



Townlands C of E Primary Academy

Special Educational Needs and Inclusion Policy

Approved by: Rachel Johnson (Chair of Governors)

Date: September 2026

Next review due by: September 2027

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0–25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Framework for Keys Stages 1 to 4 (December 2014)
- Policy and procedures on safeguarding / child protection for schools (September 2024)
- Keeping Children Safe in Education (2024)
- Accessibility Plan
- Teachers Standards
- Townlands Primary Admissions Policy
- School Mental Health and Wellbeing Policy

The SENCO is: Mrs Georgina Thompson who can be contacted via the school office. In her absence the SENCO is Mrs Samantha Lightfoot.

INCLUSION STATEMENT

Townlands C of E Primary Academy is committed to creating an inclusive environment where every child, regardless of ability, background, culture, language, gender, race, religion, sexual orientation, or socio-economic status, feels valued, respected, and supported. We believe inclusion means removing barriers to learning and participation so that all pupils can thrive academically, socially, and emotionally.

AIM

We are committed to using our best endeavours to provide an appropriate and high-quality education for all children at our school which enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make successful transition to their next phase of education.

Every teacher shares responsibility for the learning and wellbeing of all children, including those with SEND and from diverse backgrounds. We are committed to building a community founded on mutual trust and respect between families and school staff, through clear

communication and collaborative practice, to ensure every child can thrive and achieve their full potential. We aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life.

OBJECTIVES

To achieve this aim, we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences. We will do whatever we can to meet a child's SEND.
3. Strive to identify a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Encourage parents to participate in decisions and we work in close partnership with parents to achieve these aims.
5. Support pupils to participate in discussions and express their views, be involved in decisions which affect them and encourage them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for staff working with pupils with special educational needs, to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The Headteacher, SENCO, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (January 2015).

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A pupil is identified as having SEND when their learning difficulty or disability calls for special educational provision to be made for them. This provision is different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers make

regular assessments of progress for all pupils identifying where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

BROAD AREAS OF NEED AS OUTLINED IN THE SEND CODE OF PRACTICE (2015)

There are four broad areas of need that are outlined in the SEND Code of Practice. They are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

These four broad areas give an overview of the range of needs that the school plans for. They are designed not to fit a pupil into a particular category. In practice, individual pupils often have needs that cut across all these areas and these needs may change over time.

The purpose of identification is to work out what action the school needs to take, rather than to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the pupil will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

THE GRADUATED APPROACH TO SEND SUPPORT

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below

national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate adaptive teaching and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also discuss with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCO. At this meeting the requirement for additional assessments and support will be ascertained. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, parents will be contacted and invited to share their perspective. The child will then be placed on the school SEND Register at the 'SEND Support' stage. The parents will be informed if the school is making special educational provision for a child which can include a variety of different support strategies (see levels of provision in the SEN Information Report) dependent on the child's needs. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a Learning Support Assistant. High-quality teaching is always seen as the first step in responding to pupils who may have SEND.

Working together, the SENCO, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This SEND support will take the form of a four-part cycle: the Graduated Approach: Assess – Plan – Do – Review. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs. This will determine what provision the pupil will require to make good progress and secure good outcomes. Where school staff feel they need support they will request specialist expertise in order to advise them in matching interventions to the SEND of a child.

The effectiveness of the support and interventions and the impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support/intervention. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO and Senior Leaders in school, where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child. Specialist agencies will only be contacted where parents give their consent. It is the SENCO's role to contact any

specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

In accordance with the School Mental Health and Wellbeing Policy, a child with emotional and/or mental health needs may need support from the School Mental Health Lead/ Pastoral Team (Mrs Thompson, Mrs Shakespeare and Mr Duane). The support provided is to meet the needs of the individual child.

SPECIALIST AGENCIES WHO MAY BE ABLE TO PROVIDE ADVICE AND RECOMMENDATIONS TO SCHOOL

Some of these may be available for work to be commissioned by school and others will be involved through avenues outside of school such as the GP.

- Leicestershire Educational Psychology Service
- NHS Clinical Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Service
- Leicestershire Specialist Teaching Service
- Autism Outreach Team
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Community Paediatricians
- The School Nursing Service
- Outreach Services provided by local specialist settings
- Mental Health in Schools Team

In some cases, there is a charge for accessing specialist agency support; funding for this will come from the school's notional SEND budget and will be monitored by the SENCO and Headteacher.

Where pupils are made subject to an Education, Health and Care Plan (EHCP), the school will work in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

SEN INTERVENTION FUNDING AND EDUCATION, HEALTH AND CARE PLANS

Where the special educational provision that is required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting additional funding. The child may require funding for a certain period of time such as 1 year. This may be to

close the gap in attainment or support other needs. Alternatively, if a child presents with needs which are significantly concerning and are highly likely or certain to be a long-term difficulty or disability, an Education, Health and Care Needs Assessment may be requested to obtain an Education, Health and Care Plan.

The SENCO will have close regard to the local authority's criteria for funding for SEN Intervention Funding or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer website along with information on the EHC Needs Assessment process and this will be shared in full with parents to ensure they are clear about the process and how parents are involved.

Education, Health and Care Plans are reviewed annually. If a child's needs change or they are due to move onto their next phase of education, a review may be held earlier than expected.

REMOVING PUPILS FROM THE SEND REGISTER

In consultation with parents, the child will be considered for removal from the SEND register where the pupil has made sustained good progress that:

1. Better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.
2. A child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained.
3. SEND Support is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND

The school is committed to a meaningful partnership with parents of children with special educational needs and/or disabilities where parents are encouraged to be fully involved in decisions and are provided with the information necessary to enable participation in those decisions.

The school will do this by:

- Actively listening to parent's concerns, wishes and aspirations for their child and building effective partnerships.
- Providing all information in an accessible way.
- SENCO being available for meeting by appointment through the school office.
- Publishing how the school implements the SEND Policy on the school website following the information set out in the SEND information report regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.

- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).
- Planning additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Using e-mail, text, virtual platforms or telephone to contact parents.

SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- We will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations (with parents support).
- Wherever possible, and in an age-appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress as fully as possible in making decisions about future support and provision. Their views are recorded and shared during termly inclusion meetings and on their IEPs.
- All staff will actively listen to, and address, any concerns raised by children themselves.
- Planning additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to their next phase of education.
- Pupils with EHC Plans are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, or by preparing a recorded presentation to share at the meeting.

- Seeking pupils' views through regular check-ins/ periodic questionnaires / group interview activities undertaken by the SENCO, Pastoral Team, classroom staff and / or SEND Governor and using this to evaluate SEND Practices in school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and disabilities (SEND) 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 where the SEND Code of Practice (2015) is followed. Arrangements in place to support pupils at school with medical conditions are detailed with the school's policy for Supporting pupils with Medical Conditions (A copy of this policy is available on the school website or via the school office). All pupils with medical needs have an Individual Health Care Plan which sets out individual requirements.

MONITORING AND EVALUATION OF SEND AND INCLUSION

The school regularly monitors participation and achievement for all groups, including SEND, EAL, disadvantaged pupils, and those with protected characteristics. This is done through careful scrutiny of data related to the achievement of pupils, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant performance data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

The school's SENCO regularly attends TELA local SENCO update meetings in order to keep up to date with local and national updates in SEND, as well as other training offers throughout the academic year.

FUNDING FOR SEND AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of

money to enable special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, the school can request from the local authority to provide SEN Intervention Funding to meet the cost of the provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of a Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

ROLES AND RESPONSIBILITIES

SENCO

The key responsibilities of the SENCO is taken from the SEND 0-25 Code of Practice (2015) and includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up to date.

GOVERNING BODY AND HEADTEACHER

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Head teacher, SENCO and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

The Head teacher will ensure that the SENCO has sufficient time and resources to carry out his / her functions.

STORING AND MANAGING INFORMATION

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely stored. For more information about our school procedures see the Confidentiality Policy.

When a child moves on with their education, the school will liaise with the new setting to ensure a smooth transition. All relevant paperwork and information will be passed on in a safe and secure manner to ensure the new establishment is fully aware of the young person's needs.

ACCESSIBILITY

We believe equality does not mean treating everyone the same; it means treating everyone fairly with respect, having regard for their rights and wishes. This means giving some pupils extra help, so they have the same choices as their peers.

Our school includes electronic front doors to ease entry for wheelchair users and buggies to enable easier access into the school office.

In order to remove barriers to learning, the school provides resources to allow all pupils to access their learning. This includes coloured overlays, translating programmes for non-English speaking pupils, adult support, interventions etc. depending on individual needs.

Through our disability equality documents we ensure the curriculum is equally accessible to all regardless of ability. This includes fair access to after school clubs and out of school activities.

We have an open-door approach where parents and carers can speak to the class teacher at the end of each day or book an appointment via the school office. Alternatively, parents can request a telephone consultation and the class teacher or SENCO will telephone a parent to discuss issues or concerns if the parent is not able to hold a meeting in school.

BULLYING

The school takes bullying extremely seriously and specific lessons focus on e-safety, anti-bullying week, PSHE and RSE.

More information can be found in our Behaviour Policy and Anti-Bullying Policy, which outlines the steps we take to ensure bullying of vulnerable learners is addressed quickly. For more information, our Safeguarding and Child Protection Policy also outlines how we keep our vulnerable pupils safe and the procedures we follow when a pupil is identified as at risk.

Please refer to the following for further information:

- School website www.townlandsprimary.org
- Leicestershire's Local Offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Links to other policies

- Equality policy
- SEND Information Report
- Supporting pupils with medical conditions policy
- Children with health needs who cannot attend school policy
- Behaviour policy
- Anti-Bullying policy
- Accessibility policy
- Children's Mental Health and Wellbeing policy