

**Whitnash Primary School**

**‘Learning, growing and succeeding together’**

# **Special Educational Needs & Inclusion Policy**



# Whitnash Primary School

## SEND & Inclusion Policy



At Whitnash we believe that every child is equal and has the right to an education that provides equal opportunity for all. To ensure that every child reaches their full potential, we aim to provide inclusive learning experiences through quality first teaching and individualised learning opportunities so that all children can thrive and achieve.

We strive to be a fully inclusive school by identifying any potential learning barriers and planning appropriate and reasonable action to remove these barriers. We ensure that all pupils have appropriate learning targets. We use SMART targets that are specific, measurable, achievable, relevant and time-bound. We value the diversity of our pupils and we seek to ensure that all pupils achieve their best by ensuring to make reasonable adjustments to our provision to meet the needs of each individual learner.

### The objectives of this policy are to:

- organise teaching and learning opportunities to ensure that all children are included in every aspect of school life
- organise an effective and efficient system of identification of need and a robust implementation of support approach for pupils (assess, plan, do, review)
- work collaboratively with parents, sharing information on children's progress and their individual needs
- continuously develop our approaches to provide the highest quality of provision for all our children with the resources available
- meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014), Equality Act (2010) and the Special Educational Needs and Disability Act (2001)
- encompass the LA Statement of Policy for Children with SEN
- facilitate pupil learning by effectively identifying individual needs and taking appropriate steps to address need within the context of the National Curriculum and the school curriculum as a whole, taking account of the SEN Code of Practice (2014)
- respond to particular pupils flexibly, adapting the learning environment and experiences according to individual needs
- effectively support pupils' learning without making them feel different or inferior to their peers
- enable and inspire each pupil to become a motivated, independent and confident learner.

This policy explains how we intend to meet these objectives. The procedures we set out will be reviewed annually to ensure that we are doing all we can to meet the needs of our pupils in the most effective and efficient approach.

This policy forms part of our overall commitment to quality first teaching and educational inclusion.

## **Background Information about the School and provision for SEND pupils**

We are located in South Warwickshire and are currently growing into a two-form entry school with 416 children on roll (March 25).

Although many of our pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The catchment of the school is extremely diverse.

The large majority of pupils are White / British, with an increasing minority from other minority ethnic groups. The number of children from ethnic backgrounds has increased significantly over recent years.

There are a significant number of pupils in school experiencing difficulties with learning. Whilst this figure has remained fairly consistent over recent years, we have seen an increase in the intake of pupils with a higher and more complex level of SEND who require a significant level of support. We have a large, and increasing number, of pupils in receipt of an Education Health and Care Plan (EHCP). We also have several pupils undergoing assessment for an EHCP. The percentage of children with SEND in each class varies across the school and in some classes, this can be up to 40%. At present, we have 91 pupils on our SEND register and 15 EHCPs in place.

The school has a small number of pupils who are classed as a 'Child Looked After' (CLA) and some children under a Special Guardianship order.

Our Special Needs Co-ordinator (SENCO) is responsible for supporting staff in meeting the identified needs of the individual pupils on the school SEND register, in liaison with outside agencies where appropriate. The SENCO is also referred to in school as the school's Inclusion Lead.

Given the increase in the proportion of children with complex special needs, the school has recruited an Inclusion Assistant to support the Inclusion Manager with the day-to-day management of SEND.

There are a number of Teaching Assistants employed by the school to work with all pupils, including the children with SEND. Where a child is deemed to require 1:1 support some Teaching Assistants hours are specifically employed to support children with more complex needs – the delivery of these may be shared between 2 or more adults at Whitnash. The school has one Higher Level Teaching Assistant (HLTA) with a core responsibility for Speech and Language. The Inclusion Manager and Inclusion Assistant support the liaison, consultation and communication between support staff and teachers, agencies, subject leaders (including the Pupil Premium Lead and PSHE/Well-being Lead), senior leaders and the schools' Thrive Practitioners regarding the needs of pupils with SEN. Inclusion, adaptive teaching strategies, intervention approaches and the early identification of potential difficulties are an integral part of termly Pupil Progress Meetings throughout the school. The Inclusion Lead, the Inclusion Assistant, the Pupil Premium Lead and Standards Leaders work collaboratively to undertake these robust reviews.

The Inclusion Lead establishes close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Our Special Educational Needs Co-ordinator (SENCO) / Inclusion Lead is:  
**Mrs Louise Hackett**

Our Inclusion Assistant is:

**Mrs Rebecca Stevenson**

### **Definition of SEND (Special Educational Needs and Disability)**

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 he or she has significantly greater difficulty in learning than the majority of others of the same age, or has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice January 2015)

Special educational needs and provision can be encompassed within **four** broad areas of need:

**Communication & Interaction:** *this includes children with social interaction, understanding and communication difficulties and can include children with conditions such as ASC (Autism Spectrum Condition). This also includes children supported by the Speech and Language Therapy services.*

**Cognition and Learning:** *this includes children with moderate (MLD) and severe (SLD) learning difficulties. Children with profound and multiple learning difficulties (PMLD), children with specific learning difficulties (SpLD) and children who learn at a significantly slower pace than their peers, despite additional support.*

**Social, Emotional and Mental Health difficulties (SEMH):** *this includes children who may have attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Children who display behaviours of concern and children with possible mental health difficulties (anxiety, self-harm, eating disorders etc.) Children whose emotional needs may impact their learning.*

**Physical and/or Sensory needs:** *this includes children with a sensory impairment, sensory processing disorder and children with a specific physical disability.*

Many children and young people have difficulties that fit clearly into one of these areas; some span across two or more areas.

## Identification of SEND

On entry to our school, we will liaise with the child's previous education provider to ensure that we are aware of any special educational needs, with a particular focus on the four broad areas of need previously mentioned.

We will obtain records of academic achievement and/or conduct an initial assessment so that we can measure and compare against expected levels of progress and attainment.

If a child's progress is of concern then class teachers will raise their concerns with the Inclusion Lead. Concerns will also be discussed with parents if appropriate. An agreed course of action such as an adapted curriculum or additional support will be put in place. Pupil progress will be monitored closely for up to two terms.

If concerns remain, a decision may be made to provide SEND support and add the child to the school's SEND register. An Individual Education Plan (IEP) will be written. Parents are involved in this process and the class teacher/Inclusion Lead will conduct a structured conversation with parents to set SMART targets for the child and identify the support needed. This support could include increased adult support, practical resources, interventions, adaptive teaching approaches and individualised learning opportunities.

The class teacher is responsible for organising and providing the support identified in each child's IEP.

A decision may also be made by parents or the school to involve a specialist outside agency for further support. This could include: Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Educational Psychology, Occupational Therapy, the Specialist Teaching Service (specialist teachers for SEND), Connect for Health, Integrated Disability Service, Primary Mental Health Team, Mental Health in Schools Team, and Snowford Grange Counselling. The decision to contact an outside agency for support must always be discussed with parents before contact is made.

All children on the SEND register will receive an IEP. This will state the following:

- The nature of the child's difficulties.
- The details of the programme of work to be undertaken, the staff involved and the frequency of support.
- Practical resources or adaptations to learning environment
- The involvement of parents at home.
- Measurable and achievable targets.

The only exception to this may be when a child is on the SEND register and it is agreed that an IEP and SMART targets are not required but does need monitoring. For example, a child with a diagnosis who does not require additional support. This decision is agreed with parents and SLT.

***When pupils leave the school we will:***

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required
- Plan additional transition work for a child where appropriate in liaison with the parents, the receiving school and the transition support workers.

If parents/carers are concerned about their child, a meeting should be arranged with the class teacher to share these concerns.

## How we Support Children with SEND

### **Quality First Teaching**

All class teachers are responsible and accountable for the progress and attainment of every pupil in their class, including pupils who are identified as having a special educational need.

At Whitnash we recognise that interventions and extra support do not compensate for a lack of quality first teaching and teaching that is tailored to the needs of an individual child. We believe that quality first teaching is the foundation for supporting children with SEND.

### **Graduated Approach**

Our approach to SEND support is designed to offer a graduated response to special needs in line with the SEN Code of Practice (2014). This is a cyclic approach with four stages of action:

#### **Assess:**

This involves identification of special educational needs, conducting an analysis and evaluation of pupils needs through observation, assessment, parent views, child views and external advice. The class teacher and Inclusion Lead will also review assessment information (progress and attainment) – this information will be discussed with parents during an Individual Education Plan (IEP) meeting.

#### **Plan:**

Where it is decided to provide SEN support in consultation with the parent at a Structured Conversation meeting, the teacher, parents and Inclusion Lead agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take account of the views of the child. This plan is formulated into an Individual Education Plan (IEP). Individual Education Plan (IEP) meetings are conducted three times a year, in October, February, and June.

#### **Do:**

The class teacher is responsible for working with all children on a daily basis and implementing the support and provision identified in each pupil's IEP. Where interventions involving 1:1 teaching or group teaching occur away from the main class, the teacher still retains responsibility for the child and must direct these sessions, ensuring the focus on meeting individual pupil targets.

The class teacher will work closely with the teaching assistant or specialist support staff involved to plan and assess the impact of interventions and how they are linked to class teaching. The Inclusion Lead will support the class teacher with the management and implementation of interventions and specific programmes of learning.

### **Review:**

The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date on the plan. Individual Educational Plans should be reviewed in October, February and June. Changes and the child's next steps will be agreed in liaison with the parents, child (if suitable), teacher and Inclusion Lead (if required) in the context of an Individual Education Plan (IEP) meeting.

If progress is consistent and the difficulty seems to be resolved, the child may be removed from the SEND register and SEND support will discontinue.

If your child is continuing to have significant difficulties, further external expertise may be requested from an outside agency and/or an Educational Health Care Plan (EHCP) request may be made.

### **Education Health Care Plan (EHCP)**

An Education Health Care Plan is a legal document which sets out the education, health and social care needs that a child or young person has and the support that is necessary to cater for those needs. An EHCP is for children and young people aged **up to 25** who need more support than is available through special educational needs support. School will make an EHCP application for a child if their needs are significant, SEN support is not sufficient for the level of need and progress is minimal despite using the graduated response approach.

School will consider parental views and external advice in the EHCP application process.

Annual reviews will be conducted for every child with an EHCP. During these reviews, targets and support will be reviewed and adapted if required. The class teacher, Inclusion Lead, parents/carers and outside agency staff will attend the review meetings.

### **Supporting Children with Medical and Physical Needs**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, 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.

#### **We have the following adaptations and special facilities:**

- wheelchair access to all areas of the school
- a Hygiene Suite for pupils with disabilities including wheelchair access, changing facilities and a shower unit.



- an additional disabled toilet that is equipped with support bars and wheelchair access.
- where appropriate steps may be marked with recommended yellow paint for the safety for our pupils with a visual impairment.
- Further classroom adaptations will be made for SEN children through the use of ICT provision, desktop resources, visual aids, window film etc.

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

## **The Thrive Approach**

The Thrive Approach is a dynamic, developmental and trauma-sensitive approach that we use in school to meet the social and emotional needs of our children. The Thrive Approach is grounded in neuroscience, informing our understanding of the brain and the nervous system and how developmental pathways develop during childhood.

The aim of Thrive is to help and support children to regulate their own behaviour and learn about their emotions. This leads to improved social skills, improved behaviour, increased academic performance and an increase in overall happiness and self-esteem.

We use an online screening tool to devise individualised plans with targets and select appropriate, practical activities for children who have been identified as having gaps in their developmental stages of childhood.

Thrive focuses on using hands-on and practical opportunities such as art activities, sand tray work, puppet work, messy play and social skills games. We have a designated Thrive Room in school that is used for 1:1/small group sessions. This is a calming and engaging environment where children can self-regulate and interact with an adult/peers in a non-classroom environment.

We currently have seven trained Thrive practitioners in school. These practitioners are situated in EYFS, KS1 and KS2. Thrive practitioners work with children on a 1:1 or small group basis.

Whole-class screenings are conducted and reviewed on a termly basis. These screenings identify developmental gaps and targets and activities on a whole-class basis. Each class has a weekly Thrive session that focuses on meeting the identified target.

The Thrive Approach formulates part of the school's wider Personal, Social and Health Education (PSHE) and is overseen by our PSHE and Wellbeing Lead. However, the Inclusion Lead maintains the strategic oversight of all aspects of inclusion and SEND provision.

## **Roles and Responsibilities**

### **Inclusion Lead:**

- Manage the day-to-day operation of the school's SEND & Inclusion policy.



- Manage and up-date the SEND register on a termly basis.
- Co-ordinate provision for children with SEND.
- Liaise with and advise staff, meeting with class teachers on a termly basis to review progress and provision.
- Work with support staff and teachers to monitor interventions and their impact and use this to inform Provision Mapping.
- Liaise with and make referrals to outside agencies if required.
- Manage the intervention timetables of Teachers and Teaching Assistants.
- Report on the effectiveness of provision to the Head Teacher and SEND governor on a termly basis.
- Contribute to the reports to Governors on the effectiveness of the SEND and Inclusion policy in school.
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers.
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND.
- Use the designated resource budget to ensure that teaching resources are available for SEND children
- Observations and monitoring of planning to ensure appropriate adaptations and support is provided for pupils with SEND.
- Ensure assessment procedures are appropriate for pupils with SEND.
- Monitor the progress of pupils with SEND.
- Compile requests for Education Health and Care Plans.
- Conduct annual reviews for pupils with an Education Health and Care Plan
- Plan and organise in-service training programmes for staff professional development.
- To establish working relationships with other mainstream and Special School Provisions.
- Direct and oversee the work of the Inclusion Assistant.
- Oversee the wider inclusion provision within the school, including liaising and supporting the strategic direction of other staff with leadership responsibilities for aspects of inclusion e.g. PSHE/Well-being Lead, Pupil Premium Lead, HLTA for Speech and Language and Inclusion Assistant.

### **Headteacher and Senior Leadership Team:**

- Challenge, question and support the Inclusion Lead and school staff to ensure the needs of children with SEND are met appropriately, effectively, and efficiently.
- Identify a resource budget for SEND provision, including higher needs funding.
- Plan with the Inclusion Lead how resources are used to support pupils in the most efficient, effective, and equitable way and assist in setting the strategic direction of inclusion.
- Set the overall school policy for Educational Inclusion with reference to Local Authority policy.  
Liaise with the Inclusion Lead to decide whether to put forward a pupil for an Education Health and Care Plan, in consultation with parents/carers.

- Provide sufficient time and support for inclusion leadership, including the staff structure.

### **SEND Governor:**

- Challenge, question and support the school to ensure the needs of children with SEND are met appropriately, effectively and efficiently.
- Monitor the effectiveness of the SEND policy and its outcomes through termly meetings with the SENCO

### **Class Teachers:**

- To ensure that they are aware of and fully understand the SEND needs of pupils in their class.
- To identify pupils experiencing difficulties and raise these concerns with the SENCO.
- Write and review Individual Educational Plans for pupils on the SEND register.
- Conduct Individual Education Plan (IEP) meetings with parents/carers on a termly basis.
- Follow external agency advice, implementing recommendations and strategies on an individual and whole-class basis.
- Set SMART targets for pupils.
- Use Target Tracker (the school assessment system) to identify specific targets and ensure these targets are met through differentiation and intervention.
- To ensure that support staff are aware of SEND pupils within the class and to deploy support staff appropriately and effectively to meet SEND pupil needs.
- Support pupils inclusively and effectively within the classroom environment through quality first teaching and individualised planning/adaptive teaching.
- Make appropriate adaptations to the learning environment to support individual needs of all pupils.
- Use Target Tracker to monitor progress and assess pupil attainment.

## **Criteria for Evaluating the Success of the SEN Policy**

The following criteria will be used:

- The quality of adaptive teaching and intervention provided for SEND pupils across the curriculum.
- The number of pupils with special educational needs attaining specified levels in National Curriculum assessments and/or making expected progress.
- The progress of pupils receiving reading and/or phonics intervention.
- Outcome and impact of wider targeted intervention and support.
- Governor and external School Improvement Partner visits to monitor and validate the quality of the school's SEND provision.
- INSET time allocated to staff development and the impact of this professional development, with reference to special educational needs.
- The proportion of parents attending or contributing to reviews and consultations and parental feedback on their children's progress and provision.
- The quality of implementation of SEND procedures.

- Audits of how well the school and teaching staff embed the recommendations by external agencies.
- Children's confidence and motivation with learning.
- Movement between stages and the number of pupils on the register.

### **Arrangements for Considering Complaints about the SEN Provision within the School**

In the first instance, complaints should be taken up with school staff directly concerned. If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with the complainant
- undertake further investigations
- seek the involvement of external agencies, such as Warwickshire SEND Service/SENDAR.
- Take action to address the complaint.
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.
- Provide the complainant with the school's Complaints Policy if the complainant wishes to escalate the complaint to the Governing Body.

### **The School's Arrangements for SEN In-service Training**

- All staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability.
- All staff receive In-Service training (INSET) on SEN procedures in school.
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care.
- All staff have the opportunity to receive training in specific techniques related to adaptive teaching, class management, and specific disorders e.g. Attachment, Autism etc.
- The SENCO will identify areas for In-Service training in liaison with staff, agencies and the headteacher.

### **Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations**

We liaise with:

- Health Visitors
- Social Services, where applicable
- Child Health Service, including the Compass School Nursing Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries

## Arrangements for Partnership with Parents

At Whitnash, the role of parents is seen as crucial to the educational progress of their child. The concept of parents as partners is central to the SEN Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings/ Individual Education Plan (IEP) meetings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their children's targets at home.

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. We will engage the services of an interpreter where we can to promote effective home-school dialogue.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information – Individual Education Plan (IEP) meetings
- Sharing of assessment and planning information through IEPs
- Open school Access for parents/carers
- Discussion with parents/carers about options when pupils leave school
- Meeting the parents/carers of prospective new pupils to the school to discuss SEN support.

## Contact Details

For further information about provision for pupils with SEN, please contact:

Mrs Donna Ellison (Headteacher): [ellison.d@welearn365.com](mailto:ellison.d@welearn365.com)

Mrs Louise Hackett (Inclusion Lead/SENCO): [mccourt.l@welearn365.com](mailto:mccourt.l@welearn365.com)

Mrs Rebecca Stevenson (Inclusion Assistant) [stevenson.r2@welearn365.com](mailto:stevenson.r2@welearn365.com)

## Policy Review Details

**Date:** March 2025

**Review:** March 2026