Willoughton Primary School

The Cliff Federation Special Educational Needs and Disabilities (SEND) and Inclusion Policy

Policy Information			
Status:	Recommended	**Reviewed by:**	Full Governing Board
Cycle of Review:	Annual	**Policy Ratified**	March 2026
SEND Governor:		Helen Morris	
Signed as accepted:			

Aims and Vision

At The Cliff Federation, we are committed to providing an inclusive environment where all pupils feel valued, supported, and able to achieve their full potential. We actively work to remove barriers to learning and participation, ensuring equality of opportunity for every child.

We recognise and celebrate the diversity of our school community and are committed to meeting the needs of all pupils, including those with: - Special Educational Needs and Disabilities (SEND) - Social, Emotional and Mental Health (SEMH) needs - English as an Additional Language (EAL) - High learning potential (more able and talented) - Experiences of disadvantage or vulnerability. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Children of any gender;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;

- disabled children
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- Gypsy, Romany, travellers;
- Asylum seekers.

Legislative Context

This policy complies with the statutory requirements set out in: - The Equality Act 2010 - The SEND Code of Practice (2014) - The Children and Families Act (2014) - The National Curriculum (2014) - UK GDPR and Data Protection Act (2018)

Principles of Inclusion

We aim to: - Provide high-quality teaching that is differentiated and inclusive - Ensure all pupils can access a broad and balanced curriculum - Promote positive attitudes towards diversity and inclusion - Foster a safe, supportive, and respectful learning environment.

Some children in The Cliff Federation have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. One of our schools is split over two storeys. In the event of a disabled child with mobility issues joining the school, we would endeavour to engage with LCC in finding ways to ensure inclusion. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality Objectives together with our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials or the classroom layout. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Identification of SEND

A pupil is identified as having SEND if they have a learning difficulty or disability that requires special educational provision to be made. We identify needs through: - Ongoing teacher assessment - Progress tracking and pupil progress meetings - Standardised assessments - Observations and professional judgement - Information from parents and external agencies

We aim to meet the definition of Special Educational Needs (SEND), as stated in the Code of Practice (2014).

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is 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…. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

At The Cliff Federation we believe that a child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.

- 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 local area of the educational authority
- Has emotional or behavioural problems that stop them from accessing the curriculum

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The Cliff Federation's Provision for Special Educational Needs

The Special Educational Needs Co-ordinator (SENDCO) is -Hayley Palmer.

The SENDCO is responsible for:

- *overseeing the day-to-day operation of the school's SEND policy*
- *co-ordinating provision for children with SEND*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEND*
- *advising on the graduated approach to providing SEND support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *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*
- *ensuring that the school keeps the records of all pupils with SEND up to date*
- *on the shared drive there is a class folder containing individual pupil files with electronic copies of all individual plan's and reviews. The SENDCO is responsible for checking these records are up to date and ordered*

(Code of Practice 2014 pg 97)

Class teachers are responsible for:

- Teachers 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support.
- Differentiating activities and providing adaptive teaching strategies for all pupils, including more or less able children
- Writing and/or contributing to Pupil Profiles and implementing targets in class;
- Acting to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.
- Managing teaching assistants in their classrooms on a day-to-day basis
- Regularly meeting with parents to update them on their child's progress and any changes to support or progress.
- Meet, where appropriate, with Outside Agencies
- Carrying out their duties, adapting curriculum and curriculum experiences (trips and other special activities e.g., sports day, theme weeks or baking) for disabled pupils under their care in order that they may have equal access to the school's life
- Each class has a SEND Folder. This contains a section for each child, Pupil Profiles, examples of work, copies of outside agencies reports and letters from specialists or other

professionals for each child on the register. It is the responsibility of the class teacher to keep these records up to date. It is the responsibility of the SENDCO to make sure staff are provided with all the appropriate information.

- On the shared drive there is also a class folder containing individual pupil files with electronic copies of all Pupil Profiles and reviews

Teaching assistants will support the teacher and pupil by:

- Working closely with the class teacher to support learning and remove barriers.
- Implementing an individual or group of pupils' access to, and progress in, the curriculum
- Implementing activities designed to achieve targets, remove barriers and close the gap
- Encouraging and promoting pupil independence
- Regularly liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g., Precision Teaching or Power of 2)
- Carrying out specific booster teaching programmes (e.g. RWI)
- Helping to prepare resources and adapting materials.
- Attending planning and review meetings as appropriate
- Meet regularly with the SENDCO to discuss concerns about any pupils.
- Carrying out their duties for disabled pupils under their care
- Attend appropriate training programmes where necessary.

The Governing Body will ensure that:

- The SEND policy is implemented fully.
- A summary of the SEND policy is included in the annual school profile.
- The success of the SEND policy is reported in each Head teacher report.
- A governor with responsibility for SEND is appointed. This is currently Helen Morris

Graduated Approach

We follow a graduated approach to SEND support:

Assess → Plan → Do → Review

This ensures that support is responsive, evidence-based, and regularly reviewed.

Provision and Support

Provision is tailored to individual needs and may include: - Adaptive teaching strategies - Targeted interventions - Small group or individual support - Access to specialist services

Individual support plans (Pupil Profiles) are created where appropriate, with clear, measurable targets.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

Teachers ensure that all children:

- 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 a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Education, Health and Care Plans (EHCPs)

Where necessary, the school will request an EHCP Needs Assessment (EHCNA). Pupils with EHCPs receive tailored support and are reviewed annually in partnership with parents and professionals, including the SEND Caseworker and the Local Authority.

Inclusion and Accessibility

We are committed to ensuring that all pupils, including those with disabilities, have full access to school life. Reasonable adjustments are made to: - The physical environment - Teaching and

learning approaches - Resources and assessment methods. We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

At The Cliff Federation we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Supporting Wellbeing and Attendance

We recognise the importance of emotional wellbeing. We support pupils experiencing anxiety or emotionally based school avoidance (EBSA) through early identification, supportive strategies, and partnership with families.

Partnership with Parents and Pupils

We work closely with parents and carers to support pupils' development. We: - Share information regularly - Involve parents in decision-making - Encourage pupil voice and participation

Data Protection and Confidentiality

All pupil information is handled in accordance with UK GDPR. Records are stored securely and shared only with relevant professionals when necessary.

Monitoring and Evaluation

We regularly evaluate the effectiveness of SEND provision through: - Progress data analysis - Review meetings - Feedback from pupils and parents

Review of Policy

This policy will be reviewed annually by the Headteacher and Governing Body to ensure continued compliance and effectiveness.

Date: _____

Signed: _____

Position: _____