

WALFORD NURSERY & PRIMARY SCHOOL



Policy for Inclusion and Special Educational Needs

Our Values and Vision:

**‘Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!’**

General Statement of Intent

We passionately believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. As such, Walford Nursery & Primary School provides a broad and balanced curriculum for all children.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that mean they have special needs and require particular action by the school. We believe that there is a corporate responsibility for us all to support every child. Within our school, every teacher is a teacher of every child including those with SEN.

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

A key message in the Code of Practice (2014) is that teachers are at the centre of identifying, planning and delivering additional support for pupils. This is something that we are committed to, therefore, our teachers are the teachers of ALL the children in their care.

Head Teacher: Ms Louise George

Special Educational Needs Co-ordinator (SENCo): Mrs Emma Hanham

Special Needs Governor: Mrs Kate Mead

Reviewed: March 2026

Date for Review: March 2027

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Every Child, Every Opportunity, Every Day!*

Policy for Special Educational Needs (SEN)

Introduction

This document is a statement of the aims, principles and strategies Walford Nursery & Primary School has adopted to ensure an effective and efficient provision for children with special educational needs and disabilities (SEND) at Walford Nursery & Primary School.

This policy has been written with reference to the following guidance and documents:

- Equality Act (2010) and Advice for Schools (DfE Feb 2013)
- The Children and Families Act (2014) and the SEND Code of Practice 0 - 25 (2014, updated January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2014) and the Teacher Standards (2012).

It should be read in conjunction with:

- Safeguarding Policy
- Medical Policy
- Accessibility Plan and Equalities Policy
- Walford Nursery & Primary School SEN Information (Local Offer)
- Data Protection Policy

This policy was written by the school's SENCo in liaison with the Senior Leadership Team and all staff. It was written with regard to the following principles:

- parents/carers and pupils participate in all stages of decision making;
- early identification of needs;
- close collaboration with all service providers;
- high quality teaching and provision underpin educational needs;
- all reasonable adjustments are made to enable inclusion;
- every teacher is a teacher of every child, including those with special educational needs (SEN).

Aims and Objectives

Aims

At Walford Nursery & Primary School, we want all children to enjoy learning and to be the best they can be: ***'Learning and Enjoyment... Every Child, Every Opportunity, Every Day!'*** We are committed to raising the aspirations of, and expectations for, all children, including those with SEN. We expect the children themselves to play a full part in their own journey, developing independence and learning behaviours that will help them to understand their own barriers and to develop strategies in order to achieve the best possible outcomes.

Objectives

The following objectives set are based on guidance from the SEND Code of Practice (updated 2015):

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to enable all children to have full access to all elements of the school curriculum;
- to support children with medical conditions so they are fully included in all school activities where possible by ensuring consultation with health and social care professionals;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- work within the guidance provided by the SEND Code of Practice 2014 (updated 2015).

Equal Opportunities and Inclusion

All children have an entitlement to a broad and balanced curriculum, which is adapted in order to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

In our school, we have high expectations for all of our children and we strive to offer them excellence and choice, whatever their ability or needs.

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We aim to achieve this through the removal of barriers to learning and full participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning quality first teaching to develop children's understanding through the use of all of their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other children of the same age. Special educational provision means *'educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'* (Code of Practice 2014).

We are committed to identifying barriers to learning early and providing measures and support that is *'additional to and different from'* that provided within the differentiated curriculum. These measures are designed to respond to the four areas of need identified in the new Code of Practice 2014 (updated 2015):

- communication and interaction;
- cognition and learning;
- social, mental and emotional health;
- sensory / physical.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

The identification of special educational needs is essential in order to establish what action the school needs to take to support all children to become the best they can be.

Children with special educational needs are not identified so they can fit into a category, but to enable teachers to work with children to develop their key strengths and weaknesses. When we identify pupils with SEN, we consider the whole child and not just their difficulties.

In addition, when identifying pupils, it is also important to consider WHAT IS NOT SEN but may still have an impact on progress and attainment. This includes:

- disability (The Code of Practice outlines a “reasonable adjustments” duty for all settings and schools provided under current Disability Equality legislations – these alone however do not constitute SEN);
- attendance and punctuality;
- health and welfare;
- English as an Additional Language - the identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs;
- being in receipt of pupil premium grant;
- being a child looked after (CLA);
- being a child of a serviceman / woman.

Identification, Assessment and Provision – A Graduated Approach to SEN Support

Provision for children with special educational needs is a matter for the whole school. The governing body, the Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Initially, class teachers are responsible for taking action to address progress / attainment concerns. They will review planning to ensure there is high quality first teaching taking place and the needs of all children are being met.

The school’s system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. It is the teachers who are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At our school, the key indicator of the need for action is that a child’s current rate of academic progress is below nationally expected levels and / or a child is working below nationally expected levels.

If children are not making progress, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the child requires help that is additional to, and different from, that which is normally available within the particular class or subject. In our school, we regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In order to help children with special educational needs, we will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Provision Map or My Play Plan and the SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment / Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

Staff will use the school's pupil progress meetings and SEN meetings to discuss concerns and collaboratively an initial plan (My Play Plan or Provision Map) will be drafted. Parents / carers and the pupils themselves will be consulted and specific interventions put in place and monitored. The child will be added to the school SEN register under the single category of SEN Support.

Reasons for a child being added to the SEN register may include the fact that he / she:

- makes less than nationally expected progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment. A child will be placed on the SEN register if they are working below nationally expected levels;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make below nationally expected levels of progress, despite the provision of specialist equipment;
- has speech / language / communication and/or interaction difficulties and continues to make below nationally expected levels of progress.

A child's My Play Plan or Provision Map will contain a record of interventions put in place to help that child make progress and in some cases, accelerate progress. It is a working record that explains exactly what needs have been identified and how key barriers to learning will be effectively removed. The My Play Plan or Provision Map will set out clear outcomes to be achieved within an agreed timeframe. It will list teaching strategies to be used, the provision to be put in place and how the targets will help the child in their learning. The My Play Plan or Provision Map will be reviewed with parents / carers each term.

If successful in closing gaps, the intervention will stop and the child will be removed from the register but closely monitored. If it is decided that more intervention work is needed, the class teacher, after discussion with the SENCO, will then provide additional / further

interventions. At this point, the support of specialist agencies such as Educational Psychology; Speech and Language; Learning Support; Physiotherapy, Occupational Therapy or CAMHS may be requested.

If a child continues to demonstrate significant cause for concern, a request for statutory assessment/Education, Health and Care Plan will be made to the LA. A range of written evidence about the child will support the request.

The Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- different learning materials or specialist equipment;
- small group or individual support with a Teaching Assistant in the classroom or, if deemed necessary, children may be withdrawn from the classroom;
- small group or individual support with the SENCo;
- interventions such as Read, Write Inclusive (RWInc), Fresh Start/Reading Comprehension/1:1 Phonics, Programme of Phoneme Awareness Training (POPAT), Project X Code, Numicon, Marvellous Maths, Mastering Number, etc.
- staff development and training to introduce more effective strategies;
- support of specialist agencies such as Educational Psychology; Speech and Language; Learning Support; Physiotherapy, Occupational Therapy; CAMHS;
- a request for statutory assessment / Education, Health and Care Plan.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing speech / language / communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

- despite having received intervention, the child continues to fall behind the level of his peers.

Supporting Children at School with Medical Conditions

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

Some pupils with medical conditions may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

We will strive to meet all the medical needs of pupils as directed by professionals, parents, carers and the pupils themselves. We will also work in partnership with others to create an enabling environment in which pupils can thrive.

School Request for Statutory Assessment or Education Health and Care Plans (EHC)

The decision to request an EHC plan will always be a collaborative one, which will have the pupil and parents / carers at the centre. Our approach to this process is family-centred and focuses on working with all agencies to co-produce a plan that meets the needs and concerns of the parents / carers and pupil.

The decision to apply for an EHC plan would have been a gradual one, built upon evidence and discussions throughout the time a child has been on the graduated response, outlined in this policy. When the decision is made by family and school to request a plan, the SENCo, parents / carers and pupil will fill in the request together.

In Herefordshire, this request will be in the form of a 'Family Conversation' form. This will outline our joint concerns and desired outcomes for the pupil. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous My Play Plans / Provision Maps for the pupil;
- records of regular reviews and their outcomes;
- records of the child's health and medical history, where appropriate;
- National Curriculum attainment levels in English and Maths;
- education and other assessments, for example, from an advisory specialist support teacher or educational psychologist;
- views of the parents / carers.

The parents and carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. The Local Authority are also committed to

co-production with families and will invite parents / carers to participate at every stage of the process, including drafting the plan itself.

Children with a statement of special educational needs will be reviewed termly in addition to the statutory annual assessment. When this coincides with transfer to High School, the SENCo from the secondary school will be informed of the outcome of the review.

Parents / carers can find further details of the Herefordshire approach to EHC plans on the Local Authority's Local Offer page of their website www.herefordshire.gov.uk/localoffer.

Early Years and In-Year Transfers

On entry, the school will assess each child's current levels of attainment, in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child has an identified special educational need, information may be transferred from other partners in their Early Years setting or school and the class teacher and SENCo will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The Role of the SENCo

In our school, the Special Educational Needs Co-ordinator (SENCo):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

Partnership with Parents and Carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The Home–School Agreement is central to this.

Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs and the arrangements made for these children in our school. There is a named governor (Kate Mead) responsible for SEN.

We have regular meetings each term to share the progress of children with special educational needs with their parents / carers. We also inform the parents / carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school website contains details of our policy for special educational needs and our school offer – a SEN Information Report which outlines our ethos and inclusive approach to meeting the needs of all our children. At all stages of the special educational needs process, the school keeps parents / carers fully informed and involved. We also take account of the wishes, feelings and knowledge of parents / carers at all stages.

The Role of the Governing Body

The governing body has due regard to the Code of Practice 2014 (updated 2015) when carrying out its duties for all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any child 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 Local Authority and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for children with special educational needs: Kate Mead.

The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

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

Allocation of Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCo meet annually to agree on how to use funds directly related to statements. The SENCo draws up the resources bid when the school is planning for the next School Development Plan (SDP).

Pupil Participation

At Walford, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Individual Provision Maps and in their termly review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Roles and Responsibilities

The role of the SEN governor is to act as a 'critical friend' to the SENCo, offering the right balance of challenge and support to ensure that the needs of pupils in school with SEN are met.

The designated member of staff with specific safeguarding responsibility is the Headteacher, Louise George.

The member of staff responsible for managing the school's Pupil Premium Grant and monies for Looked After children is the Headteacher, Louise George and Deputy Headteacher, Emma Hanham.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Headteacher, Louise George.

Levels of responsibility have been delegated to lead first aid practitioners:

Georgia Hale (Teacher), Sophie Taylor (TA), Imogen Carpenter (TA), Kelly Higgs (TA), Lucy Jones (TA), Helen Whyman (TA), Karen Noblet (TA), Mo Evans (Nursery Assistant) and Lauren Taylor (Nursery Assistant).

Storing and Managing Information

SEN information is stored according to the school's Policy for e-Safety and Information Technology which includes information on how long to store documents, when they should be destroyed, what should be kept and where.

SEN information is also stored in accordance with the school's Policy for Confidentiality.

Monitoring and review

The SENCo monitors the movement of children within the SEN system in school.

The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up Individual Provision Maps or My Play Plans for children.

The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs (Kate Mead) also hold regular meetings.

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The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

The SENCo reports the outcome of the review to the full governing body.

Signed:

(Paul Deneen – Chair of Governors)

Date: