

# West Green Primary School



## Inclusion Policy

### To include:

- Disability
- Special Educational Needs (SEN)
- English as an additional Language (EAL)
- Looked After Children (LAC)
- Gifted and Talented (G & T)

This policy was adopted on: 11/7/2024 by FGB

reviewed March 2026 FGB

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## **Inclusion**

At West Green Primary School, we are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community.

Educational inclusion is about equal opportunities for all members of the school community regardless of their ability, age, gender, ethnic origin, religious belief, resident status, heritage language, impairment, looked-after status, sexuality, health, social or economic background. Particular attention is paid to the provision made for, and the achievement of, different groups of learners and different members of the community. Our aim is to be adaptable in order to meet the needs of our pupils, staff and other community members and provide the resources to enable this to happen. This refers to all areas of school life and not purely to the academic curriculum.

The views, wishes and feelings of the child or young person and the child's parents will be considered; they will participate as fully as possible in decisions, and be provided with the information and support necessary to enable participation in such decisions. This will facilitate the development of the child or young person and help them achieve the best possible outcomes, preparing them effectively for adulthood.

## **Aims and Objectives**

West Green Primary aims to be an inclusive school and by providing equal opportunities and removing barriers to learning and achievement, full participation is ensured.

The school aims to eliminate discrimination by taking positive action in order that groups have equal access to support and resources to meet their needs.

We will endeavour:

- *To ensure that children and young people with identified needs can engage successfully in all school activities alongside their peers, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment*
- *To work in close partnership with parents, West Sussex Local Authority and other key agencies so that the needs and strengths of each pupil*

*are fully understood and there is a collaborative and coordinated approach to planning and reviewing any additional provision*

- *To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development*
- *To promote independence and resilience in pupils so that they are well prepared for transition to adulthood*

We aim to achieve inclusion by continually reviewing what we do by asking these key questions:-

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving at expected levels?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Inclusion refers to every aspect of school provision i.e. after school activities, parent/carer consultation evenings, open evenings, enrolment, events, breaks and lunch times, school trips and parent helpers.

## **Teaching and Learning Style**

We aim to give our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils, through our whole school tracking data, to ensure that all pupils are achieving to their optimum potential. Teachers use this information when planning their lessons in order to take account of the attainment and achievement of their children.

For some children we use tracked-back objectives from earlier year groups, within the same strand of learning, to enable them to make progress at their own level. This would apply when the curriculum is not accessible to them, despite varied access arrangements and a range teaching styles. When the attainment of a child significantly exceeds that of the year group, teachers extend the breadth of work within the area or areas for which the pupil shows particular aptitude. We aim to provide a personalised learning experience for all children.

Staff ensure 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
- participate safely, in clothing that is appropriate to their religious beliefs

- are taught in groupings which 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
- are encouraged to participate fully, regardless of disabilities or medical needs.

## **Monitoring Inclusion Leadership, Management and Governance**

The Leadership Team, along with the Governing Body, ensures that:

- the school complies with Race Relations, Disability and SEND related legislation including the general and specific duties
- the Inclusion Policy and its related procedure and strategies are implemented
- staff are familiar with the principles of the relevant equal opportunities legislation covering race, gender and disability
- the school works in partnership with parents/carers and the community to develop positive attitudes to diversity and difference and addresses specific incidents
- all staff are aware of their responsibilities under the policy and are given appropriate training and support to carry them out.

The Head Teacher, together with the governing body, will take disciplinary action against staff or pupils who discriminate or contravene the policy.

## **Staff**

All staff will:

- respond to incidents of discrimination, identifying and challenging bias and stereotyping
- confront discrimination of any kind and ensure equal opportunities
- have an awareness of current legislation and school policy.

Discrimination of any kind will not be tolerated.

## **Special Educational Needs and Disability (SEND)**

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific

provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Mrs J Andrews and be contacted via email or through the school office

Email address: [jane.andrews@westgreenprimary.com](mailto:jane.andrews@westgreenprimary.com)

The SENCO is a qualified teacher and experienced in this role.

See Appendix 1 for role of the SENCO (within Code of Practice)

## **Admission Arrangements for Pupils with SEN.**

The school's admission arrangements are managed by West Sussex Admissions, and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

## **Identifying Special Educational Needs**

Definition of Special Educational Needs

SEND Code of Practice 2014

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

A child 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 other pupils of the same age or
- 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

Equality Act 2010

*A disability 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 and hearing
- Long term health issues such as asthma, epilepsy and cancer

At West Green we recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling

behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including:

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Before deciding that a pupil requires additional SEND support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. They will meet with parents to gain the parental view and plan jointly.

### **Meeting the needs of pupils with SEN**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer SEN Support. Parents will be formally notified that their child is receiving this additional support.

The impact of the SEN Support is monitored and outcomes reviewed.

If identified as requiring further SEN support advice may be sought from outside agencies and an Individual Learning Plan (ILP) will be put in place.

The ILP will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and

follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes.

## **The Graduated Response**

### **Assess:**

Once identified as requiring further SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a speech and language therapist.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

### **Plan:**

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified and to support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on an ILP or intervention plan.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan or have a discussion with staff about provision with the timescale for when it will be reviewed.

### **Do:**

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the ILP. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

### **Review:**

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agency.

### **Removal from SEN Provision**

If a pupil makes good progress and achieves the outcomes set they will no longer require additional provision or an Individual Learning Plan. Parents will be advised of the progress made.

Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

### **Education Health and Care Plans**

The additional needs of most of the pupils with SEN at West Green will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist

agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the West Sussex Local Offer web site.

The EHC plan will be reviewed at least annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

### **Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly to reflect changing needs and support.  
(More frequent reviews as needed.)

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school web-site.

### **Transition Arrangements**

Arrangements to support pupils with SEN moving into the school or moving to a different school:

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For pupils joining the school in our Reception class the SENCO or class teacher will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child.

For pupils moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information.

Where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting with parents, pupils, representatives from the new school and other key professionals to ensure there is continuity in the range and level of support offered. For children with an EHCP there will be an Annual Review in the Summer term of Year 5 to start off this process.

Arrangements to support pupils with SEN moving between year groups within the school:

Children with SEN often find transition to a new class particularly challenging, so the SENCO liaises with staff at the end of the school year to put appropriate extra transition arrangements in place. Teachers and support staff also meet at the end of one academic year or at the start of the new one, to share information, resources and ideas about how best to support children with SEN.

## **Roles and Responsibilities**

### **The SENCO**

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEN. The SENCO will also take a key role in supporting the transition of pupils with SEN to different settings.

### **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEN at West Green is Jill Wilson.

The lead governor will meet regularly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEN provision are regular items on the Governing Bodies cycle of meetings.

Other key staff members who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

The Headteacher

Designated Safeguarding Lead

Designated teacher for Looked After Children

Attendance Officer

Deputy Headteacher

### **Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

### **Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required. If necessary, concerns can be discussed with the Headteacher.

Where these initial attempts to resolve the issue are unsuccessful, parents are able to contact West Sussex children's services in order to gain impartial advice.

### **Anti-Bullying**

We recognise that pupils with SEN are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices within the school community we ensure our effectiveness in reducing and responding to bullying.

## **Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

## **English as an Additional Language and Ethnic Minority Groups**

We aim to provide a culturally inclusive curriculum which reflects and extends the experience of all children who have English as an additional language. Levels of English language are monitored through the school's data management systems. Extra provision is provided for those children who need support in the social and/or cognitive aspects of language. Support is provided, when required, for parents who do not speak English, to enable them to access information e.g. interpreters for parent consultations.

Children are tracked within ethnicity groups to enable the school to monitor progress and support any under-achievement.

## **Children we care for**

Children who are looked after by the local authority (in foster care) have a Personal Education Plan, which is reviewed regularly with Family Services, foster carers and all those involved with the child. Social and academic achievement of Children we Care for is closely tracked and early intervention implemented to meet needs.

## **Safeguarding**

This policy should be read in conjunction with the Safeguarding Policy.

## **Gifted and Talented**

The DCSF guidance recommends that the Gifted and Talented pupil cohort comprises of 5% - 10% of pupils within the school. The school's aim is to ensure suitable provision for this group of learners in whichever areas they show ability. The provision will be an integral part of teaching and learning within a culture which is both challenging and enriching.

Within this cohort there will be pupils who are:

- gifted or have academic ability in one or more subjects in the statutory curriculum other than PE and the creative arts
- talented – ability in PE or the creative arts
- skilled in a range of subjects both in and out of the school arena

Teachers should be aware that children develop at different rates and potential is never fixed. A wide range of identification strategies will be used and school will work together with parents to maximise achievement.

**The following documents must also be considered when reading this policy:**

- Behaviour Policy
- Admission Policy
- Attendance Policy
- Accessibility Plan
- School Action Plan
- Staff Recruitment Policies

## **Monitoring and Review**

This policy is monitored by the Governing Body and will be reviewed annually.

### **Appendix 1:**

Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2018)
- Keeping Children Safe in Education (2023)

The West Sussex local offer for SEN:  
<https://westsussex.local-offer.org/>

I can confirm that this Inclusion Policy has been put before the governors and agreed.

Signed:  .....  
 Jill Wilson - Chair of Governors

Date: 26<sup>th</sup> March 2026 .....