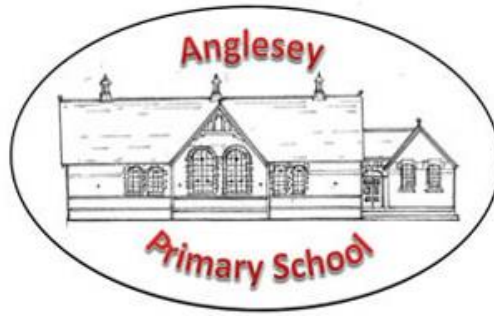




Anglesey Primary School

Special Educational Needs and Disability (SEND) Inclusion Policy

Statement of Intent

At Anglesey Primary School, we believe that all children have the right to achieve and flourish in a safe, nurturing environment. We are committed to providing high quality education for all and ensuring that children with special educational needs and disabilities (SEND) also receive a broad and balanced academic and social curriculum and have equal access to all provision in school and in out of school enrichment activities.

We are an inclusive school and as a part of our strategic planning for improvement we aim to develop policies and practices that include all learners. We believe that it is the right of children with SEND to achieve their full potential regardless of need.

Aim

- To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.
- To enable pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.
- For the school to have full regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To recognise that parents, hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- To treat parents of children with special educational needs as partners and support them to play an active and valued role in their children's education.
- To encourage children with special educational needs to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition process.
- To ensure accurate assessment and the record keeping of the progress of individual children with SEND.

- Ensure successful preparation and allow opportunities to acquire the skills that will enable pupils to transition into secondary school and become independent, life-long learners.

Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014) (and related regulations).
- Health and Social Care Act (2012)
- Equality Act (2010)
- Children's Act (1989)

It will also consider statutory and non-statutory guidance, including but not limited to:

- SEND Code of Practice 0-25 (2014)
- Supporting Pupils at School with Medical Conditions (2014)
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children (2018)
- Schools SEN Information Report Regulations (2014)
- School's Safeguarding Policy
- School's Accessibility Plan

Links with other school policies

This policy should be viewed in conjunction with all other school policies.

Definition of SEND

Children have special educational needs if special educational provision is required to enable them to learn effectively. Such children may have a learning difficulty or disability.

The law states that children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

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

Areas of Special Educational Need

In line with the SEND Code of Practice and our Local Offer, Anglesey Primary School will make provision for pupils with the following needs:

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

We also consider what is NOT SEND but may impact on progress and attainment:

- Disability – the SEND Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability and Equality legislation. These alone do not constitute SEND.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being a looked after child (LAC)
- Being a child of a service man/woman

A child must not be regarded as having a learning difficulty solely because of any of the circumstance above.

Roles and Responsibilities

The SENDCO (Special Educational Needs and Disability coordinator)

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Overseeing the day-to-day operation of the school’s SEND policy;
- Advise on the deployment of the school’s delegated budget and other resources to meet the needs of pupils effectively.
- Coordinating the provision for children with special educational needs;
- Provide professional guidance to colleagues.
- Supporting teaching assistants in delivering interventions;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies.
- Reporting on SEND provision to all stakeholders.

The SEND Governor

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND within the school and update the governing body on this.
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Monitor the balance of the curriculum and quality and effectiveness of the teaching to ensure all pupils’ needs are being met.

The Head teacher

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.
- Ensure that teachers monitor and review the pupil’s progress during the course of the academic year.
- Cooperate with the local authorities during annual review of EHCP
- Ensure that teachers and intervention support staff have sufficient time and resources to carry out their duties

The Class Teacher

- Ensure that all pupils in their class are making progress.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil’s progress and development and decide on any changes to provision.

- Ensure they adhere to the SEND policy.

Resources

The school is funded with base funding for each pupil and then additional top up funding that is proportionate to their individual need dependent upon the type and level of need.

Implementation

Identification

On entry to our Early Years Foundation Stage (EYFS), we will assess each child's current level of attainment in order to ensure that they build upon the pattern of learning and experience already established during the child's preschool years. If a child has already had a special need identified, this information may be transferred through a SEN Early Years Support Plan, discussion with parents and nursery provider. The class teacher, teaching assistant and SENDCO will then use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify the provision needed in order to support the child within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observations and assessments provide the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach.

New pupils who arrive part way through the year in any particular class are assessed in the same way as existing pupils. If they have already been previously identified as having SEND the pupil's IEP and records will be requested from the previous school.

Teaching and Learning

The school has a policy of inclusion and will do everything reasonable to ensure that all children have full access to the school's curriculum, regardless of race, gender or special need.

Provision for children with special educational needs is a matter for the school as a whole. The governing body, the school's head teacher, the SENDCO and all other members are responsible for ensuring that schools SEND provision is effective. *All teachers are teachers of children with special educational needs* and this is reflected in our daily teaching practice.

At the heart of the work of every teacher is a continuous cycle of assessing, planning, teaching and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Pupils' progress and attainment will be assessed and they will be given additional support for the following reasons:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate.
- The attainment gap between the child and their peers is widening

Graduated Approach to SEND

At Anglesey, we use the Graduated Approach, Assess, Plan, Do, Review to deliver our SEND provision.

The school will identify barrier to learning and assess each child's current levels of attainment. We use Anglesey's SEND English and Maths Continuums to identify pupils that may have SEND in English and maths. Class teachers work together with teaching assistants to complete the audit for individual pupils who currently have recognised SEND and also any new pupils that have been identified via school's assessment processes and a support plan is discussed with the class teacher, teaching assistant and SENDCO.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to support children with special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and bring increasing specialist expertise to support school in addressing these needs. The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If a child is referred for an Education Health and Care plan (EHCP) or a SEND Support Provision Plan (SSPP), the school will provide the local authority with a record of its work with the child including the arrangements that have already been made.

1) Universal Provision

High-quality teaching/reasonable adjustments/adaptations/monitoring

At Anglesey, our first response to SEND is to adopt High Quality Teaching strategies designed to promote progress within class. Here, strategies used and the progress of the pupil will be monitored and reviewed by the class teacher, teaching assistants and SENDCO.

2) Targeted Support

When a child is assessed as needing more than universal strategies and High-Quality Teaching to make progress, the class teacher will provide evidence-based interventions that are additional to those provided as part of the school's usual curriculum. This will be called **SEND Support**. The triggers for intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum/reasonable adjustments.

3) Specialist Support

In some cases, outside professionals from the local authority, may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The external specialist may act in an

advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The strategies for supporting the child will be implemented, at least in part, in the normal classroom setting.

The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for the progress of the child and for planning and delivering an individualised programme.

Parental views will always be consulted and a joint working relationship will be maintained to assist the child.

Individual Learning Plans/One Page Profiles

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan or a One Page Profile and will include information about:

- The short-term SMART (small, measurable, achievable and recordable) targets set for the child;
- The teaching strategies to be used;
- Success Criteria
- The provision to be put in place;
- When the plan is to be reviewed;

The Individual Learning Plans and One Page Profiles only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. Targets will be regularly reviewed by the class teacher as part of the Assess, Plan, Do, Review cycle. The plans and profiles will be formally reviewed three times per year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Impact

Assessment and Review

The school is continually searching for ways to improve provision and achievement of pupils with SEND. A series of methods to gather data for analysis include:

- Regular observation of teaching by the Head Teacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils as well as those with SEND.
- Success rates in respect of targets.
- Scrutiny of teacher's planning and pupil's work
- The views of parents and pupils
- Termly reports for the Governing Body.
- Maintenance of assessment records that illustrate progress over time
- Pupil progress meetings
- Review Meetings.

Statutory Assessment of Special Educational Needs

Where a request for an Education, Health and Care Plan (EHP) assessment is made by the school to the Local Authority (LA), the child will have demonstrated significant cause for concern. The child's level of need will be such that, despite all possible SEND support being given, the child is making unsatisfactory progress, unable to access the curriculum fully or both.

The ECHP assessment involves consideration by the LA, working cooperatively with parents, the child's school and as appropriate, other agencies, as to whether an ECHP assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through the child's school, from a parent or a referral by another agency.

The LA will use all the evidence available to establish whether or not an assessment will be made. After a full assessment has been completed, the LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

Education, Health and Care Plans

An EHCP will include:

- the pupil's name, address and date of birth;
- details of all the pupil's special needs; and capabilities
- identify the special educational provision necessary to meet the pupil's special educational needs;
- Identify the type and name of the school where the provision is to be made;
- Include relevant health or social care needs and provision.

All children with an EHCP will have short-term targets set out for them that have been established after consultation with parents and include targets identified in the EHCP. These targets will be set out in an Individual Learning Plan or One Page Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Individual Learning Plan or One Page Profile will continue to be the responsibility of the class teacher.

Annual Review of an Education, Health and Care Plan

All EHCP's are reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review focuses on what the child has achieved as well as on any difficulties that need to be resolved.

Transition

At the review in Year 5, the aim will be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENDCO of the receiving school will be invited to attend the final annual review of pupils with an EHCP, to allow the receiving school to plan appropriate provision to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Outside Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs. The school has regular communication with a variety of agencies to ensure that the school can best meet the needs of individual children.

The External Support agencies include:

Educational Psychologist
Pupil and School Support
Communication and Autism Team
Speech and Language Team
Hearing Impairment Team
Visual Impairment Team
Forward thinking Birmingham (Formerly CAMHs)
Physical Disabilities Support Service
Occupational Therapy
ADHD Nurse Service.

The SENDCO will contact and liaise with these agencies initially when introducing them to a particular child. Work undertaken will be overseen by the SENDCO, class teacher and teaching assistant.

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. Where children in school have disabilities, we comply with our duties under the Equality Act 2010. Please refer to our policy for supporting pupils with medical conditions.

Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the SEND information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all times. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Accessibility

The curriculum at Anglesey includes learning about disability, difference, rights and valuing diversity. Advice is sought from appropriate organisations regarding resources for specific needs.

We are committed to a policy of equal opportunities for all and endeavour to provide positive images of disabled people not only through PSHE and Rights Respecting School lessons but also through our positive school ethos and values. We work with the children to understand the impact of words they use and deal seriously with derogatory name calling related to a special educational need, or disability. We have an up to date accessibility plan that has been drawn up under the LA 'Success for Everyone' criteria. This audit and action plan, comply with the Disability Discrimination Act 1995, updated 2006 and the Special Educational Needs and Disability act 2001 as well as the 2010 Equality act.

Record Keeping and Confidentiality

Children with Special Educational Needs may take part in assessments additional to routine assessments that take place throughout the school. The purpose of any assessment is to provide data that clarifies what a child can and cannot yet do so that teachers can more effectively meet the needs of that child. Where a child needs to work with an outside agency, parental consent will be sought.

Detailed records are kept for all children with a special need. The SENDCO is responsible for keeping records of any matter connected with a pupil's special needs. Records are kept electronically on secure platforms. The files are only available to school staff, professionals within the local authority and to the pupil's legal guardian.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.

If the issue cannot be resolved, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the school's complaints procedures, details of which can be found on our school website.

Monitoring and Review

The SEND Policy will be reviewed and revised regularly and amendments will be made annually where necessary.

The SENDCO and SEND governor will monitor and review the SEND policy every year or sooner if required. If the policy needs modification, then the head teacher will report the amendments and/or recommendations to the Full Governing Body.

Policy Reviewed and updated: September
2025
by Mrs T Johnson
SENDCO

Agreed by Governors:

Review date: September 2026