



Westcott CE School

Special Educational Needs & Inclusion Policy

January 2023

At Westcott Church of England School, the academic, emotional and spiritual well-being of the children are at the heart of all that we do; where every child is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Inspired by the Christian faith and rooted in the teachings of the Church of England, we embrace our core values of respect, forgiveness, friendship, perseverance thankfulness and trust, where all individuals learn to value themselves and others.

We are committed to setting high standards of achievement within a caring and nurturing learning environment. We aim to provide opportunities for children to develop a curiosity of learning, a thirst for knowledge through the exploration of the world around them.

Our aim is to meet the needs of children and young people in our school, preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others

The Way Ahead 2001

Dissemination and Review: This policy, once approved by Governors, will be reviewed tri-annually.

Definition of Special Educational Need (SEND)

The Code of Practice 2015⁴ states that;

- A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has Special Education Needs if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally for others of the same age in mainstream school.

Additional provision means: Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156).

Children must not be regarded as having learning difficulties solely because their home language, or form of the home language, is different from that in which they are taught.

Our school will have due regard for the Code of Practice 2014 when carrying out our duties towards all pupils with additional needs and ensure that parents are notified when additional provision is being made for their child.

Inclusion statement

All those working within the Westcott school community will endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. All pupils are entitled to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- Monitor our effectiveness in achieving the above aims

We recognise that a number of pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils can be supported to overcome their difficulties.

Admission Arrangements

In accordance with the Code of Practice 2014, our school admissions; requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the Diocese's admissions arrangements.

Management of SEND

Our school leaders have responsibility for the day to day implementation of this SEND policy. The management of SEND is supported by the Senior Leadership Team.

All staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education and Health Care Plan. A positive and sensitive attitude is shown towards pupils. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants also play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is class based to support literacy, numeracy and science and deliver a range of support or intervention programmes to support children who may have a greater need.

In line with the recommendations in the SEND Code of Practice 2015¹ and its 2020 update, the SENDCO is responsible for:

- overseeing the day to day operation of this policy in partnership with the leadership team
- co-ordinating provision for children with special educational needs
- Liaising with the Designated Safeguarding Lead (DSL) where a looked after pupil may have special educational needs
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the records of all children with SEND in partnership with the SEND administrator
- Liaising with parents of children with SEND in conjunction with class teachers and learning support assistants
- Contributing/leading to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, Early years providers, other schools, health and social services and voluntary bodies
- Being the key point of contact with external agencies, especially the local authority and its support services to ensure a pupil and their parent/carers are informed and smooth transitions are planned when needed
- Managing support/learning support assistants work with pupils with SEND
- Working with Leaders and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Objectives for SEND

As a Christian School, rooted in the teachings, values and spiritual life of the Church of England we aim to:

- ensure that the school uses their best endeavours to support every child with a special educational need or disability
- ensure that the child's welfare remains paramount, and that the best interests of the whole child are central to our work
- ensure that the child has a voice in their education to enable their wishes and feelings to be taken into account, in the light of his or her understanding
- ensure early identification of the children's needs and early intervention to support them
- ensure high quality provision to meet the needs of children with SEND
- focus on inclusive practice by removing barriers to learning for all pupils
- ensure that children with SEND engage in the activities of the School alongside children who do not have SEND
- work in partnership with children, parents and carers to enable and encourage them to participate as fully as possible in decisions, and providing them with the information and support necessary to enable participation in those decisions

¹ [Special educational needs and disability code of practice: 0 to 25 years](#)

- identify the roles and responsibilities of staff in providing for the children's special educational needs or disability
- ensure a smooth transition for all pupils who leave the school with SEND whether this be within the primary phase or to their secondary school

We monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice (DfE 2015); communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

We work closely with all parents to listen to their views so as to ensure that all children develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of all children, and especially those with SEND. Parents are encouraged to discuss any issues and concerns with the class teacher and the Special Educational Needs and Disability Coordinator (SENDCo). The Head teacher and SEND Governor can also be contacted through the school office.

Monitoring the progress of all children is an on-going process which enables early identification of any children who may require additional or different provision to be made.

At Westcott we ensure that all children with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social, spiritual and cultural activities of the school. We believe in equal opportunities to meet the physical, emotional, spiritual and intellectual needs of all our children.

Children may have special educational needs at different points during their school career. These may last throughout the time a child is in school, or may present for a given period of time, after which, often as a result of intervention strategies employed to support the child, no other action is required.

Roles and Responsibilities

Class Teacher

Class teachers are responsible for identifying the needs of the children within their own class and reporting these to the SENDCo. Teachers will meet at least termly with parents/carers to share strengths, concerns and discuss ways to support children. Class teachers set appropriate SMART targets for the children and manage the strategies and interventions used within their own classrooms. They work closely with support staff and strive to meet the needs of all children within their class. They also ensure that the objectives set by outside agencies are worked towards.

The Teacher's Standards (2018) state that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils.' The SEND Code of Practice extends this point, stating that 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.'

SENDCo

The Special Educational Needs and Disability Coordinator (SENDCo) for our school is Mrs Jacquie Coles.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND Policy
- coordinating provision for children with SEND
- ensuring that children who are looked after and have SEND are well supported
- advising on the graduated approach to providing SEND Support at Westcott
- advising on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, feeder primary schools and secondary schools

- liaising with educational psychologists, health and social care professionals and other outside agencies as appropriate
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with special schools when appropriate to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the SEND Code of Practice (2015) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all pupils with SEND up to date.

Governor Role

The governor with responsibility for SEND is Mrs Kirsty Eales. She will:

- Monitor the progress of pupils with SEND and report back to the governing body on these
- Ensure the governing body is up to date about issues relating to SEND
- Meet regularly with the SENDCo to discuss the school's SEND provision, budget and resources
- Attend training on the role of the SEND governor, as appropriate

The governing body must:

- Cooperate with the local authority in reviewing the provision that is available locally and develop the local offer
- Use their best endeavours to make sure that every child with SEND gets the support they need
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when they are making special educational provision for a child
- Ensure that arrangements are in place in school to support pupils with medical conditions
- Have a clear approach to identifying and responding to SEND
- Publish information on their website about the implementation of the board's policy for pupils with SEND (the school SEND information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCo) for the school

Identification and Assessment

The school follows the 2015 SEND Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers as they track the progress of all pupils. It is important to remember that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. Pupils who fail to make expected progress on the basis of accumulated evidence over a period of time are placed on the School Support register. Parents are consulted before this decision is made.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively.

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be

identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to a pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full National Curriculum. All children participate in physical activities, and in the case of children with a physical disability, support is available from the Specialist Teaching service (PD Team)

Westcott CE School is partially accessible to wheelchair users with recent changes to the structure of the school site allowing access to most areas of the school.

Code of Practice graduated response

The school adopts the levels of intervention as described in the SEND Code of Practice 2015.

The Code of Practice 2015 advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through school support.

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil is making good progress and securing good outcomes. This is known as the graduated approach, summarised as the **Assess – Plan – Do – Review** cycle.

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in partnership with the SENCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
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 and support from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents 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 attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If the school has evidence that a child is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the support, monitoring and review of progress. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Request for Educational Health Care Plan

The vast majority of children with SEND will have their needs identified and met by the school. However, the school will request an Educational Health Care Plan from the local authority when, despite an extended, individualised programme of sustained intervention, the pupil's progress remains a significant cause for concern. An Educational Health Care Plan might also be requested by a parent or outside agency.

An Educational Health Care Plan will normally be provided where, after an Educational Health Care Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an Educational Health Care Needs Assessment does not inevitably lead to an Educational Health Care Plan.

An Education Health Care Plan can continue up until the age of 25 if a young person stays in education and training and for some children it may be appropriate to consider long term outcomes in adulthood.

Annual Review of EHC Plans

Once a pupil has an education and health care plan, a review will take place at least once a year when parents, carers and pupils meet with the local authority, the school and all other professionals involved in the child's education, health and care to consider the appropriateness of the provision and placement in relation to progress, resources and the School's Offer.

The review is an important opportunity for parents, carers and pupils to share their views, and negotiate changes to a pupil's Education Health Care Plan. It focuses on each pupil's progress towards achieving the outcomes set out in the plan. It also considers any changes that might be needed to the outcomes, the way the pupil's needs are described, or to the provision set out in the plan.

Partnership with Parents/Carers

The school believes that parents have a fundamental role to play in helping their children to learn. Parents are always welcome into the school to discuss their child's progress and/or any problems that may, from time to time arise. There are regular parents' evenings as well as the statutory annual and transitional review meetings.

Parents are involved at every stage of the SEND system. We believe it is essential to have a good dialogue with parents of children with SEN and value the information and insight they can provide us with. By allowing parents and carers opportunities to discuss ways in which they and the school can help their child, we can focus on the child's strengths as well as areas of additional need.

We aim to ensure parents and carers feel welcome. We encourage them to inform the school of any difficulties or needs they perceive their child may have, by instilling confidence that the school will listen and act promptly and appropriately.

We believe that parents have a responsibility to support their children and the school in implementing the school's policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Support their child with the learning at home

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2015). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils to ensure knowledge of their likes and dislikes and how they wish to be supported in their learning.

Links with Other Services

Some pupils require support from visiting professionals. At Westcott School this may include:

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapists
- School Nursing Team

- Specialist Teaching Team
- Family Resilience
- CAMHS

INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training. Courses undertaken are reported to Governors in the Head teacher's termly report and disseminated to the rest of the staff.

Resources

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.

Funding is utilised to implement the SEND policy, staffing, resourcing and CPD. It is used, where appropriate, to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
2. In class, adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviours, organisation, etc.)
3. Out of class support (relationship building, social, emotional skill development,)
4. Small group tuition to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
6. Provision of specialist resources or equipment (use of ICT, sloping board etc.)
7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
10. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher using the school's Complaints policy. You may also contact the School Governor with responsibility for SEN, who can be contacted via office@westcott.bucks.sch.uk.