

Worlingham CEVC Primary School



SEND AND INCLUSION POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date approved:	07.10.25
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	Mr Peter Hobbs
Date of next review:	Summer 2026

Worlingham CEVC Primary School
**SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)
AND INCLUSION POLICY**

Rooted and Ground In Love (Ephesians 3:17)

This policy takes account of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 Years 2014, updated January 2015.

Introduction









All Teachers in School are responsible and accountable for the progress, attainment and development of all children, including those with SEND. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

This policy reflects our School ethos and demonstrates our school values. We encourage children to have the courage to try new things, challenge themselves and persevere. We strive to develop curious learners by asking and answering questions. Our SEND and Inclusion Policy supports the core values of our school by promoting respect, courage, curiosity, kindness and perseverance as well as supporting children to have a sense of belonging. We also use The Worlingham Way to promote positive behaviour, which allows a culture of positive mutual respect, belonging and kindness. This is reinforced in collective worship, in classrooms and in all other aspects of school life. The school's core values and The Worlingham Way are based on our Biblical foundation. From September 2025, all staff teaching staff have received training on a 'Therapeutic Thinking Approach'.

Aims

At Worlingham CEVC Primary School we believe that all children have an equal right to access the National Curriculum. We are committed to providing pupils with enjoyable, engaging and stimulating learning experiences, enabling them to be successful, regardless of age, gender, disability, ethnic or social group. We provide the most effective and appropriate learning opportunities for the needs of each child, to ensure that they can make the best possible progress in their time at our school. We have high expectations and aspirations for all our children and the achievements, attitudes and well-being of all our children matter. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We ensure every child is included by:

-  Identifying best practice including the assessment of individual needs.
-  Ensuring individual needs are identified as early as possible and addressed through effective teaching, differentiated learning opportunities and intervention.
-  Engaging in collaborative working with a range of professionals and other settings to deliver flexible personalised provision with the aim of overcoming barriers to learning.
-  Undertaking best practice in assessment processes, making use of specialist support when appropriate.
-  Targeting resources to promote achievement of all learners.
-  Using professional development and sharing of good practice to promote inclusion.
-  Ensuring that accurate data is held on the needs of all learners and that this is appropriately disseminated to all relevant stake holders.
-  Setting appropriate learning challenges.

- ✚ Responding to the diverse needs of the children.
- ✚ Providing other curricular opportunities to meet the needs of individuals or groups.
- ✚ Having a secure understanding of factors that can inhibit a pupils' ability to learn and know how to overcome these.
- ✚ Demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils at different stages of their development.
- ✚ Using a range of teaching and learning strategies that engage pupils' in their learning.
- ✚ Following the 'Therapeutic Thinking Approach' to support all children to understand helpful and unhelpful feelings and actions to support them in regulating their emotions.

We believe in a flexible and graduated approach to Special Educational Needs, in accordance with the SEN Code of Practice.

The Code of Practice defines a pupil as having SEND when their learning difficulty or disability requires special educational provision, namely provision which is different from and/or additional to that normally available to pupils of the same age. The Code of Practice also states that slow progress and low attainment do not necessarily mean that a child has SEND and therefore should not automatically lead to a pupil being recorded as having SEND. When a child is identified as having SEND, the Code of Practice says that School's must use their best endeavours to put appropriate support in place.

The four Broad Areas of Need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory, Physical, Medical

Identification, Assessment and Provision

Identification

Initial identification takes place through normal classroom assessment and monitoring activities such as:

- On-going curriculum assessments which monitor progress against our end of unit outcomes which link to the National Curriculum. age related expectations
- The 'Engagement Model', which is a statutory assessment tool for pupils who are working below national curriculum standards and not engaged in subject specific study.
- Assessment using the Pre-Key Stage Standards.
- Standardised assessments.
- Early Years Foundation Stage profiling and progress against the Early Learning Goals. pre-key stage descriptors.
- Classroom and playground observations.
- Pupil and family views.

Information can also take the form of:

- Input from outside agencies such as Health, Speech and Social Care specialists.
- Input from previous educational settings.
- Input and concerns raised by parents.

Assessment

When a pupil is identified as making less than expected progress the first response is to ensure there is high quality teaching targeted at the areas of weakness. The class teacher is responsible and accountable, for all pupils in their class. Discussion with the SEND Team takes place when there are concerns about a pupil. This could relate to their personal progress or an additional need. The SEND Team would then gather further information and assess whether the pupil has SEND difficulties and decide on the most appropriate action.

This could be:

- Diagnostic testing.
- Consultation/Referral to outside agencies.
- Monitoring the child's progress for a further period of time.
- Provision within differentiated classroom planning.
- Assessment using the Engagement Model or Pre-Key Stage Standards.
- Looking at attendance and punctuality information
- Being aware of any diagnosed disability
- Health and Welfare Information
- Identifying if a child has English as an additional Language

Where progress does not improve despite planned provision a pupil may be placed on the school's SEND Register

SEN Categories

There are two stages of SEN as follows;

1. School Support: Where support is provided through differentiation and/or supported by external professionals.
2. Education Health Care Plan provision: Where support and provision is determined and monitored by the Local Authority on an annual basis.

A move to School Support will happen after agreement between staff and parents. This may happen where the child:

- Makes little progress against targets set.
- Works at National Curriculum levels well below the average for their age.
- Has difficulty developing English and Maths skills.
- Displays emotional or behavioural difficulties which regularly impact on the child's own learning as well as that of other children.
- Has sensory or physical needs which require support through specialist equipment and external expertise.
- Has on-going speech and communication difficulties which are significantly impacting the child's ability to learn.

Provision at School Support may be a combination of the following:

- Differentiated learning opportunities.
- Differentiated learning materials.
- Evidence based interventions.
- Specialist/adapted equipment.
- Use of Technology.
- Small group or individual support.
- Early morning groups run before the start of school
- A range of management strategies and alternative arrangements based on expert advice.
- A range of teaching and learning approaches.
- Staff development and training.
- Early Help Offer.

- Working with outside agencies e.g. Specialist Education Services (SES), Speech & Language Therapists, Educational Psychologists.
- Gathering pre and post intervention data to monitor impact and progress.
- Completion of specific assessments.

Provision and Planning

The following principles underpin our SEN Provision:

- We concentrate on meeting the needs of the whole child.
- We work in partnership with parents.
- Communication and co-operation between home/school/outside agencies is crucial to effective SEN provision.
- Early identification and provision are vital to supporting each child.
- We consult with parents at each stage of the process, to gather their views, and keep them informed of all developments to ensure they are in agreement.
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- The children are encouraged to be fully involved with, and take responsibility for their own learning, including, sharing their views, where appropriate.
- We work as a whole school team to support each child.
- External Support Services are consulted and involved, and their expertise used at every appropriate opportunity.
- Close collaboration and liaison with transfer schools takes place to ensure a smooth transition for each child.
- We gather the views of the child.
- We follow the principles of the Therapeutic Thinking Approach across the school.

Where possible, we try to adapt/personalise provision to enable pupils to achieve their full potential. Using a range of information, for example assessment data and observations, the child's most immediate needs are identified and targeted. Our SEND paperwork includes the child's views, strengths and identified barriers to learning. Assessment information and specific, achievable targets are provided for the child, when required.

We follow and use the Code of Practice's Assess, Plan, Do, Review Cycle of support along with Suffolk County Councils (SCC) Supporting Children and Young People with SEND A Graduated Response and SCC Inclusion Toolkit (VSEND, Essential SENCo Toolkit & AANT) to inform our School's Graduated Approach to supporting children identified as having SEND.

SEND Documents

One Page Profiles – (OPP) include a photo of the child, the child's views and the class teacher's views. This document includes how the child is being supported within the classroom. (Appendix 1)

Assess, Plan, Do, Review – (APDR) include the child's strengths, barriers to learning, assessment information, outside agency involvement, targets (written as targeted outcomes), intervention and support required and review and impact. (Appendix 2)

EHCP – Written by Suffolk County Council.

Medical Needs

We recognise that pupils at school with medical conditions should be properly supported, through a Care Plan, so they have full access to education, including school trips and physical education. See our 'Supporting Pupils with Medical Conditions' Policy for further information.

Pastoral Support

We can support parents with an Early Help Assessment (previously known as a CAF) to support the whole family if deemed appropriate.

We offer Pastoral, Wellbeing and Mental Health support if needed.

Within our Pastoral Team, Mrs H Marchand and Mrs K Stannard are our Mental Health Leaders in school and Mrs W Jennings is our Mental Health Champion. In addition, Mrs Z Chambers provides pastoral and wellbeing support to the pupils.

Mr M Brown, Mrs H Marchand and Miss R Pearce are the School's Online Safety Leaders.

We have a range of Parent Guides/Help Sheets available to signpost parents to additional advice and information available on our School website.

Responsibilities

Staff

All teachers in school are responsible for assessing and monitoring the progress of each child and providing appropriate learning opportunities for all children. They are also responsible for liaising with parents, the SENDCo, and Senior Leadership Team with regard to any concerns they have about children and the writing, reviewing and delivering of SEND documents and provision.

Our SEND Team

Mrs W Jennings is the teacher qualified and responsible for the co-ordination of Special Educational Needs and Disability at Worlingham CEVC Primary School. Her role is to co-ordinate provision and liaise with parents, staff and outside agencies as well as provide staff training and support.

Within the SEND team, Miss R Pearce and Mrs H Marchand also support with the coordination of Special Educational Needs and Disabilities. Mrs Z Chambers supports children across the school with SEND or pastoral needs.

Governors

The Governing Body is responsible for ensuring that the SEN Code of Practice is in place within school, monitoring SEN provision and providing parents with the SEN policy information annually.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The named Governor for SEN is Mrs Stephanie Holbrough, however, all Governors have responsibility for SEND.

Parents

The involvement of parents in their child's learning is vital to success and they are encouraged to work with and support the school in the best interests of their child. Staff will inform parents when concerns arise, make them aware of the planned provision and/or SEND Plans and gather parental views.

Monitoring and Evaluating the effectiveness of SEN provision

- The SEND and Inclusion policy is reviewed in accordance with the school policy review cycle.

- The Headteacher and SEND Team monitor progress by carrying out observations, book-looks, data analysis, scrutinising SEND documentation, analysis of intervention programmes and consulting with staff and parents.
- The Headteacher monitors and evaluates by observations and discussions with all parties involved.
- The Governors monitor through discussions with the Headteacher, SENDCo, staff and parents.
- The SEND Team support staff to monitor and review their own practice. Teaching staff review the progress made by each child on their relevant SEND document(s) and liaise with the SEND Team, when appropriate.

Identify any relevant CPD to support staff and then provide appropriate staff training. Admissions We are an inclusive school and the Governing Body agrees with, and supports, the LA admission criteria (www.Suffolk.gov.uk/admissionstoschools) which do not discriminate against pupils with Special Educational Needs or disabilities. Our admissions policy has due regard for the guidance in the SEN Code of Practice of 2015 and the protected characteristics in the Equality Act.

Complaints procedures

Parents who have a complaint can voice this through the usual channels as outlined in the school's Complaints Procedures Policy which is available in the school office.

Allocation of Resources

Funding for the most complex SEN is provided through the SEN High Tariff Needs and allocated in the school budget.

Resources Available

Within School				Outside Agencies
Staff Expertise Experienced SENCo Range of SEND documentation				
Communication & Interaction	Cognition & Learning	SEMH	Sensory/Physical Medical	
Renfrew Action-Picture Test BPVS Social Skills Attention Autism Language Link	Standardised tests DRA YARC PHAB Sandwell Maths Plus 1/Power of 2 Maths – No Problem! Dynamo Maths FFT Beat Dyslexia Rapid Readers & Hi-Lo books Word Shark and Number Shark Nessy	Pastoral Support Social groups Early Help Assessment Therapeutic Thinking Approach	Write From the Start Sensory Circuits	Educational Psychologist Speech & Language Therapist School Health Social Care Education Welfare Officer Pupil Referral Units SES – Specialist Education Services Point One LD CAMHS Young Carers

Useful Links:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

<https://www.access-unlimited.co.uk/>

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/sendiaass-leaflets/>

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.