



Weston Village Primary School

SEND and Inclusion Policy

Version 1.2

Staff/ Committee involved in development:	Charlotte Armitt, Thomas Cutts (reviewed September 2021)
For use by:	All staff
Policy relates to statutory guidance:	SEN Code of Practice 2015; Equality Act 2010; Education and Families Act 2014
Key related policies:	Curriculum; Equality Information and Objectives
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the Curriculum and Standards Committee on 3rd November 2021 and subsequently approved and adopted on the same date

Carol White, Chair of Curriculum and Standards Committee

Signature: _____

Date: _____

Links to Legislation

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

The SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015

Ofsted Section 5 Inspection Framework January 2015

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Children and Families Act 2014

1. Inclusion Statement

- 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 achieve 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 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 ensure a high level of staff expertise to meet pupil need, through 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, 2000).
- To ensure that parents are consulted and liaised with at every stage of the process

3. Identifying Special Educational Needs

The SEND code of practice describes the 4 broad categories of SEND as;

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

The purpose of identification is working out the action a school needs to take to meet the needs of pupils with SEND.

At Weston Village Primary School we identify the needs of pupils with SEND by considering the needs of the whole child and not just the special educational needs of the child.

When identifying SEND it is important to take into account other factors that may also impact on attainment but which are not SEND, this could include.

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour

Weston’s Special Educational Needs and Disability co-coordinator is Mrs Linda Rendall.

4. A Graduated response to SEND support

Before a child is placed on the SEND register as SEND support a graduated response is followed.

Stage 1

It is the role of the class teacher to ensure that all children are accessing Quality First Teaching. The first step in responding to pupils with SEND is differentiation. It is the responsibility of the class

teacher to identify any children not making adequate progress and to make adjustments to their teaching to meet the needs of individuals.

As a school we regularly monitor the teaching and learning across school through the use of lesson observations, learning walks and through book and work scrutinies carried out by subject leaders and SLT.

Class teachers are responsible for and accountable for the progress and development of all children in their care, including those who are in receipt of support from teaching assistants or specialist staff.

- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision planning map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language, or an assessment involving an external agency where it is suspected that a special educational need is significant.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

When providing additional support for children we follow a cycle of ASSESS- PLAN- DO- REVIEW

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new SFP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring SFPs and SFP targets, evaluating the impact of SFPs on pupils' progress.
- attendance records and liaison with EWO.
- regular meetings about pupils' progress between the SENCO/Class teacher/parents and the head teacher
- head teacher's report to parents and governors

Once this has taken place and the child has still not made adequate progress the following steps are followed.

- Class teacher consults SENCO
- Meeting with parents to discuss concerns and actions needed
- Changes to provision or the implementation of Wave 2 or 3 Interventions are agreed
- Clear focus on outcomes is set
- Child is placed on the 'SEN Register' as 'first concern'
- Review is held to discuss progress
- If the child has made adequate progress they are removed from the 'first concern' register.
- If inadequate progress is made then the cycle will recommence with changes to provision and outcomes agrees with parents.

For children who have made inadequate progress then the advice of the SENCO will be sought and further assessments may be made. The following cycle of action will follow;

- Class teacher liaises with SENCO
- Meeting with parents to discuss concerns
- Child will be placed on the SEND support register and a SEN support plan will be made by class teacher
- Liaison with outside agencies to gain advice
- Meet with parents to plan the provision with clear outcomes and date for review
- Carry out interventions
- Review and set new targets for the next cycle of intervention or remove from the register if the child has now made adequate progress which is likely to be maintained.

Stage 2

Managing pupils on the SEND Register

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number, of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Catch up children

- Identified by class teacher through assessment data and pupil progress meetings
- Parents informed by class teacher
- Specific outcomes and actions set
- Placed on ‘Pupils to be tracked ‘ register
- Reviewed during subsequent pupil progress meeting (termly meeting)
- Removed or further cycle of intervention planned
- SENCO to keep a register of all Catch up children

SEND and children with EHC plans

- Cycle of assess do plan review
- Parents informed and agreed outcomes set

- Outside agency advice to be sought if appropriate
- Specific School Focused Plan to be developed with parents using outside agency advice if appropriate
- Intervention carried out
- Class teacher to review progress with support staff
- Review meeting with parents-
- Specific School Focused Plan reviewed at least termly

Where children have made adequate progress and are attaining at appropriate levels or at a level within their ability, after consultation with parents the child will be removed from the SEND register.

Stage 3

Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for

- High Needs Block Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

5. Management of SEND/ Inclusion within Weston

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN (Mrs Rebecca Clifford-Ball) on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children (Mr Thomas Cutts) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

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.

A named governor, **Rebecca Clifford-Ball**, has specific responsibility for SEND.

Individual SEND records are maintained and updated termly by the class teacher and SENCo.

All staff are responsible for children with SEND but teaching assistants involved in supporting children with additional needs are;

Mrs C Chadwick Miss K Edwards Mrs J Bedford Mrs H Mitchell Mrs K Inskip Mr D Richards

The SENCO instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools through Cluster Meetings, SENCo networks, CEAT meetings, Educational Psychology Group Meetings, and Inset Days. We work on a regular basis with the following:

Assessment and Monitoring team

Edge Consultant Inclusion Services

Educational Psychology Service

VI /HI Services

Health and Welfare Service

SALT

Medical Services

Physiotherapy Service

Parent Partnership

CEAT

Springfield Outreach Service

Plus any other appropriate outside agency or organisation where needed.

Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff

- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that School Specific Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

Class teacher

- liaising with the SENCO co-ordinator to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an School Focused Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
 - Ensuring 'SEN support plans' and 'first concern profiles' are up to date and used as working documents to support children's progress towards achievable and personalised targets.

Supporting Pupils and Families

- Cheshire East local offer link
- Link to schools SEND report
- Parent partnership
- Admission arrangements and where they can be found
- Link to medical needs policy

6. Monitoring and Evaluation of SEND

As a school we regularly monitor and evaluate the quality of provision we provide to all pupils though;

- Audits
- Parent view
- Pupils views
- Staff view
- Report to School Governors

7. Training and Resources

SEND provision is funded through the use of element 1 and 2 funding, which is placed within the school budget. Where additional funding is required an application for element 3 (high level needs, top-up funding) will be made to Cheshire East.

Staff training needs are identified by the SENCO and effective training is sought to ensure that all staff are trained appropriately

The school SENCO regularly attends SENCO cluster meetings with local schools and liaises with a range of outside agencies on a regular basis.

8. Roles and Responsibilities

Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The SEND Governor ensures that all governors are aware of the school's *SEND* provision, including the deployment of funding, equipment and personnel.

9. Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to

have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- Pupils will not be placed on the SEND register unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing

interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

10. Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (for looked after children. Weston's designated teacher is Linda Rendall The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promote the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEND Code of Practice 2014, if a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCO and will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.