



St Philip Westbrook C of E Primary School

"Together we aim high and with God's love we can fly"

Inclusion & SEND Policy

Date of Review	Action
JUL 2015	Adopted by governors
OCT 2016	Reviewed by governors
JAN 2018	Reviewed by governors
JAN 2019	Reviewed by E Lydon
APR 2020	Reviewed by M Young
JUL 2021	Reviewed by M Young

St. Philip Westbrook C.E. Aided Primary School

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND).

This SEND Policy works alongside, and in conjunction, with The Local Offer offered by Warrington Local Authority. All references to parents, include carers and guardians with parental responsibility.

Principles

At St Philip Westbrook we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

We recognise the diverse needs and learning styles of our pupils and aim to employ a variety of teaching styles to provide suitable learning challenges where possible through Quality First Teaching. The National Curriculum is modified, and adjustments are made as necessary to provide all pupils with relevant and appropriately challenging work.

As a Church School, we aim to develop an ethos of care, empathy and understanding. This is particularly essential when dealing with pupils with SEND, who may have low self-esteem.

The implementation of this policy is the responsibility of the whole staff, with extra provision or expertise being provided by external agencies and professionals where required. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents/carers and visitors.

Definition of Special Educational Needs & Disabilities

A pupil has SEND, where their learning difficulty or disability calls for Special Educational Provision, namely provision different from or additional to that normally available to pupils of the same age. This is Special Educational Provision under Section 21 of the Children and Families Act 2014. We must also consider that a pupil may have a disability under the Equality Act 2010, and we will make reasonable adjustments for them to ensure they achieve their potential.

Pupils have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of pupils of the same age, that may require outside professional support, e.g. Education Psychology (EP), Speech and Language Therapy (SALT), paediatric support
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the Local Authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them (Code of Practice)

Support for pupils with English as Additional Language (EAL) needs are considered in a separate area of provision. Pupils with EAL should not be regarded as having Special Educational Needs, although pupils with EAL may also have Special Educational Needs.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision.

The SEND Code advises that these areas are not to be used to fit a pupil into a category, as pupils often have needs in more than one area.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/ or physical needs

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans

Admission Arrangements

All admissions to the school are based upon the school's 'Admissions Policy'. There is no differentiation made between pupils with, or without, Special Educational Needs.

Roles and Responsibilities

Provision for pupils with Special Educational Needs & Disabilities is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, the SENDCo and all other members of staff (both teaching and support staff), have significant day to day responsibilities.

All teachers are teachers of pupils with SEND. Teaching such pupils is therefore a whole school responsibility.

High quality teaching, which is differentiated and personalised, should be available for all pupils. At the heart of the work of every class/school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range may have Special Educational Needs.

Identification, Assessment, and Provision - A Graduated Approach

All staff have a responsibility for identifying pupils with Special Educational Needs.

STEP 1

A number of pupils experience delay in their learning and do not make expected progress for a variety of reasons. These pupils will have differentiated work prepared for them and reasonable adjustments made for them by their class teacher, in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of pupils of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents/carers kept informed.

STEP 2

It is to be expected that there will be more intensive support in Early Years Foundation Stage and KS1, with higher numbers of interventions which should then reduce through KS2. It is to be hoped that there will be considerable parent/carer involvement in order to maximise learning situations.

STEP 3

Where appropriate, Individual Education Plans will be prepared by class teachers and written with reference to a pupil's particular needs as identified on the School Tracking System.

STEP 4

Classroom teachers closely track pupils and are able to identify those who are still not making good progress and are causing some concern. Those identified are then referred to the SENDCo to arrange and coordinate additional SEND support in any or all of the four areas of need.

Once a potential Special Educational Need is identified, four types of action should be taken to put effective support in place:

1. **Assess:** Pupil data held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the early identification of action to improve outcomes. Discussions will include the responsibilities of the parent/carer, pupil and school.
2. **Plan:** If review of the action taken indicates that 'additional to, and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes which will include academic and development targets that take into account parent's aspirations for their child. Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing progress against the targets set.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil.
If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parental permission has been obtained and may include referral to:
 - Local Authority Support Services
 - Specialists in other schools e.g. special schools
 - Early Help & Social Services
 - Health partners such as the School Nurse and Child & Adolescent Mental Health Services

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the pupil.

Individual pupil progress at SEND Support Level will be intensively monitored at least three times per year by the school tracking system. A full report on the progress of pupils will be presented to the Governing Body once per year and the identified SEND Governor is encouraged to take a full challenging role regarding the progress of these pupils with both the SENDCo and Head Teacher.

STEP 5

For a very small number of pupils, whose needs are significant, long lasting and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the local authority to conduct an assessment of education, health and care needs. These pupils will still not be making appropriate progress at an acceptable rate, despite SEND support being in place. This may result in an Educational Health and Care (EHC) plan being provided.

This process will be started by the SENDCo in conjunction with the parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

Details of these arrangements are available from the SENDCo at the school.

Governors

The Governors, especially the named SEND Governor will be kept regularly informed about Special Education Needs practice within the school and progress of pupils with Special Educational Needs as a group. This includes how funding, equipment and personnel resources are deployed. The Head Teacher's report to the Governing Body also covers Special Educational Needs developments.

The Governing Body, through the School Improvement Plan, ensures that relevant plans are in place and training for staff is planned for.

Governors will have regard for the SEND Code of Practice.

Co-production with Parents/Carers

We aim to involve parents and carers and ask them to support actions that are put in place for pupils with Special Educational Needs. By appointment parents/carers are welcome to come in and discuss their concerns with a member of staff.

While many factors contribute to the range of difficulties experienced by some pupils. We believe that much can be done to overcome these difficulties by parents/carers, teachers and pupils working together.

We will have an early discussion with parents/carers when identifying whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' concerns and future plans are made in co-production with the parent/carer

- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record

We will notify parents/carers when it is decided that a pupil will receive SEN support, and will be put on the school's SEND register.

Pupils

It should be recognised that pupils with SEND often have a unique view of their own needs and about the help that they need. Where possible these views will be recognised and they will be encouraged to participate in decision-making, target setting and reviews of their SEND needs.

School Complaints Procedure

Please refer to the School Complaints Procedure on the school website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.