



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Inclusion and SEND Policy

Approved: Spring 2026

Next Review Date: Spring 2027

Ormskirk West End Inclusion and Send Policy

Compliance

This policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 2014 (updated April 2020) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE May 2014 (June 2018 update)

Schools SEN Information Report Regulations 2014

Statutory guidance on Supporting pupils at school with medical conditions 2014 (August 2017 update) The National Curriculum document 2013 (May 2015 update)

School Safeguarding policy

School Accessibility plan

Teachers Standards 2012 (July 2021 update)

This policy was written by the SENCo in collaboration with the SEN Governor, Senior Leadership Team, staff and parents of children with Special Educational Needs.

Our SEN Information Report contains information which supports this policy.

All children and young people are entitled to an education that enables them to:

- ***achieve their best;***
- ***become confident individuals living fulfilling lives; and***
- ***make a successful transition into adulthood, whether into employment, further or higher education or training.***

(Code of Practice 2020)

Aims

At Ormskirk West End Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. We aim to:

Provide a curriculum which enables each child to grow in understanding, to acquire skills, attitudes and values that will provide a firm foundation for their future.

Set high expectations for all our children and track progress regularly.

Develop within our children, an understanding of their own self-worth, gifts and abilities within a warm, caring, Christian environment.

Involve the child and the parents in the learning journey.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Ensure that the pupils with special educational needs are identified and assessed as early as possible and their progress is closely monitored.

Ensure that the Graduated Approach to meeting the needs of pupils is adhered to and that the ASSESS-PLAN-DO-REVIEW cycle is consistent in order to meet needs and plan next steps at an appropriate rate.

Ensure that pupils and parents participate fully in the learning journey.

Ensure good working relationships with parents, carers and the community in order to make the most of the available resources.

Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.

Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.

Ensure all teachers and teaching assistants are involved in planning and meeting the learning needs of pupils with special educational needs.

What are Special Needs?

According to the Code of Practice on the Identification and Assessment of Special Educational Needs:

“A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) is under compulsory school age and falls within the definition at (a) or (b) above or would do if special education provision was not made for the child.

Many children may have short or long term difficulties with regards to learning, behavioural, physical disabilities, health issues and emotional problems. These children all have “special needs”.

Many short term difficulties will resolve themselves with a little extra care and understanding from the teacher. Long term difficulties may impact on learning and may require additional provision to be made.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

What is not a Special Educational Need?

There are many factors which may affect a child's ability to learn, make progress and achieve. These factors may affect learning in the short term or for a longer period but do not alone constitute SEN. School will endeavour to support children and families with any issues which may be affecting learning through the appropriate channels. Examples of these factors may include:

Disability

Attendance and Punctuality

Health and Welfare

Children who learning English as an additional language (EAL)

Children who are in receipt of Pupil Premium

Children who are in care (CLA)

Difficult behaviour at home/in school (this is often an underlying response to other needs and not necessarily SEN)

Children with any of the above issues are continually monitored and placing on the SEN register may be appropriate if there is evidence that there may be an SEN.

Identification, Assessment and Reviews (see Appendix 1)

Curriculum Access

From National Curriculum 2015

*'Teachers should set **high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use **appropriate assessment** to **set targets which are deliberately ambitious**.'*

*'A wide range of pupils have SEN, many of whom also have disabilities. Lessons should be planned to ensure that there are **no barriers to EVERY pupil achieving**. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'*

All class teachers, the SENCo and pastoral team carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

Quality first teaching and differentiation of the curriculum to match tasks to ability (Wave 1).

Grouping of children to ensure that tasks are suitably matched to ability.

Use of a range of teaching styles which recognise the individual learning styles of the children in the class.

Use of TAs to provide additional support in different curriculum areas.

Small withdrawal group (Wave 2) and 1:1 teaching (Wave 3).

Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

Access to extra-curricular clubs, and to the social life of the school.

Access to the school's Learning Mentor for both children and parents.

In-Service training for all staff on the needs of children with SEN.

We are committed to early identification of children with special educational needs. This begins in the Early Years Foundation Stage and continues throughout the primary phase. If a teacher has a concern about a child they will inform the SENCo through an internal Expression of Concern. The SENCo will work with child/ teachers/parents/health professionals to establish the next steps. (See Appendices)

Our school is open and responsive to expressions of concern raised by parents and will take account of any information that parents provide about their child and aim to assist the parent where appropriate. If parents are experiencing behavioural difficulties at home, which are not reflected in school, we will offer strategies and signpost to parenting courses and other agencies as appropriate.

Throughout the school, we monitor and track the progress of all children by an ongoing process of **ASSESS – PLAN – DO – REVIEW** (see Appendix 2). To help identify children who may have special educational needs, the school will measure children's progress by using data and information from:

The Early Learning Goals/ Development matters

P scales, using the Lancashire PIVATS programme for both learning and behaviour.

Termly assessments of progress

The Year 1 phonics screening

End of Key Stage 1 SATs tests

End of Key Stage 2 SATs tests

Performance monitored by the teacher as part of ongoing observation and internal assessment

Information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child

The teacher and the SENCo look at the evidence of the child's progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. Information will be collected about the child, and details of the extra help given to them, and incorporated in a child's individual record file. The file will also include previous observations on the child made as part of the assessment and recording systems in place for all children. This information will be shared with parents and reviewed regularly.

Criteria for exiting the SEN register

During the review process, all information about the child will be taken into account to decide on the next steps. If it is agreed by the child, parent/carer, teacher, other professionals who may support the child and SENCo that the expected outcomes have been reached and further targets are not required then the child may be removed from the SEN register. The child would continue to be carefully monitored through the schools tracking systems. Parents would be regularly informed of their progress and concerns would be discussed and considered.

Admissions

Pupils with special educational needs will be admitted to Ormskirk West End Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014, the Equality Act 2010, The SEND regulations 2014 and will meet the requirements. The school will work closely with parents to ascertain the severity of the special educational need and the impact of this on their learning and development so far.

When notified of the fact that a child may have difficulty in learning our school will make their best endeavors to:

Support the child and the family in the transition into the school

Collect all relevant information and plan an appropriate, differentiated curriculum.

Liaise with all support agencies and/or other educational institutions as appropriate. Support all existing statements/EHC Plans.

Begin or continue the ASSESS-PLAN-DO-REVIEW cycle as appropriate.

Transitions

At Ormskirk West End, we are aware that children with SEND and medical conditions may need to be carefully considered during transitions to a new key stage, new building, new classroom etc. Within school during the summer term the class teachers meet to 'handover' relevant information about pupils' individual needs. This process is supported by the SENCo where appropriate and the SENCo ensures that all relevant documentation is passed on and discussed. A summer term meeting is also held with the Year 6 teacher and the teachers from the receiving high schools. Again, this is supported by the SENCo and documents can be transferred accordingly. All staff support children through these transitions by visiting the new class, short teaching sessions with the new teacher and 1:1 support if required. The Learning Mentor and Family Support Worker may also support this process for individuals. For pupils with medical needs this process may require input from other professionals and careful consideration may be given to the room allocation and staffing to ensure that needs can be met.

Local Offer - Involvement of other agencies

If a child continues not to make adequate progress despite quality first teaching, adaptive teaching and the support plan, parents will be informed and further actions will be discussed with the SENCo.

Outside Agencies

These agencies may be involved –

- Service for Hearing Impaired children
- Service for Visually Impaired children
- The Child Development Centre at Ormskirk Hospital
- Physiotherapists
- Educational Psychology Service
- Social Services
- The child's GP
- Speech Therapists
- Occupational Therapists
- School Nurse
- Community Paediatrician
- Pupil Referral Unit – Golden Hill, Leyland
- DSS – Inclusion and Disability Support Service
- Education Welfare Officer
- Parent Partnership Scheme
- EMA – Ethnic Minority Agency
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teachers
- Specialist Schools

Advice from specialists outside school may be sought with parental consent if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills

Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this stage, external support services or specialists may see the child in school if that is appropriate and practicable, so that they can advise teachers on interventions, targets and accompanying strategies which could be used. They may provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The team of people/agencies working with the child/family may hold 'Team Around the Family' meetings (TAF) in order to plan together the support which is to take place and the responsibilities of each team member. Together, the team may produce an Early Help Assessment (EHA) which sets out all of this information in a plan. An EHA is undertaken based on **an identified unmet need**. The EHA enables assessment and planning to be undertaken against the need of the individual child, young person or as part of a family.

The SENCO will note in the child's records:

What further advice is being sought,

The support to be provided for the child pending receipt of the advice.

Education, Health and Care plans (EHC)

An EHC plan will cover the 0-25 age range to cover the needs of the child into further education. Formal assessment may lead to an Education, Health & Care plan. This is a legally binding document which clearly sets out the duties and obligations of all concerned. The pathway to an EHC is a 7 step pathway.

1. **Local offer** – The resources in the school and local community should first be explored to support the child and their family. A CAF will be completed. A Lead Professional will be identified. Team around the family meetings will be held as appropriate. The “All about me” one-page profile will be completed to take all family and child views into account and produce a ‘tell it once’ profile of the child and their needs.
2. **Team Around the Family** - Once the unmet needs have been identified and the appropriate information has been collated, the “All about me” one-page profile can be updated and consideration may be given to requesting a statutory assessment.
3. **Request for Statutory Integrated Assessment (SIA)** – If all parties involved agree that an integrated assessment of your child's needs is the next step a formal request is sent to the local authority by the lead professional.

Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern. The school will provide written evidence of or information about:-

The school's action throughout the child's time in school
Individual education plans/ behavioural plans and intervention information for the pupil
Records of regular reviews and their outcomes
The pupil's health including the child's medical history where relevant

National Curriculum levels/PIVATS levels (where appropriate) Attainments in literacy and mathematics
Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
Involvement of other professionals
Any involvement by the social services or education welfare service The CAF

The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA's support services and in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime, and whilst any subsequent statutory assessment is being made, the child should continue to be supported using Wave 3 interventions. This statutory assessment will involve assessments which are completed by an educational psychologist. A report will identify recommendations for the school in how best to support the child and their needs.

4. **Statutory Integrated assessment** – A decision will be made by a multi-agency meeting panel about whether the child is eligible for an EHC or if the child's needs can be met through a SEN School Support. Should the Local Education Authority (LEA) make a decision not to give an EHC plan the parents would be informed. The school would continue to provide support at the appropriate level. For eligible pupils the parent would be informed and the panel would agree on the support that the child may need, what outcomes should be worked towards and what budget should be agreed to put the plan in place.
5. **My Plan** – The plan is co-produced with the child, parents/carers and professionals. A meeting will be held to agree on all aspects of the plan. Parents may be able to request a personal budget to support the child.

6. **My Life** – The plan is implemented and the child begins working towards the set targets.
7. **My review** - Each child with an EHC plan must have an Annual Review – reports are required from all professionals who have contact with the child e.g. teachers, parents, physiotherapists etc. The pupil's views are also documented. Reviews play a big step in planning next steps and supporting transitions.

Supporting pupils with medical needs

At Ormskirk West End we recognise that pupils at school with certain medical conditions should be supported well to ensure they have full access to the education which is provided, which may include 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 children with medical conditions may also have special educational needs (SEN) and may have a statement or an Education, Health and Care (EHC) plan. We understand that the nature of the medical condition and its severity will determine the support which is required and we endeavour to liaise with parent/carers and professional to ensure that the best possible care is given. Staff are trained to deal with medical emergencies through first aid and paediatric first aid training. Staff who will be supporting children with specific medical needs will be trained accordingly. Risk assessments are routinely carried out to ensure safety of all pupils. Any care plans are regularly reviewed and updated in accordance with the child's needs and with input from relevant professionals. Further information is available in the 'medical needs policy'. This can be accessed via the school website.

Monitoring and evaluation of Special Educational Needs and Disabilities (SEND)

Monitoring and evaluation of the provision we provide for children with SEND is crucial to ensure that we are meeting the needs of our children and their families. As part of a continuous cycle of monitoring within the school, the provision for children with SEND is monitored and evaluated through:

- Monitoring of differentiated short-term planning by the class teacher to meet the child's needs
- Records and evidence of the child's work showing progress towards curriculum objectives
- Evidence of progress towards targets
- Records and evidence of the child's progress towards improving behaviour
- Discussion at an appropriate level with the child about their provision, progress and needs
- Discussion with parents about the child's provision, progress and needs
- Discussion with staff/outside agencies about the child's provision, progress and needs
- Consultation with SEN governor
- Intervention evaluations

Criteria for Success

All children with special needs have been identified and entered on the register.

Children are receiving help consistent with their needs, in accordance with parental agreement and within the constraints of time and available resources.

Teachers are aware of the procedures to be followed.

Annual review meetings for all children with an EHC plan/statement.

Regular review meetings are held for all children on the Special Needs Register.

Annual review of SEN Policy review to evaluate and monitor provision and SEN arrangements. An appropriate record keeping system to be in place and kept up to date.

An annual report to the Governing Body.
Annual SEN Action Plan as part of the School Improvement Plan.
Class based interventions carefully planned, managed and reviewed.

Training and resources

Training

Within school there is an ongoing programme of INSET training for all members of staff. Members of staff also attend courses run by the Skelmersdale SHARES Cluster. The school governors are also informed of courses on disability and SEN issues. The SENCo regularly attends courses on SEN issues run by the LEA and school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEN. She attends the local SENCo SHARES "Cluster" meetings and the Lancashire Cluster Meetings which are run by the SEN advisory team to discuss local and LEA issues which affect SEN provision. The SENCo has completed her NPQ SENCO qualification.

The TAs employed by the school also attend courses run by the Skelmersdale SHARES Cluster, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate. The SENCo leads INSET sessions for the school staff/governors on specific SEN issues. The SENCo is available to support staff with all matters relating to the provision for SEND within school.

Resources

Money allocated to school in respect of pupils with Special Educational Needs is used to provide:

Additional staffing for classroom support Resources and materials
Training for staff i.e. INSET, relevant courses

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The SEN Governor will meet regularly with the Head teacher and Special Educational Needs Co-coordinator (SENCo). For our school, this is Mrs June Varley.

The SENCo will work closely with the special educational needs governor and Inclusion staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and the Inclusion Team will identify areas for development in special educational needs and contribute to the school's development plan.

SENCo – Mrs Kirsty McLaughlin

Learning Mentor – Miss Sophie McInnes

Family Support Worker – Mrs Michelle Whitney

The role of the SENCo in school

The SENCO is a qualified teacher who is designated as SENCo for the school. The SENCo plays an important role in determining the strategic development of SEN policy and provision as part of the leadership team. The SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of provision to support those with SEN, including those with EHC plans. The SENCo provides professional guidance to colleagues and will work closely with staff, parents, carers and other agencies. The SENCo is aware of the provision in the Local Offer and is able to work with parents and professionals providing a support role to the family ensuring that children with SEN receive appropriate support and high quality teaching.

The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Liaising with relevant designated teacher where a looked after pupil has SEN;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment on the school's designated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children with SEN;
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person 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;

Ensuring that the school or maintained nursery keeps the records of all children with SEN up to date.

All teachers and teaching assistants will be involved in the implementation of the special educational needs policy. They are responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo. Any concerns regarding a child with SEND must be reported to the SENCo or Inclusion Leader as appropriate. Staff are aware of the protocols for this and adhere to it in line with the schools 'Safeguarding policy'.

Storing and managing information

Every child on the SEN register has an individual file which is locked in a secure cupboard in the SENCo office and an electronic version saved on a secure drive. Information is also stored on the school's electronic information management system (CPOMS). Curriculum related information and assessment data is stored on Insight Tracking which is a cloud-based tracking system.

Confidential pupil information is held on the server on a 'hidden' drive, only accessible to the Pastoral Team. Referrals to other agencies are usually sent via secure email.

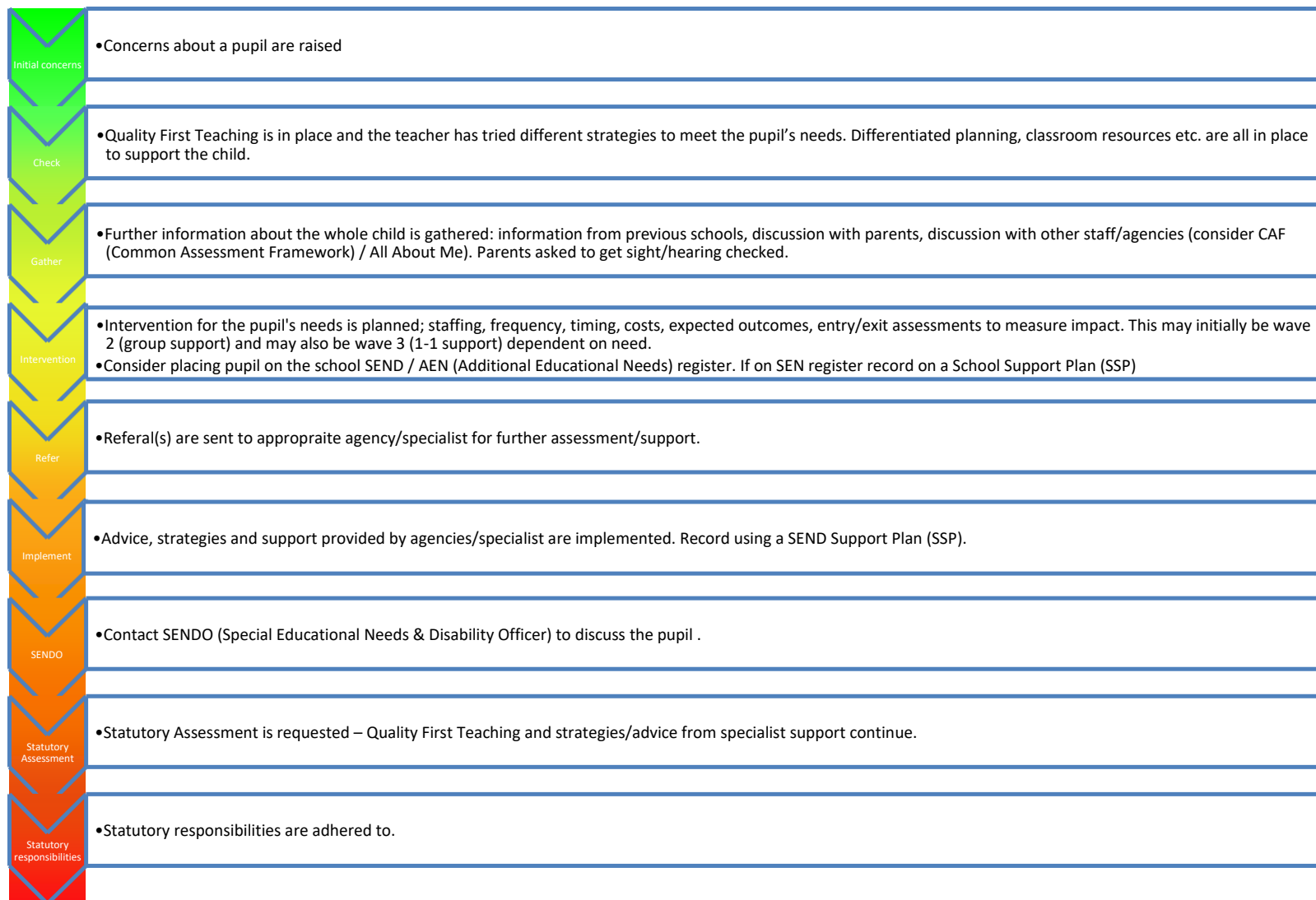
Information Access

The school and the LEA will endeavour to provide information in alternative formats for any pupils and parents who are not always fully able to access written information. The SEN policy and SEN information report is available on the school website and is available in hard copy on request from the school office.

Reviewing the policy

The SEN policy is reviewed annually. Review of the policy ensures that provision covers needs and that the policy meets statutory requirements. The Headteacher and Governing Body approve the new policy.

Appendix 1 – The Graduated Approach



Appendix 2 – Assess, Plan, Do, Review

Assess

- Gather information about the child and their current needs (from SEN post, class SEN box, previous SSPs, Parents view, SENCO/SEN Team, Pastoral Team, Assessment data, Child's view of learning/progress/difficulties)
- What are the main SEND needs? (Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; Sensory and/or Physical) Is there a diagnosis? Have any specialist assessments taken place? What recommendations are there?
- How well did the child meet the previous targets? Were they appropriate? Do you have evidence of the child meeting the targets?
- Self-assess your own practise - are you meeting the needs of the child through quality first teaching and differentiation with a focus on KPIs? Is the provision inclusive?

Plan

- Discuss with the child their strengths, areas of difficulty and learning styles - steer them away from general statements such as 'I'm good at writing' and unpick this. Encourage them to think about whole self (i.e. social, communication, attention, listening etc.) rather than just reading, writing, maths. Record this on the SSP in CHILD-FRIENDLY terms and in first person.
- Set targets with the child/parents that address current need and will have an IMPACT on their learning. A focus on Behaviour for Learning could be more appropriate than a target about using full stops. Ensure that the targets are Specific, Measureable, Action-related, Realistic but aspirational and Time bound. A general goal would be, "Follow instructions." But a specific goal would say, "Follow the instruction to Get my coat within 1 minute. I will do this every time I am asked within a week."
- Plan with the child the resources, peer support and strategies that will help them to meet the targets e.g. star chart to record success, time-out space and anger management strategies etc. Ask the child to think about the strategies they can use for themselves and the teaching strategies that you can use.
- Plan intervention with additional adults and consider how this will impact on the targets. Set timescales and outcomes.

Do

- Ensure that the planned support is in place. Make links with SSP and whole curriculum.
- Continue to provide differentiated quality first teaching with a focus on KPIs - moving the child on at a reasonable pace.
- Evidence the provision and the IMPACT

Review

- Continually review the provision and targets - discuss progress of targets with pupil, parents and additional adults.
- SSP review process (Nov, Feb, June) - review of the targets on last plan and any additional targets set.
- Identify next steps on the review which should feed directly into the new plan.

