



**Willow Park**  
C of E Primary School

# SEND and Inclusion Policy

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Approval by:	
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## Version Control

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# Vision

## 'Be the Light'

### Matthew 5:14

*'You are the light of the world - like a city on a hilltop that cannot be hidden'.*

The ultimate worth of each person in our school is at the centre of all we do. We value the 'light' of every individual and we seek to nurture that light and encourage each of us to be the light to others.

## Section 1 - Policy Statement

*We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education which enables all pupils to make progress so that they achieve their best, become confident individuals living life in all its fullness (John 10,10)*

Every pupil with **S**pecial **E**ducational **N**eeds (SEN) and **d**isability (D) in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to the 'Every child matters' agenda:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving and enjoying social and economic well-being

In line with our school values we will:

- cultivate a learning community in which all are involved, valued and interdependent
- nurture a culture for enjoying lifelong learning and fulfilling individual potential
- inspire curiosity and respect for Christian spirituality and world faiths
- foster an ethos of excellence and build confidence and self esteem
- invest in creative experiences

## Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; **or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource which is designed to support children and young people with

SEN and/or disabilities and their families. It describes the services and provision that are available both to those families in Bristol that have an EHC Plan and those who do not have a plan, but still experience some form of SEN. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Responsibility for the coordination of SEN provision

Whilst all staff have a responsibility to meet the needs of pupils, staff with a specific, relevant remit include:

- Chris Larke-Philips – Head teacher
- Claire Jones - SENCO
- Mary Benton – SEND Governor

**The SENCo will:**

- Work with the Head teacher and 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 this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated 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 head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and effectively manage the transition of records to new schools and from previous schools to ensure continuity for the child and their parents.

**The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school

**The head teacher will:**

- Work with the SENCo 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 SEN and/or a disability

**Each class teacher is responsible for:**

- The progress and development of every pupil in their class
- 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 SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## Mission statement

At Willow Park, we are proud to celebrate the ethnic and religious diversity of our school community and we strive at all times to promote understanding, respect and racial harmony for everyone who learns, works and visits us here.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences, within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

### 'Be the Light'

Matthew 5:14 *'You are the light of the world—like a city on a hilltop that cannot be hidden'.*

## Rationale

Willow Park C of E (VC) Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. Those children with SEN should have a curriculum that is equally accessible to them and should be included fully in all aspects of school life.

We believe that all children should be valued equally in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Willow Park C of E (VC) Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the attainment of different groups of learners:

- girls and boys, men and women;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with SEN;

- those who are gifted and talented;
- learners who are disabled;
- those who are looked after by the local authority;
- others such as those who are sick, those who are young carers, those who are in families under stress;
- any learners who are at risk of disaffection and exclusion.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning. At Willow Park C of E (VC) Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to their full potential.

## SEND Provision

Our school's currently offers additional or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## SEND Information

The references below indicate the section of the statutory 'Special Educational Needs and Disability Regulations 2014, Regulation 51, SEN Information Report, Schedule 1'

### **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEND have different needs but the general presumption is that all with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the admission policy.



If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their response very carefully before a final decision is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (Personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

All records for a child with SEND will be passed on to the child's new school and will be requested from a previous school.

## Section 2 - Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEN Code of Practice 2015.

### Objectives

- To ensure that all SEN and Inclusion work complies with the SEN Code of Practice.
- To ensure the SEN and Disability Act and all relevant codes of practice and guidance are implemented effectively across the school.
- To ensure that staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-

ordinated by the SENCo and Head teacher and will be carefully monitored and reviewed regularly in order to ensure that individual targets are being met and all pupils' needs are catered for.

- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and Inclusion provision is valued positively and accessed by staff, parents, and carers.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of their understanding of SEN procedures and practices and in providing regular feedback on their child's progress.
- To enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- To instil in pupils an ability to meet and to enjoy the demands of lifelong learning.
- To create a school environment where pupils can contribute to their own learning.
- This involves encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and monitoring carefully the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as school council, residential visits, school plays and sports teams.

## Section 3 - Identifying SEN

See definition of SEN at start of policy.

We know children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Assessment / Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- A pupil asks for help.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

### **What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's teacher. This then may result in a referral to the school Special Educational Needs & Disabilities Coordinator (SENCo).
- Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **Section 4 - A Graduated Approach to SEN Support**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities which will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) The level of provision the child will need to progress optimally can be determined through b) and
- f) If a pupil has been removed from the SEN register recently, they may also fall into this category and continued monitoring will be necessary.
- g) Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parents/carers or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

- i) Parents/Carers/ Consultations evenings are used to monitor and assess the progress being made by children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be advised formally of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved. Their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement with parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parent(s)/carer(s) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

An Individualised Education Plan (IEP) may be structured around the child. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies after parental permission has been obtained and may include referral to:
  - Specialists in other schools, e.g. teaching schools, special schools
  - Special Educational Needs 0-25 Team
  - MASH
  - Communication and Interaction Team
  - Hearing Impairment team
  - Visual Impairment team
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Health professionals
  - Social Services
  - School Nurse
  - Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the

local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## Referral for an EHC Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an EHC Plan will combine information from a variety of sources including:

- parents;
- teachers;
- SENCo;
- Social Care;
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.bristol.gov.uk/web/bristol-local-offer>

## Section 5 - Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN records for individual pupils.

All staff can access:

- the Willow Park C of E (VC) Primary School SEND and Inclusion Policy;
- a copy of the full SEND Register;
- guidance on identification of SEN in the Code of Practice;
- information on individual pupils' special educational needs, including pupil profiles,

- targets set and copies of their provision map;
- practical advice, teaching strategies, and information about types of SEN and disabilities;
- information available through Bristol's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

All children requiring information in formats other than print have this provided. We will provide for all pupils according to their needs to ensure access to the curriculum. We provide alternatives to paper and pencil, recording where appropriate or providing access through peer / extra adult scribing. Willow Park C of E (VC) Primary School uses a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

## **Inclusion of pupils with SEN**

The Head teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is reviewed regularly to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, about individual pupils from external support Services.

## **Listening to disabled pupils and those identified with additional needs**

Willow Park C of E (VC) Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have circle time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual review through preparation, and making the information and meeting itself accessible and not intimidating.

The staff have on-going training opportunities on issues relating to communication and listening skills.

## **Supporting a child when joining or transferring to a new school**

A number of strategies are in place to enable effective pupils' transition. These include:

- For pupils with SEND the annual review for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding school choice.
- The SENCo will visit all major feeder settings, when possible, to collect relevant data and information about the pupils and meet Early Years SENCos. This information may be collected from smaller settings by telephone.
- A planned transition programme is delivered in the summer term to support transfer for pupils starting school in September. The transition programme provides a number of opportunities for pupils and parents to meet staff in the new school and there is an induction programme in September. These opportunities are further enhanced for pupils with SEND, including the opportunity for additional visits to the school. Mid-year entry will also include a transition programme.
- The SENCo or a member of SLT meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous school records, including SEND records will be requested.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.



## School resources

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

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, adopted or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

## Section 6 - Supporting pupils and families

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available both to those families in Bristol that have an EHC Plan and those who do not have a plan, but still experience some form of SEN. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### Partnership with Parent/Carers

- Staff and parents/carers work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. Appointments will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- Parents of pupils who have SEN are invited to a parent teacher discussion during the first month of the new academic year to review and rewrite the targets for their child.
- We make sure that all parents/carers are given information about 'Supportive Parents / carers for Special Children', which is our local parent partnership organisation, as soon as a child has been identified as experiencing SEN.
- At review meetings with parents/carers we make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how

parents/carers can help at home, these are specific and achievable and all parents/carers should go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- All targets will include targets to work towards at home if appropriate, and parents/carers are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

## **Admission arrangements**

Please refer to the information contained on our school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Admission to reception is on a part time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their identified needs. The class teacher and teaching assistant make a home visit to all parents/carers.

## **Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Teaching assistants and external agencies support pupils through a variety of small group programmes. This provision is mapped termly to indicate how we allocate resources to each year group, and to calculate the overall cost of SEN provision.

## Section 7 - Supporting pupils at school with Medical conditions

The school has a separate Medical Conditions Policy.

The school consults health service professionals regularly. Concerns are initially brought to the attention of the school nurse by the SENCo and referrals will be made as appropriate.

Social Care and the Education Welfare Service will be accessed through the Social Care Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCo if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents'/carers' notice board.

### Inclusion principles

Willow Park C of E (VC) Primary School value pupils of different abilities and support their inclusion.

Within the school, staff and pupils will be involved constantly in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

## Section 8 - Monitoring and Evaluating SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents/carers.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map which is updated when the intervention is changed. Maps are updated by the class teacher and are monitored by the SENCo. They reflect information passed on by the SENCo at the beginning of an academic year and are adapted following assessments. Interventions

are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## Section 9 - In service training (CPD)

The SENCo attends meetings and training to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided by the SENCo in staff meetings.

All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development in SEN and the management team will ensure tailor-made training where this is appropriate.

## Section 10 - Links to support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit
- The LEA Special Needs Learning team will offer support and assessment as necessary.
- Specialist, direct teaching from this service is used where we do not have the necessary school based expertise – for example, in relation to children with autistic spectrum disorders or severe emotional and behavioural difficulties
- The SENCo liaises frequently with a number of other outside agencies, for example:
  - Social Care;
  - Education Welfare Service;
  - school nurse;
  - community paediatrician;
  - speech therapy;
  - physiotherapy;
  - occupational therapy;
  - parents/carers are informed if any outside agency is involved and are asked to give permission.

## **Section 11 - Storing and managing information**

Digital information will be stored in line with school policy and Bristol City Council data protection procedures.

Paper records will be stored in a locked drawer. If any paper records are to be disposed of, they will be shredded on site. Papers will be retained in line with the school Data Management Policy.

## **Section 12 - Reviewing the policy**

This policy will be reviewed annually.

## **Section 13 - Accessibility of the environment**

### **Access to the Buildings**

Willow Park C of E (VC) Primary School is a split site school. The main building is on 3 levels including a mezzanine. There is one staircase, which gives access to the upper floors. There is a fire exit from one of the classrooms on the upper floors via an outside iron staircase. The school hall is leased to the school between 07:30 and 18:00.

The annexe is built on two levels with stairs from ground floor to first floor. There is limited wheelchair access to the ground floor of the main building. A shower is available and there is one toilet for pupils with a disability on the ground floor of the main building. All other toilets are only accessible by stairs.

The effects of hearing difficulties are minimised by carpeting. Blinds are installed throughout the school to support visually impaired pupils. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Access to Learning and the Curriculum**

The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the Federation curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or

learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupils.

Willow Park C of E (VC) Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 6 children on a residential visit and provide additional TA support for individual children as required.

All children are welcome at our after school activities.

## **Section 14 – Incorporating disability issues into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from outside organisations on appropriate resources

The school would be keen to encourage disabled people to work in school if they are available to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our governing body

The library resources are reviewed regularly to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available

Willow Park C of E (VC) Primary School also recognises the importance of increasing awareness of BSL and Makaton as language and encourages their use whenever possible.

## **Section 15 - Complaints Procedure**

If parents/carers has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCo, who will be able to advise on formal procedures for complaint.

## **Section 15 – Bullying**

Please refer to the School's Anti Bullying Policy.

The school uses assembly to talk about respecting people with differences. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to SEN or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc

We aim to make use of circle time or small group discussions for raising issues of language and other disability equality issues.

## **Section 16 – Working with disabled parents/carers**

Willow Park C of E (VC) Primary School recognises that there will be a number of disabled parents/carers of children within the school and we work to try to ensure they are fully included in parents/carers activities

When a child starts at the school we ask the parents/carers about their access needs. We will ensure that notes / newsletters are sent home in the required format, e.g. audio tape, large print or by direct phone contact

## **Section 17 - Disability Equality and Trips or Out of School Activities**

Willow Park C of E (VC) Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take our upper key stage 2 children on a residential visit and provide additional TA support for individual children as required. Individual risk assessments will be undertaken where necessary.

All children are welcome at our after school activities.

## Section 18 - Links to other schools

### **Supporting a child when joining or transferring to a new school.**

A number of strategies are in place to enable effective pupils' transition. These include:

- For pupils with SEND the annual review for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding school choice.
- The SENCo will visit all major feeder settings, when possible, to collect relevant data and information about the pupils and meet Early Years SENCos. This information may be collected from smaller settings by telephone.
- A planned transition programme is delivered in the summer term to support transfer for pupils starting school in September. The transition programme provides a number of opportunities for pupils and parents to meet staff in the new school and there is an induction programme in September. These opportunities are further enhanced for pupils with SEND, including the opportunity for additional visits to the school. Mid-year entry will also include a transition programme.
- The SENCo or a member of SLT meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be prepared prior to entry.
- The previous school records, including SEND records will be requested.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.



## Related policies & procedures:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-bullying
- Equality
- Prevent
- Safeguarding Statement & Procedure including Causes for Concern
- Sex education
- Personal, social, health education
- Staffing including Safer Recruitment
- Escalation
- E-safety
- Intimate Care Procedure