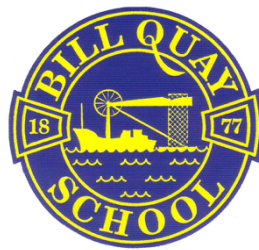


Bill Quay Primary School



Policy for Inclusion and Special Educational Needs and Disabilities

2025 - 2026

Mission Statement

At Bill Quay Primary School we strive to ensure that there is equal opportunity for all children to be successful in their learning and to achieve well. We aim to provide pupils with the opportunity to enjoy learning in a warm, safe and caring environment with dedicated staff, who endeavour to meet the needs of all children in their class, regardless of ability, gender, ethnicity or religion.

Provision for pupils with Special Educational Needs and Disabilities (SEND) is the responsibility of the whole school and we expect every member of staff to accept and embrace this responsibility, providing appropriate support at a school level or through an Education Health Care Plan (EHCP) in line with the Special Educational Needs and Disabilities Code of Practice Guidance 2014.

General Aims and Objectives of Bill Quay Primary School

It is the policy of Bill Quay Primary School to actively encourage the involvement of staff, pupils and parents in the education of pupils with Special Educational Needs and Disabilities (SEND). The learning difficulties which these pupils may have are assessed and provided for in a variety of ways.

Pupils will have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN Co-ordinator (SENCo), and if necessary, the Local Authority High Incidence Needs Teams (HINT), e.g. Speech and Language Communication Needs Team (SLCN), Specific Learning Difficulties Team (SPLD) etc., or Low Incidence Needs Team (LINT), e.g. Visually and Hearing Impaired Teams (VI and HI, respectively).

Educational Psychologists and other outside agencies, e.g. Speech and Language Therapists, Occupational Therapists etc. also support pupils, staff and parents to ensure that all pupils have access to a broad and balanced curriculum. The school aims to provide for all of the needs of the pupil whilst encouraging inclusion in class and school activities.

Equality and Inclusion

At Bill Quay Primary School we have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to enable all pupils the opportunity to succeed and reach the highest level of personal achievement.

We ensure that all pupils:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have challenging targets that enable them to succeed;

- are encouraged to participate fully, regardless of disabilities or medical needs.

Medical Conditions

We will make arrangements to support pupils with medical conditions. We will ensure that an Individual Health Care Plan is in place and deliver co-ordinated provision for those pupils.

Responsibility for Co-ordination of Inclusion and SEND Provision

The Governing Body

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any pupil with SEND.
- Ensure that all pupils with SEND have access to a broad and balanced curriculum.
- Appoint a qualified SENDCO to oversee SEND and have regard to the Equality Act 2010.

Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including SEND.

SENDCo

At Bill Quay Primary School we have a SENCo who is responsible for co-ordinating the day-to-day provision of education for pupils on the SEND register. The SENCo is responsible for the co-ordination of pupils with SEND. The SENCo, in conjunction with the Head Teacher, will liaise with the appropriate support services in whichever authority the pupil resides.

The SENDCO is responsible for;

- Developing the SEND policy and co-ordinating support for children with SEND to ensure all children get a consistent, high quality response to meeting their needs.
- Liaise with parents to ensure they are involved in their children's learning, they are kept informed, involved in reviewing progress and planning for their child's future.
- Liaise with external agencies.
- Ensure adequate record keeping of a child's progress and needs.
- Support staff in writing support plans for individual pupils.
- Meet with the link governor termly.
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See Appendix for additional duties of SENDCO

Identifying Pupils with SEN

A clear and defined system for identifying and acting upon SEN is set out in the *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. This document establishes a graduated approach to identifying pupils with SEN.

At Bill Quay Primary School, it is our aim to identify pupils with SEN as early as possible. During both formal and informal discussions with staff, parents often pass on their concerns over such things as delayed speech, eye-sight/hearing difficulties, asthma, behavioural difficulties etc. This information is often supplemented by contact with health visitors, school nurse etc. However, within the school, it is the responsibility of the class teacher to initially identify pupils with Special Educational Needs and bring them to the attention of the SEN Co-ordinator depending on the Key Stage of the pupil. All teaching staff at Bill Quay Primary School are fully aware of the importance of early identification, as identified in the SEND Code of Practice (January 2015).

The Role of the Class Teacher

On entry, it is the class teacher's responsibility to assess pupils' current skills and levels of attainment. For a pupil who has, or may have, a disability, their needs will be considered prior to entry so that any reasonable adjustments can be made to meet their needs.

The class teacher continues to make regular assessments of progress for all pupils. It is the class teacher's responsibility to identify any pupils who they think may have a special educational need. A pupil may be identified as having SEND because they are making less than expected progress depending on their age and individual circumstances. A pupil may be identified as having SEND because their progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- widens the attainment gap.

(SEND code of practice 0-25yrs section 6.17/6.18)

The class teacher's first response to ensuring progress of all pupils is high quality teaching, differentiated for individual pupils, and targeted at meeting individual needs. Where progress continues to be less than expected, it is the class teacher's duty to inform the Special Educational Needs Co-ordinator (SENCo). Together, the class teacher and SENCo will determine, through further assessment and informal conversations with the pupil and their parent, whether the pupil has SEND.

It is the class teacher's responsibility to ensure that an Intervention Plan is followed and implemented in the classroom. He/she should likewise ensure that teaching assistants are used effectively to support and work alongside pupils with SEND. As such, the class teacher should complete an individual teaching plan for use by teaching assistants with details of the pupil/group targets, lesson objectives and activities to cater for the specific needs of the pupil/group. It is then the responsibility of the teaching assistant to deliver the activities/lessons and evaluate the performance of the pupils, thus assessing if the individual's targets have been met, or if further reinforcement is required. Furthermore, it is the class teacher's responsibility to monitor and evaluate the progress of each pupil with SEND, which in turn will inform future targets.

Strategies used for Identification of pupils and young people with SEND

In accordance with the SEND Code of Practice (January 2015), the four broad areas of need are:

- **Communication and interaction** – A pupil may have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.
- **Cognition and learning** - Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. This area of need includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), e.g. dyslexia, dyspraxia, dyscalculia etc.
- **Social, emotional and mental health difficulties** - Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
- **Sensory and/or physical needs**- Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This area of need includes pupils with visual impairments (VI), hearing impairments (HI) and multi-sensory impairment (MSI).

Strategies which we use at Bill Quay Primary School to aid identification at various stages are:

- Structural observations, which involve the class teacher or SENCo using informal observation techniques to assist in the identification of emotional or learning difficulties. This may also require the involvement of Local Authority Services such as the Area SENCo and advisors from the HINT or LINT teams.
- York Assessment of Reading for Comprehension (YARC) test (diagnostic tests giving scores and ages for basic reading, reading comprehension and spelling); Sight reading where pupils are given a list of words from Read Write Inc.; Phonological assessments from Read Write Inc. etc.
- The outcomes from baseline assessment results.
- Progress against the objectives specified in the National Curriculum for English and Mathematics.
- Performance against the National Curriculum at the end of a Key Stage.
- Standardised screening or assessment tools, e.g. NFER testing, optional SATS etc.
- Analysis of GAP sheets for reading, writing and maths.

Provision

If a pupil has an identified special need the class teacher, working with the SENCo, will:

- Use high quality teaching which is differentiated for individual pupils;
- Consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress;
- Have an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps;
- Consider the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required;
- Ensure that pupils with SEND engage in school activities together with those who do not have SEND;
- Determine a clear date for reviewing progress which is agreed with by the parent, pupil and teaching staff, all of whom will each be clear about how they will help the pupil reach the expected outcomes;
- Make a record of the pupils SEND in the school records and formally inform the pupil's parents that special educational provision is being made.

The Graduated Approach of Special Educational Needs

Bill Quay Primary School has adopted the following graduated response to SEN as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

Assess

1. A clear analysis of the pupil's needs is carried out by the class teacher, working with the SENCo.
2. This assessment is reviewed regularly to ensure that support and intervention are matched to the pupil's need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
3. Any outside professionals involved with the pupil should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCo should contact them if the parents agree.

Plan

- Parents are formally notified, although they should have already been involved in forming the assessment of needs as outlined above.
- The class teacher and the SENCo agree in consultation with the parent and the pupil 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.
- All teachers and support staff who work with the pupil are made aware of his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.
- The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- Parents will be made fully aware of the planned support and interventions and parental involvement is sought to reinforce or contribute to progress at home.

Do

- The class teacher remains responsible for working with the pupil on a daily basis.
- Where the interventions involve group or one-to-one teaching away from the main class; the class teacher still retains responsibility for the pupil.
- The class teacher works closely with any teaching 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 SENCo supports the class teacher in the further assessment of the pupil'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 will be reviewed in line with the agreed date. Individual plans are reviewed twice during an academic year.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs.
- The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an Education Health Care Plan, a review **must** take place within a minimum of 12 months of the last review. The SENCo, in co-operation with the local

authority, is responsible for arranging these reviews, as well as inviting the relevant parties involved with the pupil.

Intervention Plans

An Intervention Plan is a planning, teaching and reviewing tool.

A plan should be drawn up as soon as a pupil has been identified as having a Special Educational Need or Disability. The intervention plan should only include actions that are additional to or different from the normally differentiated curriculum plan. The intervention plan should be developed in consultation with parents and pupils. At this level, options for action include:

- Use of extra or different learning materials
- A systematic small steps programme to address areas of weakness
- Use of special equipment, which could include priority access to ICT
- Additional support in a group or individually in class or withdrawn
- A home learning programme agreed with parents
- Extra time allocated to the SENCo, class teacher and adult support for curriculum planning
- Staff development and training to raise staff confidence and help produce more effective strategies
- Occasional access to LA services for advice/consultation

It is the class teacher's responsibility to ensure that the Intervention Plan is shared with the pupil and their parent, as well as any support staff who will be carrying out any one-to-one or group work with the pupil. It is also the class teacher's responsibility to review and update the intervention plan regularly. At Bill Quay Primary School, intervention plans will be reviewed at least three times a year. It is the SENCo's responsibility to monitor and review the use of intervention plans across the school.

Intervention Programmes

To support children's specific needs, relevant and robust interventions play an important part in meeting needs to support progress. There are a range of interventions that school has access to when considering support which include:

- Legotherapy
- Read, write Inc
- Spelling Shed
- Proprioceptive input
- Gross motor programmes
- Colourful semantics
- Fine motor skills programmes
- Nurture programmes
- Elsa
- Reading Plus

Education, Health and Care Plans

Some pupils and young people may require an EHCP needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

On application of an EHC Needs Assessment, we will be required to submit evidence that any strategy or programme implemented for the pupil in question has been continued for a reasonable period of time without success and that alternatives have been tried. At Bill Quay Primary School, we will also provide evidence of progress over time and clear documentation in relation to the pupil's special educational needs and/or disability and any action taken to deal with those needs. At this stage, reports made by external specialists will also be required for submission. Pupil and parental views are also submitted. Whilst any subsequent EHC Needs Assessment is being made, the pupil will continue to be supported through the special educational needs provision provided by school.

An EHCP Needs Assessment will not always lead to an EHCP. The information gathered during an EHC Needs Assessment may indicate ways in which we can meet the pupil or young person's needs without an EHC plan.

(SEND code of practice 0-25yrs section 9)

EAL Pupils

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language taught. Support from EMTAS or HINT may be sought if required to enable pupils to reach their full potential.

SEND in the Early Years

The Early Years (EY) is the statutory framework for pupils aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EY and the learning and development requirements, unless an exemption from these has been granted.

In assessing progress of pupils in the early years at Bill Quay Primary School, EY staff can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young pupil is developing at expected levels for their age. The guidance sets out what most pupils do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

Pupils will progress at different rates during the Early Years, and by the end of Reception class some will have achieved beyond the expectations set out in the Early Learning Outcomes, whilst others may still be working towards the outcomes.

If a pupil continues to demonstrate difficulties despite differentiation and support within the EY curriculum, and requires support which is additional or different to that within the normal classroom, then the class teacher will approach the SENCo who, in consultation with the pupil's parents, will place the pupil on the SEND register. If the intervention does not enable the pupil to make satisfactory progress, the SENCo may need to seek advice and support from external agencies.

The review process in Early Years education mirrors that in place in the primary phase, where both parents and pupils themselves play a pertinent role. Reviews are carried out at least twice a year depending on when the pupil was identified as having a special educational need.

Use of data and Record Keeping

The SENCo is responsible for maintaining a Special Educational Needs and Disability register for Bill Quay Primary School, detailing individual pupils, their SEND and action being taken.

- A record of steps taken to meet the needs of individual pupils on the SEND register is made and this is kept alongside the intervention plan for the pupil. On this record sheet, notes regarding reviews, teacher/parent meetings, pupil observations etc. made by the SENCo are detailed;
- Pupils who have been identified as having SEND may have a file in which examples of work completed in relation to their intervention plan are kept. Other records of target work will be located in subject jotters, and marked specifically by the class teacher as target work;
- Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given attainment target and programme of study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The SENCo will use a variety of resources for assessment and identification purposes, e.g. York Assessment of Reading for Comprehension (YARC), Phonological tests/assessments etc.

School Transfer

When pupils move schools, whether at a phase transfer or at any other time, we will transfer school records for all pupils within 15 days of the pupil ceasing to be registered at the school. At Bill Quay Primary School we strive to ensure that all relevant SEND documentation and intervention plans are received by the new school within this time limit. It is also hoped that, during cross-phase transfer to secondary school during the summer term, the SENCo at Bill Quay Primary School will be able to make contact with the SENCo at the receiving school and consult with him/her regarding the specific needs of the pupil they are receiving.

Complaints Procedures

Parents who wish to complain about the provision made for their pupil should:

- Talk to the class teacher
- Meet with the Head Teacher and SENCo (meeting to take place within seven days of complaint being made)
- Have access to the Chair of Governors and the Pupils and Curriculum committee.

Parents can contact school by telephone, letter or in person by appointment. A copy of the school complaints policy can be found on the school website.

Professional Development

The SENCO will establish the requirements for in-service training in relation to the needs of both pupils and staff. Throughout the school year staff will be asked if there are any areas in which they would benefit from training. These will be noted by the SENCo and where appropriate written in to the subject improvement plan. The requirements for such training will be monitored by the SENCo.

Appendix A

Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a pupil under two years of age, special educational provision means educational provision of any kind.

(SEND code of practice 0-25yrs Introduction: xiii-xv)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Disabled Pupils and Young People

Many pupils 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil or young person requires special educational provision they will also be covered by the SEN definition.

(SEND code of practice 0-25yrs Introduction: xviii)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled pupils and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils 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 pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

(SEND code of practice 0-25yrs Introduction: xix)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Appendix B

The Role of the SENCo

The SEN Co-ordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for pupils with SEND, including those with an Education Health Care Plan;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising fellow teachers on the graduated approach to providing SEND support;
- taking the lead in assessing pupils' learning difficulties and supporting class teachers and parents in drawing up appropriate individual targets and Intervention Plans;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- monitoring and reviewing teaching arrangements, resources or equipment, and the involvement of support staff;
- overseeing the day to day work of all teaching assistants attached to SEND pupils;
- liaising with parents of pupils with SEND;
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ;
- monitoring and evaluating provision for SEND pupils throughout the school;
- contributing to the in-service training of staff;
- creating and implementing an action plan for SEND provision on an annual basis;
- reporting to the Governing Body progress made against the actions highlighted in the plan;
- ensuring that the school keeps the records of all pupils with SEND up to date by updating the School Information Management System (SIMS).