



WESTON POINT
PRIMARY ACADEMY

STRIVE FOR EXCELLENCE

SEND & INCLUSION POLICY 2024-2025

Version Number: 01

Ratified by Local Governing Body: December

Next Review Date: December

Academy Link:

A GREAT
PLACE
**TO BE A
PART OF**

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1 Introduction

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

2 Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice (2014)
- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide support and advice for all staff working with special educational needs pupils and offer well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to Rachel Wild, the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND (who is to be confirmed) on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

3 Definition of Special Educational Needs

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.

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 Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The four broad areas identified within the SEND Code of Practice 2014 are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs and the children are identified largely within these areas. The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently. Although the SENDCO has overall responsibility for the identification of pupils with SEND in the school, it is recognised that other members of the teaching and pastoral staff have a key role to play in this process. Roles and responsibilities

4 Roles and responsibilities

4.1 The SENDCO

The SENDCO is Rachel Benford and can be contacted at Weston Point Primary Academy on 01928 574593

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND Governor at Weston Point Community Primary is to be confirmed

Reviewed: Spring 2022

Review Date: Spring 2023

The SEND governor will:

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

4.3 The Headteacher

The Principal at Weston Point Community Primary is Helen Thompson

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 TA

Each TA is responsible for:

- Supporting pupils with special educational needs within the classroom, as planned for by the class teacher
- Working with individuals or small groups on individual or group targets with the class teacher's guidance
- Keeping a record of support given using a school-based intervention sheet where appropriate
- Liaising with the class teacher
- Supporting the class teacher in assessment and planning

5 Educational Inclusion

Weston Point Community Primary seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

The Special Educational Needs Code of Practice sets out five key principles:

- A child with special educational needs (SEND) should have their needs met.
- The SEND of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.

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- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

6 Identification, assessment and provision

In order to help children with SEND, Weston Point Community Primary adopts a graduated response that recognises there is a continuum of special educational needs and increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of the individual. The SENDCO will have responsibility for ensuring that these records are kept up to date and available if needed.

a. School support

When a class teacher or SENDCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provide as part of the school's differentiated curriculum. This is called school based support. This will be for children who despite receiving differentiated learning:

- Make little or no sub-level progress over a term despite targeted teaching.
- Show signs of difficulty in developing literacy or numeracy skills.
- Present emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Have sensory or physical problems and continues to make no progress despite the provision of specialist equipment.
- Have a communication and/ or social interaction difficulties and make little progress despite provision of a differentiated curriculum.

The SENDCO and the class teacher will decide the action needed to help the child to make progress in the light of earlier assessment. This may include:

- Differentiated learning materials or special equipment.
- Extra adult time to devise the nature of planned intervention and to monitor its effectiveness.
- Group work and some 1:1 support.
- Access to outside agencies for specialist support and advice.

b. School Support Plans

Strategies employed to enable the child to progress will be recorded within a School Support Plan (SSP). Some children may also benefit from a Group Plan.

The SSP will include:

- The targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- Outcomes to be recorded

The SSP or Group Plan will record that which is additional to, or different from the differentiated curriculum and will focus on no more than three targets that match the individual or groups' needs. The SSP will be continuously reviewed by the class teacher and formally reviewed each term. The views of the parent and child will be sought when setting new targets.

c. Enhanced School Support

The triggers for further support will be that despite receiving support under School based support the child:

- Continues to make very little progress over a sustained period
- Continues to work at levels well below expected for children of same age
- Has emotional and behavioural difficulties which substantially and persistently interfere with the child's own learning or that of a class group
- Has an on-going communication or social interaction difficulty that impedes the development of social relationships and causes barriers to learning

d. Discretionary Funding

Where a request for discretionary funding is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child and their progress over time, and will also need documentation in relation to the child's special educational needs and any action taken by the school to deal with those needs, including any resources or special arrangements in place. This may include:

SSP'S, regular reviews and outcomes, pupil's medical needs, educational assessments, parental views, other agency involvement, any interventions the child has had.

The LA may decide that the child will receive Discretionary Funding, the child will then receive additional resources from the LA in order to meet the child's individual needs.

This discretionary funding will be reviewed annually with parents, pupil, LA, the school and professionals invited to consider whether any amendments need to be made.

e. Education, Health and Care Plans

Where a pupil has a high incidence disability which affects their ability to learn they may be eligible for an EHCP. School or Parents may request an application for an EHC plan from the Local Authority. The LA will gather information about the child from all agencies involved before making their decision. For more information about the application process please visit: www.haltonchildrenstrust.co.uk

7 Monitoring and assessment

Monitoring of pupil progress includes:

- Target setting, assessment, monitoring and review of pupil progress
- Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book monitoring
- School support plan written in conjunction with parents and include the view of the child.
- External professionals undertaking assessment
- Regular review of targets with child/parents, appropriate to need.
- If provision or interventions need to be extended this will be agreed by the class teacher, SENDCO and SLT. All changes will be fully discussed with both parents and where applicable children.
- All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SLT.
- Individual education plan targets and reviews
- Through target setting and evaluations at MAP/CIN/PEP meetings

8 Children in Care

- We work within the legal requirements for CIC (Safeguarding Policy, Children and Families Act 2014)
- Rachel Benford is the designated teacher for CIC and attends regular training
- A child's need will be known to the SENDCO, the designated teacher and their carer and social worker
- A PEP will be in place within 20 days of a looked after child entering our school. The PEP will be an integral part of the care plan and reflect any existing educational plans (eg SSP or statement). The PEP will detail individual need and the support already provided. Action will be taken according to the revised Code of Practice (2014) and within the timescales provided
- Information regarding a looked after child will be shared promptly to enable quality day-to-day support. This will include information on attendance, admission arrangements, special educational needs, test scores and other measures of educational progress and needs

9 Partnership with parents

We encourage an active partnership through an ongoing dialogue with parents.

School operates an open door policy.

We involve parents in all decision making

Parents are invited in to review their child's plan and to set new targets on a termly basis.

If parents have any concerns, complaints or queries that cannot be answered by school or would like to seek further support then they can visit the LA website www.haltonchildrenstrust.co.uk

- Parents can visit the school SEND information report on our website
- Policies are available to parents on the school website.

10 Supporting pupils at school with medical conditions

- The school recognises that pupils at school 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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please see the schools policy for supporting pupils with medical conditions.

11 Links with other policies and documents

This policy links to the following documents]:

- Accessibility plan
- Behaviour policy
- Equality information and objectives

12 Data Protection

- Data regarding SEND pupils is stored securely. Staff adhere to the School's Confidentiality Policy.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing body

APPENDIX

School based stages of assessment and provision

- School will use the graduated approach toolkit
- Concerns over children's progress at any time raised with the SENDCO/HT
- Teachers' ongoing assessment for learning often triggers concern
- The school's formal assessment cycle identifies or confirms concerns
- Initially children's needs are met through School Support Plans
- If appropriate progress is still not made the child will be moved to an Enhanced School Support Plan where advice and expertise of outside professionals is sought.
- If progress is still a cause for concern the school will apply for enhanced provision from the LA
- If a pupil has high incidence disability and SEND then an Education, Health and Care Plan may be applied for.
- Parents are consulted each step of the way

Strategies for meeting learning needs may include, for example:

- Booster work
- Maths Intervention
- Writing Intervention
- Reading Intervention
- Phonics
- Talking Partners
- In class support
- Withdrawal groups for multiSENDSory approach to skills teaching
- 1:1 tuition – tailored intervention
- Speech & Language Therapy
- Lego Therapy
- Sensory Circuits
- ELSA sessions
- Social Stories

Human Resources

- Teaching assistants
- SENDCO
- Links with: Speech & Language Therapists
Occupational Therapists
Learning Support Service
Hearing Impaired Service
Visually Impaired Service
Educational Psychological service

School Health
MHST
CAHMS
Barnardos
EWO
Social Services / Child Protection

Reviews

- Formal reviews take place three times a year, however review is ongoing
- Children's progress is monitored by the SENDCO.
- Children with an EHCP will have an annual review in addition to the above. This review can be brought forward if necessary. For pupils in Year 6, their review will take place in Autumn term, prior to the Transition Panel meeting, in order to ensure these pupils have their high school placement identified