

Inclusion, Special Educational Needs and Disability Policy

Policy reviewed and agreed by Governing Body – September 2025

Date for next review – September 2026

Aims

At Edward Wilson Primary School, we welcome all pupils as part of our community. We aim to provide every child with a broad and balanced curriculum and inclusion in all aspects of school life.

We aim to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. We recognise that some children may experience greater difficulties in gaining access to the curriculum. We strive to meet the needs of these children through regards to the statutory obligations and guidance contained within the Special Educational Needs and Disabilities (SEND) Code of Practice (2014) and the update in January 2015. Pupils with additional needs or who are experiencing a barrier to their learning, are supported to develop a positive and successful attitude to their learning.

We believe that everyone involved with the child has a vital role to play in their support and development. We promote collaboration between home, school and other agencies. We ensure that parents are involved at all stages and that the child is given the opportunity to express their views and be involved in setting and evaluating targets, as appropriate to their maturity and understanding.

Objectives

At Edward Wilson Primary School, we provide all pupils with equal access to school life by:

- recognising at all members of staff need to consider the individual needs of pupils when planning the curriculum. We aim to provide a curriculum that is accessible and relevant to the needs of our pupils whilst also giving appropriate support to those who need it.
- identifying pupils who need additional support to ensure access to the whole curriculum. We aim to assess and provide appropriate support strategies, contacting additional specialist advice from external agencies if needed.
- recognising the importance of early identification, assessment and tracking of the progress of pupils experiencing a special educational need. We will continue to develop practices that aim to ensure that all pupils' special educational needs are identified, assessed and the curriculum is planned to meet their needs.
- working within the guidance provide in the SEND Code of Practice, 2015

- operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs. We aim to ensure that procedures for identifying, monitoring, and reviewing progress of SEND pupils are understood by all staff, as are the roles of each member of the school community in providing for these pupils.
- providing support, training and advice for all staff working with SEND pupils in order for them to meet the individual needs of the pupils in their care.
- involving the child and taking their views into account. We will make every effort to involve pupils in the decision making about their SEND provision as appropriate to their age and understanding.
- recognising the vital role of parents and carers in the identification, assessment and response to their child’s special educational needs. We aim to work in partnership with parents and carers, valuing their views and contribution and keeping them fully involved in their child’s education.
- promoting effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils’ special educational needs.

What is a special educational need or disability?

Children have special educational needs if they have a learning difficulty or a barrier to their learning, which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age and require additional or different educational provision to be made for them, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Types of SEND

SEND is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum (ASD).
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with visual impairment (VI), hearing impairment, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

Quality First Teaching

At Edward Wilson Primary School, we adopt a quality first teaching approach. The key characteristics of quality first teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups and making use of structured talk strategies
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching and learning support practitioners or specialist staff. Quality first teaching, differentiated for individual

pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly and carefully monitor the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinises and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team and Special Educational Needs and Disabilities coordinator (SENDco), should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can 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

Identification, assessment, review and record keeping for children with SEND

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The staff work collaboratively to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. Reviews of pupils on the SEND register take place three times a year in line with pupil progress meetings. For pupils with an Education, Health & Care plan (EHCP), an annual review meeting takes place in addition to this. Any records for pupils with additional needs or provision are regularly updated.

A graduated approach to SEN support

At Edward Wilson we follow the graduated approach as outlines in the Special Education Needs and Disability code of practice: 0 to 25 years. The graduated approach involves practitioners using the information they gather from their on-going day to day assessment to make judgements about the progress a student is making. This helps them to identify any barriers that might be preventing a child from progressing in line with their peers. This model of action adopts the idea of a continuous cycle of 4 steps – assess, plan, do, review, which enables children who are experiencing special educational needs to receive the support that they need. Alongside this model of action, the school's continuous assessment cycle is used to ensure early identification of children who may have learning difficulties.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENDco, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDco should contact them, with parental consent, to make a referral to the appropriate service.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENDco should agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and teaching and learning support practitioners who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the class' provision map.

Do

The class teacher should remain responsible for working with the child on a daily basis. They should work closely with any teaching and learning assistants, learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDco should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, should 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. Where a pupil has an EHCP, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team and SENDCo
- analysis of pupil tracking data

- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Managing pupils' needs on the SEND register

Children with an EHCP have an individual pupil profile folder, which details important information about the child, including their areas of strengths and weakness, outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers are responsible for evidencing progress according to the outcomes described in the plan, maintaining and updating pupil profiles. These are then shared with everyone involved with the child. Information for all other children on the SEND register without an EHCP will be kept in a year group profile folder. Class teachers, parents, pupils and other professional will all contribute to the profile folders. These profile folders are designed to be a working document which is updated to reflect the current needs of the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes.

Funding

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist support

Edward Wilson may involve specialists at any point to advise them on early identification of SEND, effective support and interventions. 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, we will consider involving specialists, including those secured by Edward Wilson or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. **No referral will be made without full parental consent.** The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care needs assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Admission arrangements

Details of our admissions procedures can be found in the Admissions Policy.

When a pupil is new to the school it is considered good practice to allow a settling in period of at least half a term before any decisions regarding potential special educational needs are made. Where a previous school has identified a child as having SEND, the SENDco may contact the school to gain an insight into the needs of the child.

Little Explorers ASD Resource Provision

The school manages its own Specialist Resource Provision (SRP) for pupils with Autism Spectrum Disorder (ASD), called 'Little Explorers'.

All admission requests for a placement in Little Explorers should go via Westminster City Council SEND team through the EHCP annual review or initial assessment process. Parents / carers should contact their named EHCP Coordinator. If you are unsure of who this is, you can contact SEN@westminster.gov.uk or SEN@rbkc.gov.uk (depending on the borough in which you reside in). Their contact number is 020 7361 3311. All admission requests will be considered by the Headteacher and the Lead Teacher using our published admissions criteria.

Links with other schools

The school liaises with nursery settings to ensure the smooth transition of a preschool child experiencing SEND through visits and meeting with staff and parents/carers. Nursery and Reception pupils new to the school receive home visits before joining the school. Children with an EHCP who transfer to Edward Wilson Primary School from another school will be visited by the class teacher and/or the SENDco. Preparation visits for the child to help with transition can be arranged as needed.

When a child leaves Edward Wilson Primary School to attend another school, any SEND records we have for that child are passed on to the new school after consent is given by parents.

Criteria for exiting the SEND register/record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDco, pupil

and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting pupils with accessing assessments

Class teachers, in partnership with the SENDco, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDco will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting pupils at school with medical needs

The school recognises that pupils at school with medical needs should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school has a policy for supporting pupils with medical needs, which can be found under the Policies tab on the school website.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDco regularly attends the BiBorough SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The **Headteacher** is responsible for:

- the day-to-day management of the SEND policy and provision, including personnel deployment, within the school
- keeping the governing body informed about SEND issues
- working closely with the SENDCo

- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Governing Body**, in cooperation with the head teacher, is responsible for: • determining the school's general policy and approach to provision for children with SEND

- establishing appropriate staffing and funding arrangements
- maintaining a general oversight of the school's work

The **SENDco** is responsible for the day-to-day operation of the school's SEND policy and for coordination provision for pupils with SEND. These responsibilities include:

- liaising with the head teacher regarding the SEND policy and provision
- contributing to the tracking of all pupil progress across the school and working with the head teacher and other members of the senior leadership team to identify groups or individuals for support and who may be experiencing a barrier to their learning or have a special educational need
- maintaining the school's SEN register, overseeing centrally held SEND pupil records and passing on relevant documentation
- co-ordinating the provision for pupils with special educational needs ensuring that an agreed, consistent approach is adopted
- in conjunction with the class teacher, promoting effective liaison with parents/carers
- liaising with and advising other school staff
- co-ordinating liaison between all relevant members of staff, including external agencies and ensuring that agreed strategies are implemented
- ensuring that pupils' views are elicited and recorded
- observing children at teachers' request to assess needs
- contributing to the in-service training of staff
- working with the head teacher and senior leadership team to timetable and manage support staff
- managing the purchase, storage and use of additional resources to support learning

Edward Wilson Primary School currently has three **Specialist teachers**; one full time ASD specialist, one part time VI specialist as well as a Physical Education coach, who are responsible for:

- supporting the class teacher in working with identified individuals or groups
- supporting the class teacher in planning and preparation of resources for SEND pupils
- contributing to the records and assessment of SEND children
- collaborating with a range of professionals and implementing agreed strategies for individual children
- attending meetings including annual reviews where appropriate

Class Teachers are responsible for:

- providing high quality teaching for all children

- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil, in liaison with the SENDco, parents and pupil
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND
- collaborating with a range of professionals and implementing agreed strategies for individual children. This may include internal specialist teachers.
- ensuring that planning is appropriately differentiated to meet children's needs
- providing guidance for additional adults working in their classes
- maintaining and updating records in SEND class folders

Teaching and Learning Support Practitioners are responsible for:

- supporting the class teacher in working with identified individuals or groups, including those with special needs
- supporting the class teacher in planning and preparation of resources for all pupils
- working with identified individuals or groups 1:1 or in small groups
- contributing to records and assessment
- collaborating with a range of professionals and implementing agreed strategies for individual children
- attending meetings including annual reviews where appropriate

Support staff work as part of a team with the SENDco and the teachers, playing an important role in supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

Storing and managing information

Documents relating to pupils on the SEND register will be stored with in pupil and year group files in the SENDco office. Sensitive information is locked away in a filing cabinet. SEND records will be passed on to a child's next setting when he or she leaves Edward Wilson, after receiving consent from parents/carers. The school has a Data Protection policy, in line with General Data Protection Requirements (GDPR), which applies to all written pupil records.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare

accessibility strategies covering the maintained schools in their area. Edward Wilson's Accessibility Plan policy can be found on our school's website.

Complaints

Edward Wilson has a Complaints policy which applies to complaints about SEND provision. The Complaints policy can be found on our school's website.

Compliance

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

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Keeping Children Safe (September 2022)
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- Statutory Framework for the Early Years Foundation Stage (2021)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding and Child Protection Policy (Sept 2022)
- SEN and Disability Act 2001
- Teachers Standards (2012, updated 2021)

Linked policies and documents

- Accessibility plan policy
- Behaviour policy
- Complaints policy
- Confidentiality policy
- Equality statement
- Medical Needs policy

Reviewing the SEND policy

This policy will be reviewed by staff and governors on an annual basis.