

The Willows School **Academy Trust**



Special Educational **Needs Policy**

Reviewed: January 2026

Next Review: January 2027

Compliance

This policy complies with the statutory requirements laid out in the SEND code of Practice (0 – 25) Sept 2014 and has been written with reference to the following guidance and documents.

Equality Act 2010: advice for schools DfE September 2018

The Children and Families Act 2014

SEND Code of Practice 0 – 25 (2014, updated 2020)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions 2017

The National Curriculum in England Key Stage 1 and 2 framework document September 2024

Child Protection and Safeguarding Policy September 2024

Accessibility Plan

Teacher Standards 2024

The responsible person for the implementation of the policy is the Head teacher. The policy was created by the Senior Leadership Team (SLT), and SEND Governor in consultation with school stakeholders including staff, Governors, Parents and families.

The policy will be reviewed annually in the Autumn Term by the Head teacher, SENDCO, SLT and the Governing body.

Signed: Malcolm Shaw
Headteacher

Bal Grant
Chair of Governors

Section 1 Introduction

At The Willows School Academy Trust we are committed to meeting the special educational needs of all our pupils ensuring that they make progress. In line with our Mission Statement and School Motto we believe all children can and will **learn, achieve and succeed**. The School is committed to valuing the individuality of all our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

The Willows believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. All children are entitled to full access to learning.

The Policy should be read in conjunction with other school policies relating to interaction between adults and pupils:

- Equal Opportunities Policy
- Curriculum Policy
- SMSC Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

Every adult is a teacher of every child or young person including those with diagnosed and undiagnosed SEND needs.

Identifying SEND

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all children. We make this a reality through the attention we pay to the different groups of children within our school and the individual whole child.

Section 2 Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging, enjoyable and successful
- Provide equality of educational opportunity
- Engender a culture of tolerance and mutual respect where all are valued. Raise the aspirations of and expectations for all pupils within the school community
- The school provides a focus on outcomes for children and not just support and provision.

Objectives

The school will:

- Identify and provide for pupils who have special educational needs and additional needs, which are identified not only through the pupils EHC plan, but also from Willows specified staff observations reports and specialists.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs..
- Provide support and advice for all staff working with special educational needs pupils.
- Consider implementation of Government and Local Education Authority (LEA) inclusion recommendations.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils’ achievements, however small.
- Work in partnership with parents/carers in supporting their child’s education.
- Guide and support all staff, governors and parents regarding inclusion issues.

Section 3 Identifying Special educational needs







The four areas are:

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

These four broad areas give an overview of the range of needs that are planned for within school. The purpose of identification is to work out what action the school needs to take.

At The Willows we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We identify needs through specialist work and prior information within a child's Education and Health Care Plan-EHC.

We consider the following which are not necessarily SEND and may impact on progress and attainment;

-  Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation)
-  Attendance and Punctuality
-  Health and Welfare
-  EAL/NESB
-  Being in receipt of Pupil Premium Grant Being a Looked After Child
-  Being a child of Serviceman/woman Gifted and Talented

Defining Inclusion

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Inclusion has been defined as "a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community".

Section 4 Developing a Graduated approach

The PROCESS by which The Willows identifies and provides for children with SEND is as follows:

1. Individual Teachers and individual specialist support assistants are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff outside of the classroom area with additional interventions.
2. Quality First Teaching is delivered in each class: this is monitored and assessed on a termly basis. The Quality First teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
3. The school regularly meets to discuss and evaluate assessment results and progress that individual children have made. This involves the teacher and leadership team considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

4. Additional intervention and support cannot compensate for a lack of good quality teaching. Additional intervention is planned and completed in class/ on one to one basis outside class. Progress is monitored and evaluated.
5. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals if required
6. The school follows the steps in applying the ASSESS – PLAN - DO – REVIEW cycle.
7. If children do not make adequate progress once they have received all the interventions /adjustments, assessments, advice and good quality personalised teaching, then they will receive additional 1-1 support
8. Parents, families, children are fully involved throughout the whole process.
9. The school continues to follow the steps in applying the ASSESS – PLAN – DO – REVIEW cycle.

Section 5: Managing Pupil needs on the SEND Register

This covers the PROCESS not the provision which follows.

The school team meet on a regular basis to discuss the needs of all children.

The team will discuss the provision that will be given; the support is recorded on the school provision map and also on an individual provision map.

The child receives the additional support and progress is monitored and evaluated. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

If a higher level of need is highlighted then the school will complete assessments in school or call on the assessments of outside agencies.

The school will complete the ASSESS - PLAN - DO - REVIEW cycle.

All pupils have a plan for education and behaviour. The pupil IEP-individual education plan and IBP-individual behavioural plan are created by the classroom teams. The IEP and IBP Targets clearly state the targets to be achieved by the child within an agreed timescale. They also state how and who will support the child to achieve these targets and the support that parents/ carers can give. Copies of the targets are filed in the child's SEND file and one copy is sent home for parents / carers to see.

There are opportunities for parents/ carers to attend the school to either witness and/or discuss their child's education. This is an opportunity to discuss the child's targets, the provision and support. The school operates an open door policy and invite parents to attend as much as possible. The school operates a family support group that operates fortnightly with speakers, discussion and support for parents and carers.

The targets are reviewed termly. When a review meeting takes place with the child, parents/carers, teacher and teaching support staff-it occurs annually and is a legal requirement. A copy of the review is placed on the child's SEND file. A copy is issued to parents/ carers. The review evaluations are discussed between SLT and teachers, feeding into pupil progress meetings. The teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

The Administrative Officer keeps all the information on the SEND files up to date. The Deputy Head keeps all the data on progress up to date.

The level of provision that is decided upon is based on the individual child's needs.

If our school identifies that we are unable to fully meet the needs of a pupil through our own provision arrangements (after evaluating the provision previously given and the data and progress made) then additional assessments and support from specialist agencies will be sourced.

The leadership team monitors the additional support and the coordination of work from specialist support. The child and parents/ carers are involved every step of the way and records of all communication, assessments and support are documented on the child's SEND file.

Educational Health Care plan (EHC Plan) review; All pupils at The Willows have an EHC plan and the school will review the EHC plan annually (or as documented).

Working with Parents; the knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education and development. Parents are seen as partners in the educational process. All parents are welcome to contact the school if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. Parents and Carers also have responsibilities and these are outlined in the home-school agreement signed upon admission.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum. The Governors will ensure that the needs of pupils are met by being informed by the Headteacher. The Head Teacher and the Deputy will use the child's EHC plan or assessments to identify the areas of pupil need and make appropriate provision.

Additional in-class support is available in all of classes/subjects. This is provided by teaching assistants (TAs). This additional support is targeted at individual pupils and small groups of pupils. The learning mentors support pupils with individual needs, emotional and behavioural difficulties, as well as working with a range of classes within our school activities.

Out of class provision is available to pupils who require specialist personalised learning programmes and children who require additional support, through interventions.

A range of extra-curricular activities are available during our specific 'Green Time Celebration'. These include:

- Art and Craft
- Cookery
- Reading
- Multi-skills Lego
- Football
- Music
- Dance
- Zorbing
- Cycling
- ICT
- Soft Play

The school will ensure that all children will be offered the opportunity to attend these activities.

The school also has a school council who meet on a weekly basis.

Promoting an Inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- By providing other curricular opportunities, outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills, and understanding from earlier year groups/ key stages so that individual pupils can make progress and show what they can achieve.

A similarly flexible approach is used to take account of any gaps in pupils learning resulting from missed or interrupted schooling. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths, which will influence the way in

which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments using a range of resources that meet all needs.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning

Our teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Helping pupils to manage their behaviour, so that they can take part in learning effectively and safely.

Section 6: Criteria for exiting the SEND register/ record

- All pupils are essentially on our school community register for SEND needs as all pupils have an EHC plan.

Section 7: Supporting pupils and families

- The Willows School Academy Trust Local Offer can be found on the School website and in hard copy from the Office. The link to the local authority local offers can be found on the school website.
The School Information can be found on the School website and also the hard copy can be obtained from the main Office.
- We have links with other agencies to support the family and pupil; this includes the School Nurse, Educational Psychologist, Speech and Language, CAMHS, the Inclusion Team, Occupational Therapy, Physiotherapy. Specialist teachers from these services monitor the progress of children and work with staff in developing teaching strategies.

Admissions

- The admission arrangements can be obtained from the main office.
- Pupils with special educational needs will be admitted to willows School academy Trust in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain their child's SEND requirements and needs. The school ensures that the admission policy complies with government guidance.
- SEND children are supported to be able to access tests and other assessments in school, the class teachers and assistants are responsible for this in school.
- The school understands that effective transition arrangements between schools are essential for children with special needs. Whenever possible the school will arrange transition meetings to identify the actions required before the child transfers to or from The Willows. If necessary, we will ensure that staff training is undertaken and if appropriate staff may visit the other school.
- When Year 6 children, who have been identified as having special needs, transfer to local secondary schools we will ensure that the school receives all relevant documentation and that we share information as openly as possible.

Section 8: Supporting pupils with medical conditions.

- The school has a policy relating to managing the medical conditions of pupils. A hard copy can be obtained from the office. This covers the school's arrangements to support pupils with medical conditions.
- The Willows School recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including 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.
- The SEND Code of Practice (2014) is followed.

Section 9: Monitoring and evaluation of SEND

- The school regularly and carefully monitors and evaluates the quality of provision that we offer all pupils How do we do this?
Through regular audits of SEND provision, progress, evaluation of assessments and results through communication with parents, evaluations and feedback
 - Through sampling of parent views, pupils views, staff views Through audits completed by the school governor
Through discussions with all stakeholders in school
 - Through external audits
 - Through the audit of targets, assessment results and intervention evaluations
 - Through the evaluation and monitoring arrangements we promote an active process of continual review and improvement of provision for all pupils.
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Section 10: Training and Resources

Pupil Premium

Here at The Willows, we are committed to ensuring that all children make progress in their learning and development. The school tracks the progress made by all children.

- The pupil premium funding is used to directly target the progress of specific pupils. This is completed through strategic planning and continuous evaluation of the provision which includes: The purchase of resources to tackle specific learning needs.
- The professional development of key members of the teaching team Ensuring access to learning opportunities for all children and families.
- Individual Staff training needs are identified and planned for. The training is linked to personal and professional development, children's needs and school needs. All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils.
- All teachers, all support staff and all student teachers undertake an induction on taking up a post. This includes a SEND induction with the SENDCO to explain all the systems and structures that are in place around the school's SEND provision and practice. This also gives an opportunity for the staff to discuss the needs of each individual child.

Section 11; 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. At The Willows this role is undertaken by the Special Educational Needs Governor who will meet regularly with the Deputy and Head teacher.

The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The Deputy Head is the inclusion co-ordinator. His role is to:

- Work positively with all members of the school community to promote inclusion
- Induct new staff in the school's commitment to inclusion
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion
- Monitor the inclusion policy and report annually to the Governing Body on its effectiveness
- Report annually on the efficient and effective use of resources for pupils with Special educational needs
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies
- Share inclusive expertise with, and support the professional development of, classroom teachers and teaching assistants
- Purchase appropriate resources
- Work with key staff such as the Assessment Co-ordinator, subject leaders etc. to monitor pupil progress

- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEND
- Liaise with parents
- Co-ordinate cross-phase/cross school transition
- Co-ordinate external specialist provision

The Head is responsible for keeping governors regularly informed about inclusive provision in the school.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating 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 Deputy Head.

The SEND Teaching Assistants are trained in a range of interventions including the BRP reading programme, Fischer Family Trust and Team Teach. They deliver specialist teaching interventions to support children with specific needs. They record evaluations and feedback to the Deputy and class teacher.

Section 12: Storing and managing information

All documents are stored in a secure and confidential place. The school policy on Information Management and Confidentiality gives details on how long documents are stored and how they are destroyed.

Section 13: Reviewing the policy

The policy will be reviewed annually (within the Spring Term).

Evaluating the Inclusion Policy;

The inclusion policy is reviewed annually by the SLT, and the Governing Body at the end of the spring term. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met
- How effective the inclusion provision has been in relation to the resources allocated
- The attainment, achievements and progress of different groups of pupils, including reference to Raise on line/PASS, School Information Profile and value-added data
- Listening and responding to the views of pupils ,Comments from the annual parent questionnaire
- The schools' own self-evaluation of the inclusion of pupils with SEND and behaviour
- Governor audit on Inclusion

In the light of these findings, our policy is revised and amended accordingly.

Section 14: Accessibility

Statutory Responsibilities

The school has produced, in writing, accessibility plans for the school. These are reviewed annually and new targets set. The accessibility plans clearly highlight the targets and strategies to achieve these, the outcomes and the timeframe in which this should be achieved. The overall goals to achieve are clearly listed.

Our School environment is accessible to all through accessible parking spaces outside the school, wheelchair access and accessible toilet facilities. We have a range of specialised equipment and resources available to ensure that all children are able to fully access the curriculum. Within teaching and learning we have a range of screening assessments and tests available in school to help with the identification and assessment of children with special educational needs.

Section 15: Dealing with complaints

Should a parent or carer have a concern about the special educational needs provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the Deputy Head will meet with the parent to discuss their concerns.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after all other avenues to resolve the situation have been exhausted. The complaints procedure is clearly outlined in the school policy.

Section 16: Bullying

The school has an Anti-bullying policy which details the statement of values, our aims and objectives regarding bullying. The school have set procedures to follow if bullying is considered and the school policy clearly lists the outcomes and prevention methods to help children to prevent bullying.

The school have a range of intervention strategies to support. These include; cooperative group work, circle time, buddy schemes, peer mentoring and active listening approaches. The anti-bullying policy and practices are monitored through pupil questionnaires, regular monitoring and feedback.

Acronyms

SEND – Special educational needs and disabilities

EAL – English as an additional language

AEN – Additional educational needs

DFES – Department for education

SENCO – Special educational needs coordinator

SLT – Senior leadership team

EHCP – Educational Health care plan

TA – Teaching assistant

CAMHS – Child and adolescents mental health services LA- Local authority

Signed: Malcolm Shaw
Headteacher

Bal Grant
Chair of Governors