Waddingham Primary Inclusion and SEND Policy

This policy was reviewed and received the full agreement of the Governing Board at their meeting in November 2026 and will be reviewed annually.

Signed Chair of Governors: Date Nov 26

Signed Head Teacher: Date Nov 26

We intend to provide equal opportunities for all children irrespective of gender, ethnic origin, religion, age, language spoken, physical ability or academic ability. We make this a reality through the attention we pay to the different needs of individual children within our school and meet these using a variety of approaches and adaptive teaching, in partnership with parents and other professionals.

1. Aims

At Waddingham Primary School, we strive to achieve the best outcomes for all children by responding to individual needs, having high aspirations for all and overcoming barriers to learning or participation. We are an inclusive school that endeavours to make everyone feel valued within the school community. We work closely with children and their families to ensure that their views are at the centre of all decisions that are made.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

This SEND policy aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)

- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

2. Legislation

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice (2015), The Disability Discrimination Act 2010. Child and Families Act 2014 and the Equality Act 2010.

3. Definitions

We aim to meet the definition of Special Educational Needs (SEND), as stated in the Code of Practice (2015).

A child or young person 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 others 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 2015)

At Waddingham Primary School we believe that a child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

- Have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local area of the educational authority.

- Have emotional or behavioural problems that prevent them from accessing the curriculum.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At Waddingham Primary School we do not regard children as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be taught.

Disabled Children

Some children in our school have disabilities. The Equality Act 2010 states 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'.

The Disability Discrimination Act identifies the fact that some children with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for children with specific physical needs. Our Equality and Inclusion Policy together with our Accessibility Plan identifies how we intend to increase the extent to which disabled children can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials or the classroom layout. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs. Jenna Richards (Head Teacher)
The roles and responsibilities of the SENDCo are to:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching;
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEND receive appropriate support and of a high quality;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively;
- Work with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensure that the school keeps the records of all children with SEND up to date;
- Liaise with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned;
- Be the point of contact with external agencies, especially the local authority and its support services;

4.2 The SEND governor

The SEND governor is Kerry Jones.
The SEND governor will:

- Help to raise awareness of SEND issues at governors' meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this;
- Work with the SENDCo to ensure the Inclusion and SEND policy is implemented fully.
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in school;

4.3 The Head Teacher
The Head Teacher will:

- As Head Teacher, the SENCO will have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class Teachers
Each class teacher is responsible for:

- The progress and development of the children in their class, including where children access support from teaching assistants or specialist staff;

- 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;

- Working with the SENDCo to review each child's progress and development and decide on any changes to provision. Writing and/or contributing to an individual child's paperwork and implementing targets in class;

- Identifying children who require extra support in class, raising initial concerns and consulting the SENDCo for advice and support;

- Delivering high quality teaching, adapted for individual children, as the first step in responding to children who have or may have SEND;

- Acting to remove barriers to learning and put effective special educational provision in place.

- Regularly meeting with parents to update them on their child's progress and any changes to support or progress;

- Meeting, where appropriate, with Outside Agencies and implement any strategies for support suggested**;**

- Attending appropriate training;

- Liaising with potential next providers of education to ensure a smooth transition is planned.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;

- allows opportunities for them to take part in educational visits and other activities linked to their studies;

- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

- uses assessment techniques that reflect their individual needs and abilities.

4.5 Teaching Assistants

Teaching assistants will support the teacher and child by:

- Working closely with the class teacher to support learning and remove barriers for a child;
- Ensuring an individual or group of children have access to, and progress in, the curriculum;
- Delivering activities/interventions designed to achieve targets, remove barriers and make progress;
- Encouraging and promoting child independence;
- Regularly liaising with teachers and the SENDCo, giving feedback and suggesting development;
- Helping to prepare resources and adapting materials**;**
- Attend appropriate training programmes where necessary**;**

5.SEND Provision

5.1 Areas of Need

- Communication and Interaction

  This includes speech and language difficulties as well as difficulty in communicating with others, difficulty understanding social rules or not being able to relate to others. This may include children with Autism who may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning

  This can involve supporting children and young people who may learn at a slower pace than their peers, and find learning more difficult, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties include Dyslexia, Dyspraxia, Dyscalculia or Dysgraphia.

- Social, Emotional and Mental Health

  Social and emotional difficulties manifest in different ways; children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

- Sensory and/or Physical

  Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children may have a disability such as a vision or hearing impairment, or a physical disability. This may require additional support and equipment to be able to access all the opportunities available.

5.2 Identifying children with SEND and assessing their needs

The early identification, assessment and provision for any child who may have special educational needs is extremely important. Identifying needs or difficulties at the earliest point and then making effective provision improves long-term outcomes for the child.

All children in school are continuously assessed so that early intervention can be used if it is felt that a child needs additional support. In Reception, a base line is carried out to establish each child's starting points as they enter school. If a child transfers to our school we assess current skills and levels of attainment on entry, building on information from previous settings. Key factors that teachers look out for are when identifying children with SEND:

- Attainment that is significantly below that of their peers;
- Progress that fails to match or better the child's previous rate of progress, keeping in mind individual circumstances;
- A slower rate of progress than their peers as this will widen the gap;
- An expression of concern and information provided by parents when making this identification;
- If their needs have been identified on transfer;

This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND. We will determine the support need through conversations with the child and their parents, the class teacher and the school SENCo.

For some children, difficulties can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children should be alert to emerging difficulties and respond early.

We use a number of assessment and screening tools to help assess need and plan provision. Teachers make ongoing assessments of children through observations and by assessing work to look for any difficulties children may have. The first response to concerns about a child should be high quality teaching targeted at their areas of difficulties. If teachers continue to have concerns, they will put in place additional support and they will speak to the SENDCo. A meeting will be arranged with parents so that everyone is clear about the provision that will be put in place and what the next steps are. If parents have concerns, they should speak to the class teacher who can arrange a meeting with the SENDCo. Parents are consulted prior to placement on the SEND register.

5.3 Assessing and reviewing child's progress towards outcomes

Reviews for children who are on the SEND register formally take place 3 times a year following the graduated approach and the four-part cycle of assess, plan, do, review. This will draw on:

- The teacher's assessment and experience of the child;
- Progress in attainment and behaviour;
- The views of parents;
- The child's own views;
- Advice from external support services, if relevant.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support and interventions provided, and any teaching strategies or approaches that are required. Each child on the SEND register has an individual plan (Personalised learning plan and or a Pastoral Support Plan) containing this information as well as specifying targets that are the child's next steps. These profiles will be written following review meetings with parents and teachers and copies will be sent home. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress in between these reviews.

If parents and school staff feel that it is necessary to seek more specialist support, referrals can be made to a number of agencies (these are listed in section 5.7 of this policy). These agencies may assess or observe children in order to meet individual needs more effectively. Permission will always be obtained from parents before an outside agency works with a child.

If, despite all the support that has been put into place, a child has not made expected progress, parents and the school may consider requesting a needs assessment for an Education Health Care (EHC) Plan. An Education Health Care Needs Assessment (EHCNA) itself will not always lead to an EHC plan as it may be considered that the child's needs would be met best by continued school intervention and support. Any child with an EHCP must have this reviewed at least every 11 months and the review is then passed on to the local authority.

5.4 Supporting children moving between phases of education

When children move to a different school, we will share information with the school the child is moving to. All SEND records are sent onto the new school and proof of receipt is gained.

The SENCO and Reception Teacher meet during the Summer Term with feeder Nursery schools in order to discuss SEND children who will be joining the school in Year R. Additional, transition programmes are set up in advance in order for there to be a smooth transition for vulnerable children during this time. The SENCo or Reception Teacher will liaise with parents of SEND children starting at the school prior to them starting.

When children are moving between key stages they will have regular opportunities to work with their next key stage in term six. The teachers will meet to discuss SEND children to ensure a smooth transition.

When children in Year 6 are transitioning to secondary school, a meeting will be held with parents and the SENCO from the new school so that information can be shared and any questions can be answered about the provision that will be put in place. Extended transition support can be put in

place including additional visits to the secondary school. When children have moved onto their new school, all records are sent to the receiving school.

5.5 Our approach to teaching children with SEND

Class teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching that is adaptive and personalised is our first step in responding to children who have SEND. A range of multi-sensory teaching strategies are used as this is beneficial to all children, aiding engagement and retention. We have high expectations for all children, setting ambitious targets and reviewing progress towards these goals. Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs;
- succeed by planning work that is in line with that child's individual needs or by extending the breadth of work within the area or areas for which the child shows particular aptitude.

Special educational provision is provision that is different from or additional to that normally available to children of the same age. All of the classes in school have access to teaching assistants who are able to work with children on interventions; this may be as part of a small group or as a one to one. In order to close the gap in attainment and accelerate progress for children, we provide the following interventions:

- Speech and language interventions;
- Read write Inc. catch up;
- Spelling support;
- Reading support;
- Language for Thinking;
- Precision teaching;
- First move for fine and gross motor skills;

Any additional support or interventions a child receives is recorded on a provision map. These are then evaluated and used to inform next steps.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

· Adapting the curriculum to ensure all children are able to access it;

· Adapting our resources and staffing;

· Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, etc;

· Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;

• Arrangements are made for children with SEND taking statutory tests, if it is needed. These include a reader, extra time and help with recording, in line with government assessment policy. The class teacher and SENCO liaise together to provide this support.

5.7 Additional support for learning

We work with the following agencies to provide support for children with SEND:

- Specialist Teaching Team;
- Working Together Team;
- Educational Psychologists;
- Behaviour Outreach Support Service;
- Speech and Language Therapists;
- GPs and community paediatricians;
- Visual Stress clinic;
- Physiotherapists;
- Occupational therapists;
- Healthy Minds;
- CAMHS;
- EMTET;
- Pupil Reintegration Team;

Referrals to these services can be made by the SENCO. This will only be done with permission from parents.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Regularly and carefully reviewing the quality of teaching for all children, including those with SEND. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support SEND children and their knowledge of the SEN most frequently encountered;

- Reviewing children's individual progress towards their targets three times a year;

- Monitoring by the SENCO;

- Using provision maps to measure progress;

- Holding annual reviews for children with EHC plans.

5.9 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All children in school have access to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all our children.

5.10 Support for improving emotional and social development

We are a nurturing school where opportunities are planned to develop children's emotional and social development. Staff have all had training in trauma informed practice, attachment difficulties, importance of relationships and restorative practice. We use a number of interventions to promote emotional and social development, some of these include ELSA and Feeling Detectives. If more specialist support is required, school can make a referral to Healthy Minds who work with children on a one to one or small group basis or the Behaviour Outreach Service who work with children one to one.

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO.

6. Partnership with parents

Waddingham Primary School believes that parents have much to contribute to the development of children with special needs and we encourage parents to be fully involved with all aspects of the child's education. We believe in an equal partnership between teachers and parents in the education of children. Teachers notify and involve parents when the school first becomes concerned about a child's learning development and keep them updated throughout the various stages.

We believe that partnership plays a key role in enabling children to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents can contact the SENCO via email (jenna.richards@waddingham.lincs.sch.uk)

7. Monitoring arrangements

This policy will be reviewed by the SENCO every year and then approved by the Governing Board. Further information on SEND provision in our school can be found in the SEND information report on the school website.