



Langford Primary School & Wilberforce Primary School

Inclusion Policy

2024-25

Langford Primary School

Context:

Langford Primary School is a multi-cultural community school in the London borough of Hammersmith and Fulham. We are a growing one form entry school from Nursery to Year 6.

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Victoria Kidds

Governor with responsibility for SEN: Sarah Studd

SENCo: Natasha Pearson

SENCo Qualifications:

Contact details: natasha.pearson@langfordprimary.org.uk

This policy will be reviewed annually

Agreed by Governing Body:

Review date: July 2025

Wilberforce Primary School

Context:

Wilberforce Primary School is a multi-cultural community school in the London borough of Westminster. We are a one form entry school from Nursery to Year 6.
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This policy was developed in consultation with parents/carers, staff and pupils and has regard to:
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| <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations |
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Headteacher: Kim Cooper

Governor with responsibility for SEN: Sarah Studd
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SENCo: Leonora Freeman

SENCo Qualifications:

Contact details: leonora.freeman@wilberforceprimary.org.uk
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This policy will be reviewed annually
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Agreed by Governing Body:

Review date: July 2025

All of our school policies are interlinked and should be read and informed by other policies. This policy is in line with our teaching and learning policy and single equalities policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, the Headteacher and the SENCo will work closely to ensure that this policy is working effectively.

Rationale

Langford and Wilberforce Primary Schools are part of United Learning Trust. They work in partnership and both schools have the same executive headteacher, Seamus Gibbons. This partnership provides additional opportunities which our children benefit from. Whilst both schools are part of the same academy trust, they are in separate local authorities and this policy acknowledges that each school also works within the frameworks and expectations of their local authority.

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Both schools will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Inclusion Statement

- At Langford Primary School and Wilberforce Primary School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- Both schools are Multi-Cultural Community Schools with great diversity of ethnic origin, and many different languages are spoken by our pupils.
- We will develop standards, assessments and support mechanisms in order to ensure all our pupils achieve to the best of their individual abilities.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated learning and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate support is in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer
- To use our best endeavours to ensure that a pupil with SEN gets the support they need
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support
- To appoint a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role
- To provide training, support and advice for all staff as often as is appropriate and necessary
- To ensure that all students with SEN are offered full access to a broad and balanced curriculum that sets high expectations for every pupil whatever their prior attainment
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education

- To work collaboratively with external agencies and specialists including those from Social Care and Health
- To ensure the Equality Act 2010 duties for pupils with disabilities are met
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEN Code of Practice (2015) states that pupils should only be identified as SEN if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. At both schools we concur with the Code of Practice (2015) and the first level of support is quality first teaching which refers to all children in school and their entitlement to personalised good quality first teaching and class enhancements where appropriate.

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

Both schools will have regard to the SEND Code of Practice 2015 when carrying out their duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The flowchart below breaks down the process we go through when identifying a pupil as needing SEN support:



Inclusion Flowchart

When a teacher is concerned about a child's learning or behaviour, we work through the waves of support.

Wave One	<p>When a teacher initially has concerns about a child, they record concern on CPOMS, raise concerns in Pupil Progress Meeting or have a conversation with the Inclusion Lead.</p> <p style="text-align: center;">↓</p> <p>Apply Wave 1-2 strategies with support of the SENCo and/or Key Stage Lead Review after 4 weeks.</p>
Wave Two	<p>If progress has not been made, SENCO and class teacher to review.</p> <p style="text-align: center;">↓</p> <p>SENCo drop in/team teach and meets with parents to share concerns.</p> <p style="text-align: center;">↓</p> <p>Agree Wave 2 actions – this will be recorded on the Data Dashboard.</p> <p style="text-align: center;">↓</p> <p>Review after 6 weeks and share with parents. Add child to SEND register where appropriate.</p>
Wave Three	<p>If needed after review, SENCo to make Wave 3 referrals.</p> <p style="text-align: center;">↓</p> <p>Action Wave 3 advice.</p> <p style="text-align: center;">↓</p> <p>Review after 6 weeks and share with parents.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>↙</p> <p>Continue with Wave 1 & 2 actions</p> </div> <div style="text-align: center;"> <p>↘</p> <p>Seek further Wave 3 advice</p> </div> </div> <p><i>Consider EHCP/SENIF application.</i></p>

The progress made by all pupils is regularly monitored and reviewed as part of high quality teaching. Where a pupil is not making expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents evening.

Where pupils continue to not make the expected progress despite support and high quality teaching, the class teacher will seek advice from the SENCo. These concerns will be recorded on CPOMS. Termly, the data dashboard will be updated with details of what support has already been put in place. In progress meetings the support will be reviewed alongside pupil progress.

Where a pupil is identified as having SEND, the SENCo and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents.

The Graduated Approach to SEND

Underpinning all our provision in school is the graduated approach style of:



Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, will meet with the SENCo, alongside the class teacher and child when appropriate termly. All meetings are child centred, and look at what the child is doing well, what they need support with and plan towards end of year outcomes. They will decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work 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 will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place each term. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They **may** include:

- an individual learning programme
- evidence based interventions
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Both schools will follow their local authority guidance for this process and involve parents/carers and the child from the beginning.

Hammersmith and Fulham's SEND Local Offer can be found [here](#).

Westminster's SEND Local Offer can be found [here](#).

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress for children on the SEN register is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At both Langford and Wilberforce Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo at least 3 times a year formally to review their child's plan.

More information about the support offered to parents/carers from Hammersmith and Fulham can be found within their [Local Offer](#) and from Westminster in their [Local Offer](#).

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Provision for English as an Additional Language

When children with English as an Additional Language join our school, they are assessed by:

- Taking the PIRA test for initial reading age
- Taking the PUMA test for initial Maths level
- Completing a phonics screening
- For children in Nursery and Reception, completing the Wellcomm language screening

Depending on the language level of the child, where needed, dual language resources are using in the classroom, learning is supported by using visuals and additional scaffolds and evidence based interventions are put in place.

All data is recorded, and progress is measured termly and reflected on in Pupil Progress Meetings.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the senior leaders.
- ongoing assessment of progress made by pupils in receipt of interventions. All interventions are tracked and assessed for impact by the Inclusion Manager.
- scrutiny of planning.
- informal feedback from all staff.
- pupil/parent interviews.
- pupil progress tracking using assessment data.
- attendance records and liaison with Education Welfare Service.
- regular meetings about pupils' progress between the Inclusion Manager and the head teacher.
- head teacher's report to parents and governors.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, their Pupil Progress Meetings and at the end of a targeted intervention.

Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. Each school's SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to;

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCo
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being

treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupil's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should

include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy and numeracy interventions.

The whole school attends SEND training sessions throughout the year led by the SENCO who also offers an open door policy to offer support and advice to all staff.

All members of teaching staff meet with the SENCO at least termly to discuss the progress of pupils and the support and provision that is being offered.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is recorded and saved on CPOMS and can only be accessed by members of staff who have been granted permission by the school leadership team (this will include, the headteacher, inclusion leader, class teacher etc.)

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education.

For students arriving at both schools we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Parent Tours

- Visits between SENCOs
- Key staff exchange
- Workshops for parents and pupils
- School Passport

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At both schools we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Information Reports

For Wilberforce Primary School's Information Report, [click here](#).

For Langford Primary School's Information Report, [click here](#).

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.