



## The Willows Catholic Primary School

Headteacher: Mrs. S. Barnett  
Victoria Road, Kirkham, PR4 2BT  
Telephone & Fax: 01772 684371  
[www.willows.lancs.sch.uk](http://www.willows.lancs.sch.uk)

### SEND Inclusion Policy

*With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.*

*In learning together we support each other to reach our potential in a safe and stimulating environment where all are valued and respected.*

*Our school motto: 'God loves me, God loves everyone' guides our journey.*

The school SENCO is **Mrs Michelle Roddy** who is a member of the SLT.

Contact details:- [m.rodny@willows.lancs.sch.uk](mailto:m.rodny@willows.lancs.sch.uk)

At The Willows Catholic Primary School we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we ensure that all pupils are therefore valued, respected and treated as individuals.

#### **Every teacher is a teacher of every child or young person including those with SEN.**

The Willows is a Roman Catholic Primary School with 206 pupils on roll. There are seven single age classes across school. All pupils have full access to the curriculum. Additional literacy and numeracy support is provided by TA's for pupils in both Key Stages. The SENCO is the Y1 class teacher. The school uses Liz Roberts (Educational Psychologist –Lancashire) Dr Ian Corban (Educational Psychologist), ESENDI, Co-Ordinated Kids, Speech & Language and Pear Tree Specialist School for specialist advice.

This policy was developed by the SENCO, closely in partnership with the Head, Mrs Sharon Barnett and Deputy Head, Robert Wylde. It has been shared with governors, staff and parents of SEND pupils at meetings and on the website.

#### **Aims**

- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.





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- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

#### Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

#### Identifying Special Educational Needs

At the Willows we identify the needs of pupils by considering the needs of the whole child which include not just the special educational needs of the child.

We aim to Assess – Plan – Do and Review in accordance with the SEND Code of Practice, 2015.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The following issues are **not SEND** but may impact on progress and attainment

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL





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- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of Serviceman/woman

#### **A Graduated Response to SEN Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. We seek to offer staff training to help them support vulnerable pupils and improve their knowledge of SEND.

The SLT hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the school tracking system 'Educater'. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the cohort provision map. The child's parents and pupil are informed.

It is the responsibility of the class teacher to implement the provision map for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account the provision maps and learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupil's progress to feed into the next provision map. They keep records of the child's achievements against the targets set out in the provision map and liaise with the teacher and the SENCO. They give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.

#### **SEND Support**

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCO, will assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally



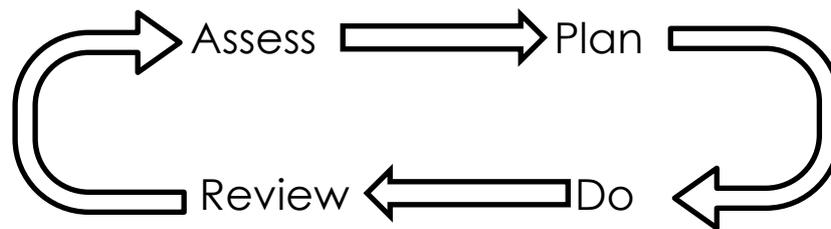


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Identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:



This graduated approach is called SEND support. These children will have an IEP with specific targets to meet their needs. 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, referrals and advice from external support services will also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- IDSS & ESENDI (Specialist teacher assessments)

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



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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 from parents.

#### Plan

Planning will involve consultation between the teacher, SENCO and parents 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. Parental involvement may 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 where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and 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 and the pupil at least termly.

The teacher holds the overall responsibility for evidencing progress according to the outcomes described in the IEP.

#### Referral for an Education, Health and Care Plan

The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a





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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.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1.
  - a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
  - b) Common Assessment Framework (CAF) completed.
  - c) Nominated person/Lead professional identified.
  - d) Team around the Family (TAF) meeting to take place.
  - e) “All About Me” profile completed.
2.
  - a) TAF meeting.
  - b) Identify the unmet need.
  - c) Consideration for a statutory integrated assessment.
  - d) “All About Me” updated.
  - e) Plan facilitator identified.
3.
  - a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
  - b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.
  - c) Request for Integrated Assessment received (by Plan Coordinator)
4.
  - a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.
  - b) Multi agency meeting.
  - c) Decision made including agreement plan need and outcomes identified for EHC plan.
  - d) Indicative budget agreed at the multi-agency meeting.
5.
  - a) My EHC plan.
  - b) Budget for my EHC plan.
  - c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.
  - d) EHCP agreed.





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6. a) Plan Implemented.  
b) Working towards / achieving my agreed outcomes.
7. a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **Criteria for Exiting the SEN Register**

Provision maps and SEN support are reviewed and updated every term in a pupil progress meeting between the SENCO, class teacher and Headteacher. Progress towards the targets set is discussed and new provision for the following term is planned. Parents and pupils are informed. A child may move down the stages of the register until they are no longer deemed to need the support of the provision map. This is determined through assessments and pupil progress meetings.

#### **Supporting Pupils and Families**

##### **Local Offer**

At The Willows we have a 'Local Offer' which provides information about the provision we offer children who have SEN. This is available for parents and pupils on the school website in the Key Information section at

<http://www.willows.lancs.sch.uk>

Lancashire County Council also has a 'Local Offer' which can be found at

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

#### **Links with other agencies to support the family and pupil.**

The Willows uses the following agencies to support the work of SEN in the school:





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- IDSS or ESENDI- for assessment and small group/ individual work. Referrals are made by school when needed with parental support.
- Health- Our school nurse is Jill Cullen who can be contacted through school.
- CAMHS – Referrals can be made through the school nurse or via school if needed.
- Speech and Language Therapists – Referrals can be made through school if needed.
- Occupational Therapists – Referrals can be made through school if needed.
- Physiotherapists – Referrals can be made through school if needed.
- Parent Partnership. This service is available to all parents and carers of children with SEND. They offer support and advice.
- Educational Psychologist- Referrals are made through school.

#### **Parents**

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place three times a year. Teachers are willing to discuss a child's progress with parents at convenient times. The SENCO is also available for parents to discuss concerns by appointment.

Induction for new parents takes place in the summer term All classes hold a 'Meet and Greet' session in September so that parents have a chance to meet their child's class teacher and share any information that they wish.

Parents are kept informed of their child's progress against the targets set in their IEPs at parent's evenings and after reviews of IEPs. Parents are encouraged to comment on the IEP and we endeavour to try to make them part of the review process.

#### **Admissions**

Pupils with SEN will be admitted to The Willows in line with the school's admissions policy which is available on the school website on the Key Information Tab.

<http://www.willows.lancs.sch.uk>

The school is aware of the statutory requirements related to SEN and disabilities. The school uses its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation





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Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

#### **Accessibility**

Pupils with SEND will be given full access to the curriculum through the provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The Headteacher ensures all pupils with SEND have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

Please also refer to the Single Equalities Policy and Action Plan available on the school website.

#### **Transition**

Transition arrangements are put in place in the final pupil progress meeting in the summer term to plan appropriate visits to the next class and to meet the new teacher. Directed time is given to teachers in the final term to have a 'transfer' meeting in which the needs of all pupils are discussed and assessment records and information are passed on.

The Willows has links with St. Bede's Catholic High School, Lytham, as most of our Year 6 children continue their education at this school. Records of children with SEND are sent to the school with other transfer documents. A member of staff from the transfer school is invited to attend the final primary review of children with a EHC plan which is held in the Autumn term. SEND records for children who transfer to other educational establishments have their records forwarded with other transfer details. All Y6 children visit their new school at least once but with the consent of High School children with SEND and additional needs are able to visit on several occasions to become familiar with their new surroundings and staff.

#### **Supporting Pupils at School with Medical Conditions**

The Willows recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. School will comply with its duties under the





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**Equality Act 2010** for those children who are disabled and where this is the case, we comply with the duties set out under the Equality Act 2010. (See school website for Single Equalities Policy)

A child may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special education provision – SEND Code of Practice 2015 followed.

Some children may also have special educational needs (SEN) 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 and the SEND Code of Practice (2015) is followed.

The Willows is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Currently arrangements in school are made for children with the following conditions:

- Asthma
- Diabetes
- Allergies eg banana and nut
- Coeliac Disease

Training is provided by the School Nurse and/or other outside agencies. Some Staff have attended training at Blackpool Victoria Hospital – Diabetes and Epilepsy.

(see school website for Supporting Pupils in School with Medical Conditions Policy)

#### **Monitoring and Evaluation of SEND**

The Willows regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through parents' evenings.





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Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.

SEN provision and interventions are recorded on class provision maps and individual IEPs, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These 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.

#### **Training and Resources**

The Willows has an amount of money identified within the school's overall budget, called the notional SEND budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources. School receives 'top up' funding for children who currently have a statement of Band E or higher.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses and facilitates relevant SEND focused internal or external training opportunities for all staff. Training opportunities are matched to school development priorities and those identified through performance management.

New teachers to the school have an induction period which includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO regularly attend the Local Authority and Local Area SENCO network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings.

#### **Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept





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informed of how the school is meeting the statutory requirements. The SEN Governor is Mrs Emma Hannon.

The Headteacher Mrs Sharon Barnett is the Designated Teacher with specific Safeguarding responsibility and for PPG/CLA funding.. The School SENCO (Mrs Roddy) is the named person with responsibility for supporting children with medical needs and for ensuring that sufficient staff are suitably trained.

#### **Storing and Managing Information**

The SEND documents are kept in a locked filing cabinet in the Headteacher's office. They are also kept electronically on the school 'SEN drive' which is protected. This is in line with the school Confidentiality Policy.

#### **Accessibility**

We strive to develop an inclusive learning environment by

- Providing full curriculum access to all pupils according to their needs
- Homework/social activities/after school clubs/school visits
- Eg In our cookery club a pupil with Coeliac Disease (Gluten-free diet) was able to take part as we purchased gluten free products.
- Pupils with Diabetes have attended our school residential holidays.
- Links with Pear Tree Specialist School

To ensure access for pupils or parents with disabilities the school has built a new front entrance to provide wheelchair access. This area is DDA compliant. There is also a disabled toilet facility in the school. Several ramps for wheelchair access are positioned round the school. As part of the school's Accessibility Plan we will check annually and review our provisions.

#### **Dealing with Complaints**

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on the school website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues after discussion with the SENCO and class teacher then it should be brought to the notice of the Head teacher.

**Parent Partnership Services** is a service for parents to help them understand more about formal procedures.

Parent Partnership Services Web: [www.lancashire.gov.uk/PPS](http://www.lancashire.gov.uk/PPS)





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Information Line:- 0300 123 6706 Monday – Friday 8am - 5pm.  
E-mail: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

#### **Bullying**

Should bullying of vulnerable learners be reported the school's anti-bullying policy is invoked. This can be found on the school's website.

#### **Reviewing the Policy**

The SEN policy is reviewed annually. This policy was written in January 2015 and is reviewed annually.

The last review was in September 2021.

