co-operation with the Headteacher, is responsible for making sure the following duties are carried out, though the duties can be delegated to an individual:

- Determine the school's general policy and approach to inclusion, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- Co-operate with the local authority in reviewing the provision that is available locally and developing the **local offer**.
- Nominate a member to take a particular interest in and closely monitor the quality and effectiveness of the school's work on behalf of children with SEND.
- Report to parents annually on the school's policy on SEND as well as work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and development in school.

The Headteacher

The headteacher will:

- Have responsibility for the day to day management of all aspects of the school's work, including provision and progress of children with SEN and EAL.
- Keep the governing board fully informed and also work closely with the school's SENDCO and team.
- Work with the SENDCO and SENDCO link governor to determine the strategic development of the SEND policy and provision within the school.

The SENDCO (working closely with the Headteacher, Senior Leadership and fellow Teachers)

The SENDCO will:

- Work with the Headteacher and SEN link governor to determine the strategic development of the SEND policy and provision in the school.
- Oversee the day-to-day operation of the school's SEN & Inclusion policy.
- Co-ordinate provision to support individual children with SEND, working alongside class teachers to monitor tracking and assessment data to identify children who may need additional support and progress made, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- In role, as Designated Safeguarding Lead, ensure the correct support is in place where a looked after child (LAC) has SEND.
- Advise on a graduated approach to providing SEN support.

- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaise with parents of children with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Act as a point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the child/young person and their parents are informed about options and that a smooth transition is planned.
- Work with the Headteacher and school governors so that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Make sure the school keeps its records of all children with SEND up to date and accurate: Maintain SEND data and registers.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, 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 local authority in reviewing the provision that is available locally, and in developing the **local offer**.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Planning and providing high-quality teaching that is differentiated to meet the child's needs through a graduated approach.
- Working with the SENDCO to review each child's progress and development, and decide on any changes to the provision.
- Ensuring they follow the SEND policy and the SEN information report.
- Communicating with parents 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 child and the school.
 - Listen to the parents' concerns and agree their aspirations for the child.

Identifying pupils with SEND and assessing their needs

William Murdoch Primary School is committed to the early identification of SEND. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is:

- Significantly slower than that of their peers starting from the baseline.
- Unable to match or better the child's previous rate of progress.
- Unable to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs and behaviour.

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

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 SEN 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.

Management and approach to teaching children with SEND

Quality First Teaching

All staff are committed to the delivery of quality first teaching. This means that activities are planned according to the level at which the children are working on to make progress. Any support offered depends on the individual needs of a child. For example, if there is a specific learning need, then targets may be set and interventions put in place to meet the target. A pupil with a disability may be provided with specialist equipment, pupils with auxiliary aids may have reasonable adjustments made to ensure full access to the curriculum.

Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson, additional resources, 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 key vocabulary, reading instructions aloud, etc.
- Ensuring that all pupils are seated in the most appropriate part of the classroom.
- Displays and class environments are not over stimulating and act as a learning aid.
- Providing specialist equipment where needed.

Additional support for learning

We have several teaching assistants who are trained to deliver interventions, such as:

- Precision Teach
- RWI
- Words First
- Maths Pre-Teach
- Colourful Semantics
- WellComm
- Speech Link
- Herts for Learning Fluency Project
- Pastoral/Mentoring support
- Bereavement support

- Joint Attention and Interaction
- ELSA

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all pupils, including our before and after school clubs.

All pupils are encouraged to:

- Attend our residential trips to Govilon Activity Centre
- Take part in sports day/school plays/cultural evening/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Identification Processes

William Murdoch Primary School is committed to early identification of SEN and adopts a graduated response to meeting SEN in line with the Code of Practice 2014. This response consists of a four-part cycle of **assess, plan, do, review**.

Assess

Before identifying a child as needing SEND support, the class teacher, working with the SENDCO, should establish a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, as well as information from the school's core approach to children's progress, attainment and behavior. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent.

This assessment will be regularly reviewed to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree.

The class teacher will assess the pupil's needs through a variety of assessments:

- Teacher assessment
- Standardised testing (PiRa)
- Half termly progress checks
- Age related expectations
- Retrieval practice
- Specialist assessments (BPVS, memory, YARC)
- End of Key Stage assessments
- Phonics screening
- Continuums

Plan

Where it is decided to provide a child with SEN support, the parents must be notified. The class teacher and the SENDCO should agree, in consultation with the parent and the child, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be based on reliable evidence of effectiveness and be provided with sufficient skills and knowledge.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

The effectiveness of the support and the impact on the child's progress should be reviewed on a termly basis.

The impact of the support provided, along with the views of the child and their parents, should feed back into the analysis of the children's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the child's progress and development and revise outcomes in consultation with the parent and child.

Involving Specialists

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we may involve specialists to advise us on early identification of SEND and effective support.

We will always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age, despite well-founded SEND support. The child's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child, in the same way as other SEND support.

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:

- Pupil and School Support
- Educational Psychology Service
- Communication and Autism Team
- Hearing Impairment team
- Visual Impairment Team
- Physical Disability Support Service
- Speech and Language Therapists
- Physiotherapy Service
- School Nurse Service
- Forward thinking Birmingham
- Occupational Therapist

Provision Mapping

Children who are identified as having SEND will be noted on the school SEND register as having 'SEN support', unless they have an EHCP. The class teacher, in consultation with the SENDCO, will identify specific targets for the child which will be recorded on their Support Plan. Each child will also have a Support Plan which provides a profile of each child as a learner. The Support Plan will be shared with pupils and their parents.

Expected outcomes for all additional provisions are detailed to enable the school to judge the effectiveness of interventions.

The SENDCO will monitor the progress of children on the school SEND register. If a child does not make sufficient progress after these steps have been taken, and the child meets the criteria set out by Birmingham City Council, then in consultation with the class teacher, parents and outside agencies, a request for statutory assessment may be made to the local authority.

Education, Health and Care Plans (formerly Statements of SEN)

The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person.

Consulting and involving pupils and parents

In working with our SEND pupils, we ensure that we take on board both parent and pupil voice. Discussions ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty. We take into account parental concerns. We ensure that everyone agrees the outcomes for the child and is clear as to what the next steps are. Parents will be notified when pupils are added to the SEND register.

SEN Information Report

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

The local authority local offer

Our local authority's local offer is published here: <https://www.localofferbirmingham.co.uk/>

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO 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.

Contact details for raising concerns

If you wish to discuss your child's educational needs or are concerned about your child's progress, please contact the following members of staff:

The Class Teacher

SENDCO's: Mrs Pannu
Mrs Kullar
Deputy Headteachers: Mrs Pannu
Mr Matthews

Headteacher: Mr Singh

Complaints about SEND provision

Where parents 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 are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the 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](#).

Links with other policies and documents

This policy links to the following documents

- SEN Information Report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

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.
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.