



# SEND and Inclusion Policy

## (Special Educational Needs and Disabilities)

<b>Approved by:</b>	LGB	<b>Date:</b> Spring 2025
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# 1. School vision and aims

## School vision for Special Educational Needs and Disabilities (SEND) provision

Weyford Nursery and Primary Academy is a mainstream primary (age 4-11) and is part of the University of Chichester Academy Trust. The school is committed to providing an aspirational and inclusive community school where all pupils, including those with SEND, are continually inspired, enjoy learning, thrive and achieve success.

### We aim to achieve this for pupils with SEND by:

- Quality first teaching supporting every pupil to make progress and flourish
- Setting high aspirational goals for pupils that motivate, engage and build self-belief
- Ensuring pupils with SEND are integrated into all aspects of the curriculum where possible
- Early identification of pupil's needs and having a team fully involved in the 'assess, plan, do, review' cycle of the provision maps
- Working in co-production with pupils, parents and carers
- Working collaboratively within a team involving our school, outside agencies (such as local authority teams and private consultants) and other specialist provisions (such as alternative provision and NHS) as applicable to need
- Everyone being valued as a member of the school's inclusive community and as an individual
- Preparing individuals for the future and the next stage of their school career, by planning careful transitions
- Ensuring the school grounds, buildings and environment is accessible to all to suit individual pupil's needs so that all pupils are able to access a full curriculum
- Providing clear starting points for a personalised learning approach so that every pupil makes progress and achieves standards that reflect their full potential
- Striving for best practice for all pupils by working beyond our own school

### Weyford's SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Provide details of the school procedures that follow the graduated approach and four-part cycle of 'assess, plan, review and do' to meeting pupil needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015) and the following legislation:

- The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy links with other school policies and documents including:

- SEND Information Report
- Accessibility plan
- Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions
- Pupils we care for
- Safeguarding
- Positive Handling
- Health and Safety

### 3. Definitions

**'Special Education Needs and/or Disabilities' (SEND)** refers to a learning difficulty or disability which calls for special educational provision to be made for the individual.

They have a learning difficulty or disability if they have:

- I. A significantly greater difficulty in learning than others of the same age, or
- II. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

**A disability can be defined by:**

Many pupils and young people who have SEN may also have a disability under the Equality Act 2010 – that is "...a physical or mental impairment" which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

**The four broad areas of need are:**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

The pupils with SEND are identified largely within these areas. These areas exemplify the range of need for which the school can identify and provide support from within the school's provision.

## **4. Roles and responsibilities**

### **The Senior Leaders for Inclusion and school SENDCo will:**

- Work with the headteacher and governors to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the operation of the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans and medical needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up-to-date and that all stakeholders are aware of key information

### **The link governor for SEND will:**

- Meet with the SENDCo at least three times a year to discuss SEND provision and ensure that pupil needs are being met
- Help to raise awareness of SEND issues at governor meetings
- Monitor the quality and effectiveness of SEND provision within the school and update other governors on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND provision in the school

### **The headteacher will:**

- Work with the Senior Leaders for Inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

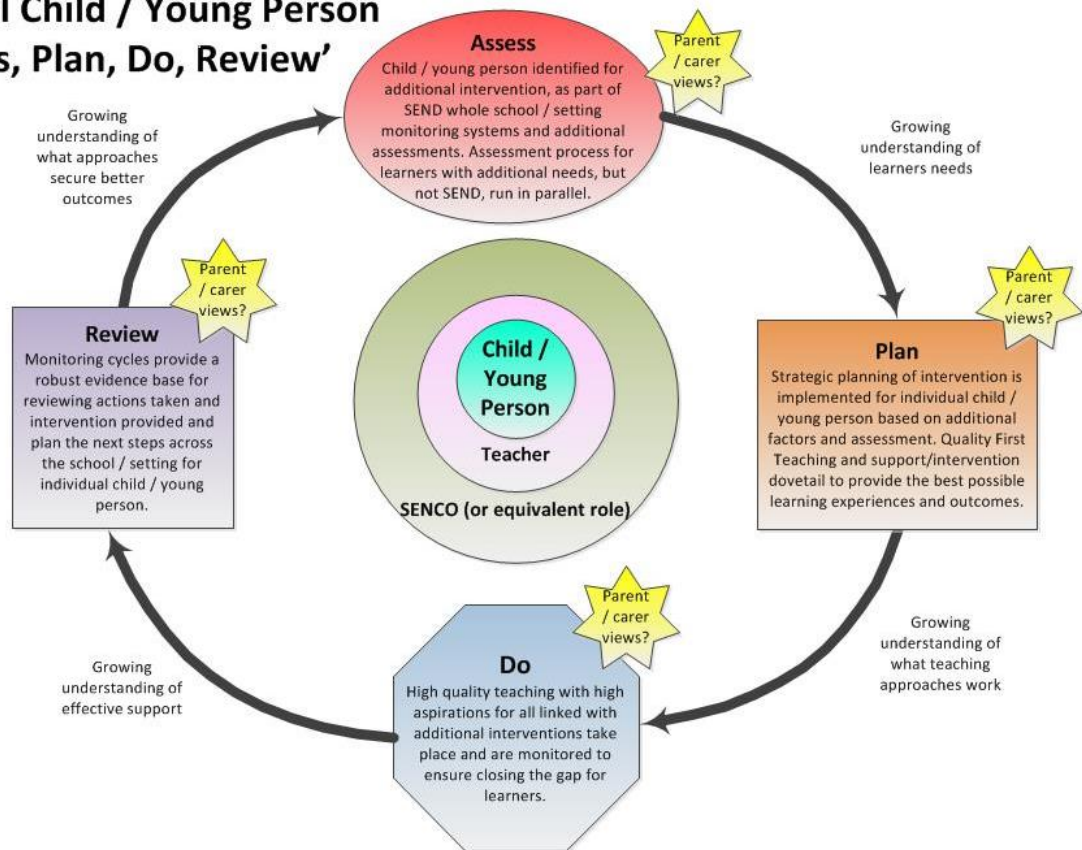
**All teaching staff are responsible for:**

- The progress and development of every pupil in their class
- Planning adaptations and interventions to support pupils with SEND and reviewing these
- 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
- Meeting the SENDCo at least half termly to discuss the impact of interventions for pupils who have EHCPs, are on the SEND register or are being monitored
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision. For pupils with SEND, teachers will achieve this by reviewing the provision map for learning at least once a term.
- Ensuring pupils with medical needs are supported to access a full curriculum through adaptation and scaffolding where required
- Adhering to this SEND policy

## 5. The graduated approach (Assess, Plan, Do, Review)

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

### Individual Child / Young Person 'Assess, Plan, Do, Review'



The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress.

Some pupils or young people will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

### Assess

The first step is to collect the right information and find the right people to be able to plan support. If a pupil or young person isn't making the expected progress, draw on:

- information from their teachers
- the views of the pupil, young person and their family
- any external services or organisations involved.

## Plan

During this step teachers, the special educational needs co-ordinator (SENDCo) / Senior Leader for Inclusion, the pupil and their family should agree on new interventions, support and the expected outcomes. The agreement should be recorded on the school's systems and explained to the involved teaching staff.

## Do

In this step, the plan is put into practice. The pupil or young person's class or subject teachers are responsible for checking whether the plan is working on a daily basis.

## Review

The impact of the plan is reviewed by teachers, the SENDCo, the pupil and their family. Good enough progress may mean SEN support is no longer needed.

## 6. Identification and Assessment

The purpose of identifying pupils' Special Educational Need(s) is to assess and plan what action the school needs to take to provide an inclusive curriculum in which each pupil can flourish.

At Weyford Nursery and Primary Academy our aim is to identify the needs of an individual pupil by considering the needs of the whole pupil, not just their Special Educational Needs and/or Disabilities (SEND). A pupil might be identified as having Special Education Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential. For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

In the Code of Practice (2015), special educational needs and provision can be considered as **four broad areas of need**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Weyford recognises that the use of these areas depend on the individual as every pupil is different. For example, pupils could have a need within one area, there could be pupils who have needs in more than one area or for some pupils the precise nature of their need may not be clear at the outset. Therefore, Weyford will endeavour to recognise the individual pupil's needs when thinking about how best to support them.

Schools assess all pupils to identify their strengths and needs and how they can best be supported. At Weyford Nursery and Primary Academy pupils who need extra help with their learning may receive additional support under one of the following categories:

- SEND monitoring
- SEND support
- An Education, Health and Care Plan (EHCP)

At Weyford Nursery and Primary Academy we recognise that some pupils require additional support to catch up with lost learning and missed consolidation of learning as a result of the pandemic or poor attendance. These pupils are not classified as SEND but may have some of the same structures in place to support their accelerated progress.

## **Referrals to the SENDCo**

Parents and carers should speak to their pupil's class teacher if they have concerns. However, parents and carers are welcome to contact the SENDCo directly, by phone, email or letter, who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve the parents asking their GP or School Nurse to make a referral.

Concerns can be raised to the SENDCo by parents/carers or by staff. A referral form detailing concerns, strategies tried and agreeing next steps is completed by the teacher with parents. This is to gather initial thoughts and concerns to support further identification. This is then shared with the SENDCo to consider next steps.

## **Assessments**

Assessments are recorded and shared at regular Pupil Progress Meetings (which are meetings between the class teachers, senior leadership and SENDCo). If expected progress is not being made, additional support is planned for, such as differentiated resources, interventions, or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you.

As well as academic progress, teachers complete a Boxall assessment when applicable to the needs of the pupils. This is an online assessment, action-planning and monitoring tool - to identify and plan targets in relation to social and emotional needs. This provides the school with targets tailored to the social and emotional development of the pupils designed to improve self-esteem, become more resilient and resourceful, form trusting and rewarding relationships and enable pupils to overcome difficulties and setbacks.

The school also uses various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. These include:

- Solent Therapy Resource Pack
- Speech and language checklist
- Speech sounds check
- Working Memory Rating Scale
- Dyslexia Screening Test
- Sandwell Maths Assessment
- Active Listening for Active Learning
- Anxiety Rating Scales
- Leuven Scale of Engagement

The following are not considered to fall under the category of Special Educational Needs, however they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- Being a Pupil We Care For or Previously Looked After Pupil (PLAC)
- Being a pupil of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Poor attendance
- Low engagement in remote education during the pandemic

## **7. Provision for pupils with special educational needs and/or disabilities**

### ***Our approach to teaching pupils with SEND***

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEND Support or EHCP (if they have one). As part of the SEND register, we also recognise pupil's needs as SEND Monitoring if their needs have yet to be fully identified or assessed formally. Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENDCO and any relevant professionals involved. Sharing relevant information is important to understanding a pupil's learning barriers; therefore, adapting the teaching approach to meet their individual needs.

### ***Quality First Teaching***

Teaching staff are responsible and accountable for the progress and development of all the pupils in their class. This will involve appropriate challenge for all pupils and requires quality first teaching. This is the first step in responding to pupils with SEND, which involves teaching staff tailoring methods and materials to meet the needs to all pupils in the class through differentiation, personalisation and/or individualised learning.

### ***Provision mapping tool***

Pupils identified as SEND Support or EHCP will have a 'Provision Map', which will be agreed between the school, parents and the pupil containing information about their barriers to learning, strategies to support them, termly targets and provision. These are reviewed regularly (at least once a term) between school and home.

### ***Additional provision including interventions***

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress despite quality first teaching will be offered additional support. Additional support may include 1:1 targeted intervention, small group interventions and in-class support from school staff. A wide range of interventions are delivered, monitored and evaluated by teaching staff and senior leaders. Some of the interventions may include:

- A range of speech and language interventions with groups or individuals
- Fine and gross motor skill development
- Jumpahead for developing gross motor skills
- Precision Teaching
- SEMH support
- Play Therapy
- First Class at Number
- Phonics interventions with Little Wandle

- Lego Therapy

Where possible, interventions will take place within the classroom and pupils may not even realise that they are having specific support given the appropriate adaptation within classrooms.

### ***Working with other agencies***

The school is committed to working in co-production with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

At Weyford Nursery and Primary Academy we employ the services of and access support – such as: Speech and Language service, Learning and Behaviour Team (LBAT), Autism and Social Communication Team (ASC) and many more.

### ***Working with families***

The school is committed to working in co-production with parents to support pupils with special educational needs and/or disabilities and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the pupil's needs and the best ways of supporting them. Parents and carers share their views at all stages and are recorded at review meetings and at any other time they discuss the needs of their pupil.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENDCo via the school office.

There are two parental consultations each year and within these meetings, parents of pupils on the SEND register will have priority booking for an extended meeting with the class teacher and SENDCo. In these meetings, classroom progress and passports will be discussed.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice in the schools SEND Information Report, which can be found in the SEND Information Report.

## 8. Reviewing pupils' progress

If a pupil has an Education, Health and Care Plan (EHCP), these are reviewed annually as part of the West Sussex/Surrey/Hampshire processes and in line with their annual review guidance. These can involve other professionals. The outcomes in the EHCP are broken down into termly targets using a provision map, which is reviewed each half term.

All pupils on the SEND register will have a provision map then these are reviewed each term through a person-centered review with the parents or carers, class teacher and SENDCo. The views of the pupils are collected prior to this meeting and shared as part of the review process.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's termly summative assessments, ongoing formative assessments, intervention data and experiences of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress in Pupil Progress Meetings and meetings between stakeholders.

## **9. The process of transition**

Effective transition is based on communication between all parties involved so that the process of transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organized, over an extended period of time, to ensure that the pupil, parents and all professionals involved are completely informed and prepared. These transition plans are based on the pupil's appropriate needs. This may include a visit to the pupil's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

## **10. Staff professional development and training**

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school.

The school utilises training opportunities within the Trust, West Sussex, National College and other providers as applicable to the needs of the pupils and staff.

Staff are encouraged to professionally reflect to continually develop strategies and provision for all pupils. The SENDCo's role support this evaluation to improve inclusive practice at Weyford Nursery and Primary Academy.

The professional development and training relevant to SEND provision is reported annually in the school's SEND Information Report.

## 11. Contact details

Parents and carers can raise concerns with class teachers who can advise on day- to-day matters. Staff are available on the playground at the beginning of the school day but appointments can also be made for a longer conversation. The SENDCO and Headteacher can be contacted at any time; appointments can be made via the school office.

*School contact details:*

Telephone number: 01420 472119

Office email: [admin@weyfordprimary.chimat.uk](mailto:admin@weyfordprimary.chimat.uk)

School website: [www.weyfordprimary.chimat.uk](http://www.weyfordprimary.chimat.uk)

Head teacher: Mr Chris James

Senior Leader for Inclusion: Mrs Ellie Boyd  
They can be contacted at

SEND governors: Mrs Penny Flux

## 12. Monitoring arrangements

This policy will be reviewed by the school Headteacher, Mr Chris James, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Senior Leader for Inclusion, headteacher and governing body.

## 13. Further information

For further information, please refer to:

- The school's SEND Information Report (published on the school website)
- The school website: [www.weyfordprimary.chimat.uk](http://www.weyfordprimary.chimat.uk)
- For information about the local authority's local offer visit their website:

West Sussex <https://westsussex.local-offer.org/>

Surrey <https://www.surreylocaloffer.org.uk/>

Hampshire <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>