



WESTONZOYLAND

Community Primary School and Pre-school

SEND & Inclusion Policy



February 2026

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (updated September 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Rationale

Westonzoyland Community Primary School and Pre-School values the abilities and achievements of all its pupils, and is committed to providing the best possible learning condition for each pupil. We do this by taking account of pupils' varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, class, attainment, age, disability, gender or background.

Introduction

Westonzoyland provides a broad and balanced curriculum for all children. In the Pre-school, Foundation Stage and throughout KS1 and KS2 we ensure there is an environment in which all children are supported to reach their full potential. The EYFS and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set appropriate learning challenges and respond to the children's diverse learning needs. Some children have learning difficulties which mean that they have special needs and require provision to be made by the school.

Children may have Special Educational Needs and Disability Needs either throughout their time in school or at any time during their school career.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for Special Educational Provision. However, not all children defined as disabled will require this provision. A child at Westonzoyland may not have Special Needs but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision based on identified needs.

Aims and Objectives

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified as early as is possible, assessed and provided for;
- to identify the roles and responsibilities of staff providing for children's Special Educational Needs;
- to enable children to have full access to all elements of the curriculum;
- to ensure that parents are fully informed of their child's progress and able to be fully supportive of their child's education;
- to ensure that our children are involved in the process.

All teachers and keyworkers are teachers of SEND and are responsible for ensuring that the SEND provision within the preschool and the classroom meets the needs of all pupils. The SENDCo works across all departments and supports and advises staff working with pupils with special educational needs and disabilities (SEND). In addition to this our pre-school has its own SEN specialist whose role is to liaise closely with the SENDCo and Somerset County Council's Early Years Area SENDCo to meet the needs of the younger members of our school community.

The National Curriculum and Early Years Foundation Stage statutory framework are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs

through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum and Early Years Foundation Stage Curriculum to meet the needs of individuals or groups of children. Examples of these include speech and language therapy, occupational and physiotherapy.

Educational Inclusion

Our school is committed to ensuring equal opportunities and promoting inclusion for all. We strive to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children irrespective of ethnicity, class, attainment, age, disability, gender or background.

At Westonzoyland we have high expectations of our children, and we aim to provide excellence and enjoyment through our curriculum for all. We endeavor to achieve this through the removal of barriers to learning and participation. We aim for all the children at Westonzoyland to feel valued. Through appropriate curricular provision we respect the fact that children;

- Have different educational needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching styles and approaches.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all of our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Identifying Special Educational Needs

A child has Special Educational Needs if he/she has learning difficulties that call for Special Educational Provision to be made which is different from, or additional to their peers. All children may have Special Educational Needs at some time in their lives.

Children have a learning difficulty if:

- **They have a significantly greater difficulty in learning than the majority of children of the same age.**
- **They have a disability which prevents or hinders them from making use of the same educational facilities that are provided for other children of the same age.**

As Westonzoyland has a Pre-School, children's additional needs may have already been assessed. If not, children will be assessed as they enter the Foundation Stage, so that we can build on their prior learning. This information provides a starting point for the development of an appropriate curriculum.

All staff are responsible for identifying children who may have Special Educational Needs and Early Identification is considered a priority.

Identifying factors for SEND

Identifying factors for SEND can be can be that children...

- make little or no progress, despite targeted teaching of areas of difficulty;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional, social mental health issues which impact on successful learning;
- have sensory/physical problems and despite the provision of specialist equipment make little progress;
- experience communication and/or interaction difficulties and despite experiencing a differentiated curriculum makes little or no progress;

Categories for SEND

In broad terms, a child may exhibit;

Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may

	include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or Physical	Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sometimes children fall into more than one category for SEND. Other children will exhibit one or more characteristics and yet not present with learning difficulties. It is the keyworker's/teacher's professional judgement, in consultation with the SENDCo, colleagues and his / her understanding and awareness of the individual, which is central to the special educational needs provision offered at Westonzoyland Primary School. Pupil Progress meetings take place on a termly basis and give the teacher an opportunity to discuss concerns regarding a child's rate of progress with the SENDCo and Headteacher. At the preschool children's needs are discussed on a half termly basis during keyworkers supervisions.

Curriculum Access

All children are entitled to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Westonzoyland supports children in a manner that acknowledges their entitlement to share the same learning experience as their peers enjoy. There are times when, to maximise

learning, we ask the children to work in small groups or a one-to-one situation outside of the classroom.

Supporting children with SEND

Graduated response

The school adopts a graduated response to meeting special educational need in line with the Code of Practice 2002, 2014 and 2015, also Somerset's Graduated Response Framework for SEND. A range of evidence is collected through the usual assessment and monitoring arrangements and from standardised testing: if this suggests that the learner is not making the expected progress, class teachers will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

When it becomes clear that a child is not making progress within **Wave 1 provision** with quality first teaching additional or alternative support will be provided through this cycle. Interventions will be offered that are different to or additional to those provided in the classroom through quality first teaching. These are known as **Wave 2 or 3 interventions**. Some children receiving this level of support are identified as requiring **SEND Support**.

A child can be moved to Special Educational Needs Support (SEND Support) through concern that despite differentiated teaching pupils:

- make little or no progress, despite targeted teaching of weakness;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/behavioural difficulties which are unaffected by behaviour management strategies;
- have sensory/physical problems and despite the provision of specialist equipment make little progress;

The class teacher/keyworker will discuss his/her concerns with the SENDCo who will have already begun to build a profile of the child's strengths and weaknesses by completing The Graduated Response Tool. This may be achieved using observational assessment, discussions, formal assessment etc. This is important to establish the exact nature of the special need. This can be achieved by teacher and parents completing the 'Quick Checker' as the first step in the Graduated Response.

SEND support

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:

- Assess
- Plan
- Do
- Review

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, advice from external support services will also be considered. 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

All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using individual provision plans or individual learning plans (ILPs) and are

monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist services such as an Educational Psychologist. 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 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.

Partnership with Parents and children

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child > Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The class teacher, supported by the SENDCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

In our school, the SENDCo is available during her allotted SENDCo time. This is for any parent/carer regardless of whether they have a child with Special Educational Needs or a disability, to ask for advice or discuss any concerns

they have regarding their child in school or their family. The SENDCo will be able to listen to the parent /carer and offer general advice, follow up any concerns with the class teacher, KS lead, or Head Teacher and/or make available information for accessing other support groups or agencies.

Somerset **SENDIAS** provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial.

SENDIAS encourage partnership working with schools, colleges, early years providers, the Local Authority and other statutory and voluntary services, so that parent/carers, children and young people can be part of decision making. As a school, we signpost to this service as a means of supporting our parent/carers community.

Our school website includes our school SEND information report, Accessibility Plan and SEND Policy. There are also links to the Core Offer and other really useful web pages around different areas of need.

Pupil passports and ILPs

The information acquired will be used to plan appropriate provision and monitor progress. Pupil on the SEND register will have an Individual Learning Plan (ILP). These are constructed after detailed discussions with the child, school staff and parents. These will be updated termly. It will include their strengths and feelings about school, their area of need, details of their interests, suggestions for the best way for school to support them and individual targets. These documents are made available for supply, or other teachers, taking their classes. ILP's are shared and discussed with the SENDCo, parents and the individual pupil. The class teacher not only remains responsible for working with the child on a daily basis, but for planning a more individualised programme, which will be detailed in the ILP. The ILP may include interventions which will be supported by the SENDCo or outside agencies. If the profile review or liaison between class teacher and SENDCo identify a need for support, advice will be sought from Somerset Support Services. Consequently, actions may be agreed, which include individual assessment by an outside agency. The class-teacher remains responsible for the provision for children in their class but the SENDCo or outside agencies will provide additional support in formulating and delivering the ILP. Children may also be given an ILP if they are on out SEND 'Watch List' to assist them in making progress. If this is unsuccessful they will then be placed on our formal SEND register.

Within the Pre-School, if the SEND lead identifies a need for support, advice will be sought from the School SENDCo followed by the Area SENDCo.

The ILP will be shared with parents by class teachers and they are offered an opportunity to meet with the SENDCo if they have not already done so to discuss any questions or concerns.

Education, Health and Care Plans

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. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parent
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.somerset.local-offer.org and www.somersetchoices.org.uk/

and Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) www.somersetsend.org.uk

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

Pre-School SEND

In the Pre-School, if a child meets the set criteria for Higher Needs Funding, then we can make a funding application. Applications go to audit 3 times a year. Any additional funding granted is spent according to the needs of the child. This is based on the judgement of the pre-school manager, key worker, parent and SENDCo.

In Westonzoyland Pre-school, opportunities to work in close partnership with parents are integral to ensuring the needs of all children are met.

Roles and responsibilities

Class Teacher

Each class teacher is responsible for:

- > The progress and development of every pupil in their class
- > Working 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
- > Working with the SENDCO to review each pupil's progress and development, and decide on any changes to
- provision
- > Ensuring they follow this SEND policy

SENDCo

At Westonzoyland Community Primary School the SENDCo:

- co-ordinates the provision for and manages the responses to children's need;
- supports and advises colleagues;
- oversees the records of all the children with special educational needs;
- liaises with the parents of children with special educational needs;
- liaises with all external agencies and other support services;
- monitors and evaluates the special educational needs provision ,and reports to the governing body;
- contributes to the professional development of staff
- liaises with appropriate primary and secondary schools to ensure smooth transition into Foundation Stage and at the end of Year 6
- is the EAL Coordinator
- is the Child Looked After Coordinator
- is the Children with Medical Needs Coordinator

Governing Body

At Westonzoyland Community Primary School the governing body:

- has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs;
- does it's best to ensure that the provision for SEND children is made as is of a high standard;
- ensures that a responsible person is appointed to communicate to all involved with teaching children with Education Health Care Plans, and that all staff are fully informed of the plan.

The SEND Link Governor

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governance committee on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Headteacher

The headteacher will:

- Work with the SENDCO and SEND link 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 and/or a disability
- The day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keep the Local Governance Committee informed of all developments with regard to SEND.

Monitoring and reviewing

- The SENDCo monitors the children identified as having SEND in school;
- The SENDCo provides staff and governors with up-dates regarding the impact of the policy on the practice of the school;
- The SENDCo is involved with termly meetings with all class-teachers, formulating and up-dating ILPs, monitoring progress using data, book scrutiny and observation;
- The SENDCo, Laura Liddell and the SEND Governor, Amy Saturley hold Termly meetings;
- The Governing Body reviews this policy annually.