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Written by:	Mrs A Darbey	Policy Title: SEND and Inclusion Policy			
Audience:	Staff	Students	Local Academy Council		
	Parents	General Public			

SEND and Inclusion Policy

2024 - 2025

Author: Mrs A Darbey

Effective: September 2024

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This policy takes full regard of the SEND Code of Practice 2014.

Head Teacher: Mrs Vicky Jackson

Designated Safeguarding Lead: Mrs Vicky Jackson

Deputy Designated Safeguarding Leads — Mrs Darbey and Lara Poiblanc

SENCO - Mrs Darbey and Mrs Shale

Assistant SENDCO – Mrs Burns

SENCO Link Governor — Mrs Jessica Dunn

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SEND and Inclusion Policy

Perton Primary Academy is a mainstream primary school offering provision for children aged 2-9.

Perton Primary Academy caters for a number of children with Special Educational Needs.

All children are valued, respected and welcomed into our school whatever their additional educational needs. We will support their learning and ensure they are fully included in all school activities, making full use of external provided facilities where appropriate.

In line with the Code of Practice (2014), Perton Primary Academy has names SENCO, Mrs Darbey and Mrs Shale. Mrs Darbey and Mrs Shale both hold the NASENCO (National Special Education Needs Co-ordinator). Mrs Burns is a qualified Early Years SENDCO.

What are special educational needs?

Definition: A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.

A special educational need is a learning difficulty, barrier to learning or disability, which presents a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Special educational needs will be categorized from four areas as defined in Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Aims and Objectives

The aims of this policy are:

To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership.

To ensure a high level of staff expertise to meet pupil need, through well targeted training.

For pupils with medical conditions that affect learning, we ensure full inclusion in all school activities through consultation with health and social care professionals.

To identify the roles and responsibilities of all staff in providing for children's special educational needs

Through reasonable adjustments enable all children to have full access to all elements of the school curriculum

To carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.

To work in co-operation and productive partnerships with the Local Authority and other outside agencies ensuring there is a multiprofessional approach to meeting the needs of all vulnerable learners

Teachers

Every Teacher is a Teacher of SEND

It is the class teacher's responsibility to ensure that class teaching has taken into consideration the needs of all pupils by providing an inclusive curriculum.

- Teachers are aware of the SEND and Inclusion policy procedures for identifying, assessing, planning and reviewing the provision for pupils with SEND provision.
- They liaise with the SENCO to set targets and discuss the use of appropriate resources and interventions for pupils with SEND. • The class teacher will liaise with the teaching Assistant regarding individual targets and interventions.

- They respond to children's needs by involving pupils with SEND in decisions about their learning.
- They respond to parent concerns and liaise with them to offer advice on reinforcement activities to maximise progress.

Identifying Special Educational Needs

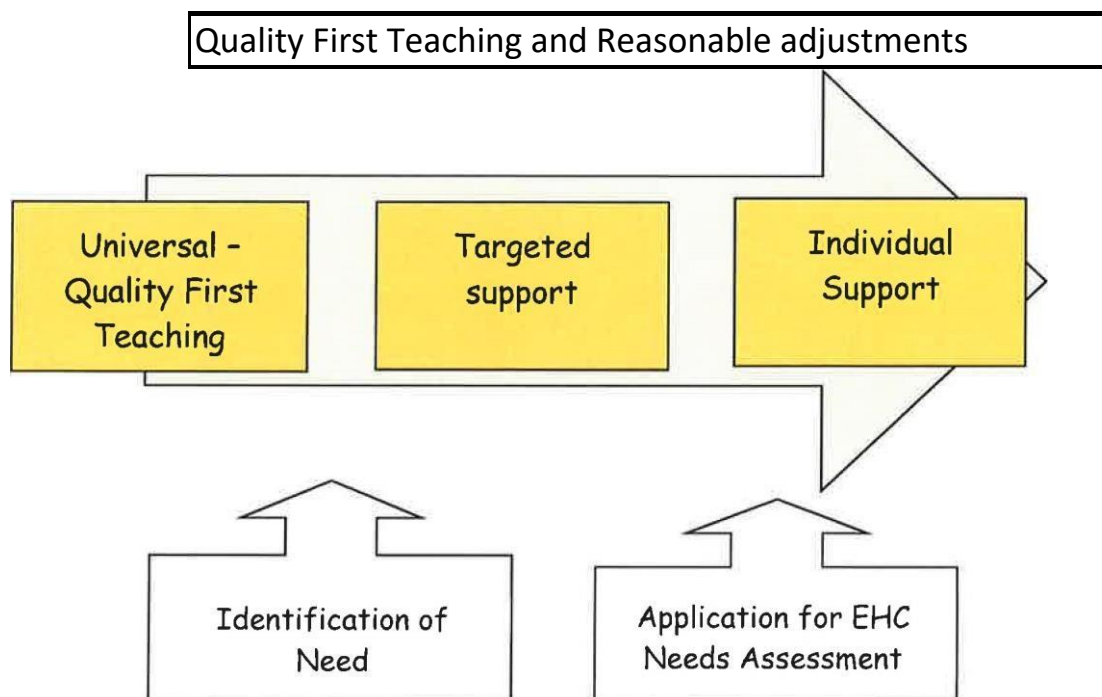
A child has special educational needs if he or she has learning difficulties that call for special educational provision to be 'additional to' or 'different from' the expected high quality teaching and learning that a school can provide.

Section 20 of the children and Families Act 2014 explains that special education provision means:

educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

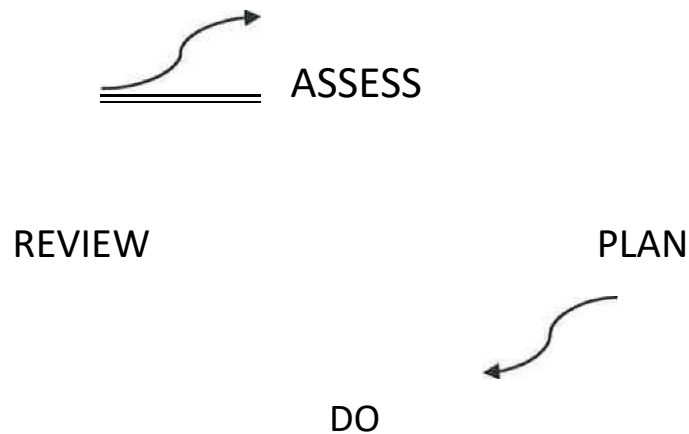
Children must not be defined as having Special Educational needs due to their home language or if their home language is different to the language there are taught in.

At Perton Primary Academy we will use the graduated response as laid out in the SEND Code of Practice O — 25 (2014).



The Graduated Approach to SEN Support

At Perton Primary Academy we use the ASSESS — PLAN — DO — REVIEW model outlined in the SEND Code of Practice 0 — 25 (2014).



Where a child has been identified requiring SEN, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of their individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child on a termly basis.
- The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an ITP and will be reviewed termly.
- The SENCO will oversee the deployment of appropriate support through intervention programmes or individual support and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity and progression in learning for the child.
- The SENCO will track progress made through interventions

The class teacher will review the child's progress and look at the impact of the supportive strategies and interventions that have been taking place. The SENCO will discuss the impact of the interventions and review with the class teacher. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. Where the SENCO and class teacher, in consultation with parents, feel that further advice or input is required, the SENCO will refer the child to an external agency. All forms of intervention begin with on-entry assessment and are evaluated with an exit assessment.

Managing Pupils Needs on the SEN Register

The SENCO will keep an up-to-date list of pupils who have been identified as needing additional support/interventions added to the SEN Register This will be reviewed termly following review. All pupils on the SEN register will also be categorised by the level of support received either SEN Support or Education Health and Care Plan (EHCP). Parents are made aware of their child being on the SEN Register and this is discussed with them.

Where the SENCO, class teacher and parents agree, pupils on the SEN register who make good progress and close the attainment gap therefore, no longer requiring provision that is additional to and different from that of their peers, will be removed from the SEN register.

Other Factors influencing child attainment and progress.

We also recognise that some pupils' progress and attainment is affected by factors other than a 'Special Educational Need'. These may include:

- Attendance and punctuality.
- Health and emotional welfare.
- English as an Additional Language (EAL) • Being in receipt of the Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a serving member of the Armed Forces.

Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Local Academy Council (LAC) will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion, Mrs Jessica Dunn, will meet with the SENCO termly to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEND.
- Intervention programmes comply with best practice.
- The 'assess, plan, do, review process' is followed termly for all levels of SEND.
- Equal access to school activities for all pupils. The progress of pupils with SEND.

The Local Academy Council will receive a brief report from the named governor on the outcomes of these meetings.

The Role of the Special Educational Needs Co-ordinator

The SENCO will oversee the day-to-day facilitation of this policy in the following ways:

- Observe and feedback on the delivery of interventions to monitor quality and ensure consistency.
- Meet with the class teachers, Head Teacher and LAC Governor to review pupil progress.
- Monitor and review the planning, provision mapping, ITP's (Individual Target Plans), and scrutinise the books of children who are in receipt of additional provision.

The Head Teacher will:

- Monitor progress and attainment of all pupils
- Line manage the SENCO through Performance Management target setting and review.

Training and Resources

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy

and practice and the pupils with specific needs that the staff member may encounter.

The SENCO will facilitate regular SEN briefings with the Teaching Assistants and Pupil Welfare Support Assistants. The SENCO will also hold monthly mini-bite trainings for all members of staff to attend (if required) about specific SEN topics.

The SENCO will attend regular briefings and network meetings within SUAT (Staffordshire University Academy Trust) and South Staffordshire in order to keep up-to-date with local and national updates in SEND.

Teaching and learning resources are stored throughout school. The SEND budget and any resource requests are managed by the Head teacher.

Storing and Managing Information

All paperwork pertaining to a child will be kept in their central folder in a locked cupboard. Copies will be scanned and stored on BromCom. Each class teacher will also have a SEN folder for each child containing copies of ITP's and intervention records. These records will be kept in a file that is stored out of sight and in a locked cupboard. Intervention folders are also stored securely within the classroom. As pupils transition to other settings any necessary information will be passed on and other relevant paper work. The school meets all new GDPR regulations regarding sharing and storing sensitive information.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Linked documents:

[SEND Information Report 2024-25](#)

[Accessibility Policy 2024-25](#)