



THE WILLOWS CATHOLIC PRIMARY SCHOOL

SEND Inclusion Policy

Date 18th May 2025

Signed by:

Mrs S.A. Barnett

Headteacher

Date:

18.05.2025

Mrs. M Holden/Mr. D Harrison

Chair of Governors

Date:

21.05.2025

Catholic schools are special, Christ's teachings and values, through the Gospel, permeates through absolutely everything we do. Whether this is the way in which we interact with each other, forgiving those who have upset or hurt us and how we treat anyone within our family or community.

Our central aim at The Willows is our school motto:
God Loves Me, God Loves Everyone.

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 full 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.

SEND INCLUSION POLICY

‘God loves me. God loves everyone.’

Our School Mission Statement

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 full potential in a safe and stimulating environment where all are valued and respected.

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

Contact details: m.roddy@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 SEND.

The Willows is a Roman Catholic Primary School with 210 pupils on roll.

There are three single age classes, EYFS, Y1 and Y2 (KS1) and four single age KS2 classes, Y3, Y4, Y5 and Y6.

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 SENDCO is a class teacher. The school uses ESENDI Services and Pear Tree Specialist School for specialist advice and assessments.

This policy was developed by the SENDCO, closely in partnership with Blessed Edward Bamber Catholic Multi-Academy Trust (BEBCMAT), the Head, Mrs Sharon Barnett and Deputy Head, Robert Wylde. It has been shared with governors, staff and parents of SEN 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.
- 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 SEN.

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, June 2014 – Updated April 2020.
- 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 (SENDCO) who will work with the SEND 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.

A pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age;
- Disability or health condition that prevents or hinders them from making use of educational facilities used by their peers of the same age in a mainstream school or mainstream post-16 college.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities. As a school, we will review how well equipped we are to support children and young people with the following as identified in the code of practice.

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and physical needs.

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 tracking spreadsheets. 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.

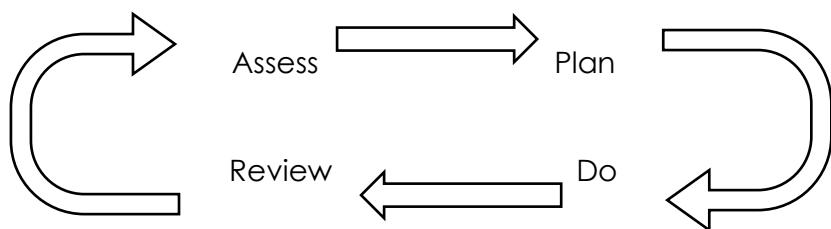
It is the responsibility of the class teacher to implement the provision map for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the

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 SENDCO. They should 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 SENDCO, 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 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 (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 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, SENDCO 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 SENDCO.

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 SENDCO 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 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) Early Help Assessment (EHA) 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) EHC agreed.
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 SENDCO, 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 SEND. This is available for parents and pupils on the school website under the SEN Tab or the Policies Tab.

Lancashire County Council also has a 'Local Offer' which can be found at [Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](http://www.lancashire.gov.uk/children/education-and-learning/send/special-educational-needs-and-disabilities-send-local-offer-lancashire-county-council)

Links with other agencies to support the family and pupil.

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

- BEBCMAT SEND Lead Nicola Cassidy
- ESENDI Services - for assessment and small group/ individual work
- Health- Our school nurse can be contacted through school. Referrals for health agencies, such as CAMHS, can be made through the school nurse.
- 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.

- SEND IAS. This service is available to all parents and carers of children with SEND. They offer support and advice.
- Educational Psychologist.
- Neuropathway.
- Dyslexia Specialist Teacher.

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 SENDCO is also available for parents to discuss concerns by appointment.

Induction for new parents takes place in the Summer term, parents have a chance to meet their child's class teacher in September 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 SEND will be admitted to The Willows in line with the school's admissions policy (available on the school website under the Policies tab. 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 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 an 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 **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 an 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 followed.

Some children may also have special educational needs (SEND) and an 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 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

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

- Asthma
- Cystic fibrosis
- Diabetes (not currently)
- Allergies e.g. banana and nut
- Coeliac Disease
- Epilepsy
- Crohn's Disease

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

(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 an annual parent and pupil questionnaire, discussion and through parents' evenings.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENDCO 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.

SEND 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 SENDCO. These interventions are monitored and evaluated termly by the SENDCO 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 SENDCO attends relevant SEN 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 SENDCO 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 SENDCO regularly attends the BEBCMAT, Local Authority and Local Area SENDCO 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 informed of how the school is meeting the statutory requirements. The SEN Governor is Mrs Grace Wiggans.

The Headteacher Mrs Sharon Barnett is the Designated Teacher with specific Safeguarding responsibility and for PPG/LAC funding. The Office Manager (Miss Stedman) alongside the SENDCO (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 area of the School's Network. 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
E.g. 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, Epilepsy and Crohn's 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 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 SENDCO and class teacher then it should be brought to the notice of the Head teacher.

Lancashire SEND IAS provides information, advice and support on special educational needs and disability (SEND) to parents. It's a statutory service, which means it must be provided by law. Every local authority in England has this type of service and what they provide is shaped by chapter 2 of the SEND Code of Practice and the IAS Minimum Standards.

Lancashire SEND IAS: www.lancssendias.org.uk

Information Line:- 0300 123 6706

Monday – Friday 9am - 5pm.

E-mail: 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 SEND policy is reviewed annually. This policy was reviewed in May 2025.