



Wray Common Primary School  
Inclusion & Additional Needs Policy: Summer 2025

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The purpose of this policy is to describe our practices concerning children with special educational needs and/or disabilities and the principles upon which these are based.

## **Section 1 – Introduction, Aims and Definition of Inclusion & Additional Needs**

### **Introduction**

At Wray Common we believe that every child has the right to access a full curriculum, and we recognise the importance of quality teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated and personalised support within an inclusive learning environment. ***At Wray Common School, every teacher is a teacher of Inclusion & Additional Needs, and every leader is a leader of Inclusion & Additional Needs.***

- We expect that all children with additional needs will meet or exceed the high expectations set for them based on their age and starting points.
- We want all children to become confident individuals who will be able to make a successful transition to the next phase of their educational journey, and into adulthood.

### **Aims**

The aims of our Inclusion & Additional Needs policy are to share how we:

- identify, assess and provide support for children with additional needs promptly, accurately and at the earliest opportunity.
- provide equal opportunities for all children, eliminating prejudice and discrimination.
- monitor and review individual needs regularly, and maintain clear records of actions taken and interventions provided, which follow the child through their school journey.
- ensure that curriculum planning, teaching and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by each individual child.
- enable all children to have access to all elements of the school curriculum and wider elements of the school community.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- support continuing professional development about additional needs, for all staff.
- work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.
- work with and in support of outside agencies when a child's needs cannot be met by the school alone.
- create an environment that meets the educational needs of each child.
- ensure compliance with the Department for Education's 'Special educational needs and disability code of practice: 0 to 25 years' (2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **Definition of Inclusion and Additional Needs**

At Wray Common Primary School, we use the definition for Special Educational Needs and disability, as noted in the SEND Code of Practice (2014) which reads as follows:

SEN:

- xiii. *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.*
- xiv. *A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (page 15-16)*

Disability:

- xviii. *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. (page 16)*

We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded because of their disability or learning/behaviour difficulties. Wherever possible, we support children in a way that allows them to share the same learning experiences as their peers. However, we acknowledge that there are occasions when some children will receive support in a setting more suitable for their learning needs, away from their peers.

We aim to work alongside other agencies, providing both emotional and practical support for parents/carers and children whose needs require multiagency partnerships. So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information about this in our Inclusion & Additional Needs (SEND) Information Report, which can be found on our school website.

## **Section 2 – Identification of Inclusion & Additional Needs**

It is important that children’s special educational needs and/or disabilities are identified promptly and accurately so that, where possible, early action is taken and relevant intervention introduced as required. At Wray Common we value the opportunity to get to know children individually, in order to better understand them and their needs.

### **How do we know when children need extra help?**

We know that a child needs help if:

- concerns are raised by parents/carers and/or teachers, including from a child’s previous school, regarding a child’s progress in their learning or their inclusion with their peers.
- tracking of attainment outcomes indicates a lack of progress, or progress that is slower than expected, over time.

- observation of the child indicates that they have additional needs in one or more of the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical.

<b><u>Communication and interaction</u></b> This describes children who have speech, language and communication needs, displaying difficulties in their communication with others. This may be because they have difficulty saying what they want to, understanding what is said to them, or they do not understand or are unable to use social rules of communication. Children and young people with Autistic Spectrum Condition (ASC) may experience particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	<b><u>Cognition and learning</u></b> Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, despite appropriate personalisation and adaptive quality teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (DCD – sometimes known as dyspraxia).
<b><u>Social, emotional and mental health</u></b> Children may experience a wide range of social and emotional difficulties which manifest themselves in a variety of ways. These may include becoming withdrawn or isolated, emotional-based school avoidance (EBSA), and/or demonstration of challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder, or attachment disorder.	<b><u>Sensory and physical</u></b> Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities universally provided (e.g. they may have cerebral palsy (CP), or a physical disability or injury). Some children and young people with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and sensory processing difficulties may require specialist support and/or equipment to access their learning.

### **What happens once Inclusion & Additional Needs has been identified?**

When a teacher is concerned that a child may have, or is already known to have, a special educational need, they initially communicate with the parents/carers, sharing their thoughts and examples of how the child is displaying this need or disability. The class teacher will also discuss their concerns with the Inclusion Lead (or SENDCo) who will support the teacher as they gather information about a child's needs and the support they require to access the curriculum. At times, and as appropriate, the Inclusion Lead may also be involved in the collation of information through informal assessments. This information is gathered as part of the 'Assess Plan Do Review' process, further details of which can be found in Section 3, and will be used to inform next steps. A review of subsequently planned provision will take place to understand the impact on the child's progress.

In collaboration with parents, at this point, a recommendation may be made for a child to be placed on the school's Inclusion & Additional Needs register. Once a child has been added to the Inclusion & Additional Needs register, parents will receive a copy of their child's planned provision in the form of a support plan. Children will have a support plan which reflects the area of focus for their support, for the term. The type of plan a child has may change from term to term, depending on what the focus of support needs to be for them. Class Teachers will work with the Inclusion Lead to determine which type of plan a child will receive each term. A child will have one of the following types of support plan:

- a Learning Support Plan (LSP)

- a Wellbeing Support Plan (WSP)
- or an Emotional Based School Avoidance Plan (EBSA plan)

The Class Teacher and/or Inclusion Lead will liaise with parents/carers, any outside agencies involved, and with the child as appropriate, in drawing up the child's support plan. The support plan will include clear outcomes, recorded as short-term SMART (Specific, Measurable, Achievable, Relevant and Time-bonded) targets, and suggestions for how parents can support their child at home in working towards achieving their targets. Children work with their Teacher to contribute to their support plans, sharing how they feel they are best supported, and enabling them to take ownership over their targets and providing a sense of success when they achieve them. Each child's support plan is reviewed and updated by the Class Teacher, in collaboration with the children, at the mid-point of each term and the plans are shared with parents to support their understanding of their child's personalised next steps.

As required, and in consultation with the Class Teacher and parents of a child, the Inclusion Lead may decide to seek advice from external agencies to guide further support for a child. This usually happens if a child's progress continues to be slow, or stops, despite high quality intervention. The Inclusion Lead may consult with the:

- Educational Psychology Service (EP)
- STIPs (Specialist Teachers of Inclusive Practice) Team
- Speech and Language Therapy Service (SALT)
- Dysfluency Service
- Autism Outreach Team - at Woodlands School
- Physical & Sensory Support Service (P&SSS)
- Inclusion Team
- Surrey Children's Services
- School Nursing Team
- Mindworks Surrey
- Primary Mental Health Team (PMHT)
- Occupational Therapy (OT)

### **Section 3 – Procedures and Practice**

#### **A Graduated Approach to Inclusion & Additional Needs**

High quality teaching, differentiated and personalised for every child, is the first step in responding to a child who has or may have additional needs. We know that additional intervention and support cannot compensate for teaching of the highest quality. If a child is thought to have additional needs, the Class Teacher will work with the Inclusion Lead to consider all the information gathered about a child's progress.

#### **Assess, Plan, Do, Review**

The SEND Code of Practice (2014) encourages an 'assess, plan, do, review' approach to supporting children with additional needs.



**Assess** - The class teacher, working with the support of the Inclusion Lead as required, will explore the child's needs. This includes drawing on teacher assessment, knowledge

and experience of the child; the child's previous progress and attainment; as well as information from the school's core approach to children's progress, attainment, and behaviour. In consultation with a child's parent/carer, simple assessments may be carried out to offer further insight into a child's strengths and difficulties in particular areas of learning.

**Plan** - The teacher plans for, with support from the Inclusion Lead as required, and shares with parent/carers and the child, the adjustments, interventions and support to be put in place, with expectations for progress, development and/or behaviour recorded, along with a date for review. The Class Teacher and Inclusion Lead may discuss seeking further advice from external agencies regarding support for a child, and will decide this in consultation with their parent/carer.

**Do** – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified member of staff to plan for, and assess the impact of, support and intervention.

**Review** – The effectiveness of support and intervention, and their impact on the child's progress, are reviewed in line within the agreed timeframe. The impact and quality of the support and intervention are evaluated, along with the views of the child and their parents/carers. If adequate progress has not been made, revisions will be made to the plan, and the 'assess, plan, do, review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress, and it is felt that they are able to maintain this with quality teaching and the universal support offer, they will be removed from the Inclusion & Additional Needs register.

### **Requesting an Education, Health and Care Assessment**

For a very small percentage of children, whose needs are significant and complex, and the support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of the child's Education, Health and Care needs. This may result in an Education, Health and Care Plan (EHCP) being issued. This document brings together the child's health and social care needs as well as their special educational needs, and the impact of intervention and targeted support.

Parents/carers may request an EHCP assessment for their child, however, we would recommend that parents/carers discuss this with the school, prior to making such a request to ensure a joint and thorough approach to the application.

### **Transition for children with additional needs**

Inclusive support for children with additional needs includes planning and preparing for transition. Before a child moves on to another school or into a new key stage or year group, information regarding their needs is shared with the receiving provision. Arrangements may be made for further targeted support to facilitate a smooth transition between settings, and this may include additional visits to the new setting or classroom, and/or visits from another member of staff, from the receiving school or year group. We will work with transition partners and families to secure the best possible transition arrangements, which meet the needs of individual children.

### **How much support will a child receive?**

For children with additional needs, but without an EHCP, the decision regarding the type and level of support provided, will primarily be led by the Class Teacher, in consultation with the Inclusion Lead and the child's parent/carer.

## **Section 4 – Roles and responsibilities**

### **The Inclusion Lead is responsible for:**

- co-ordinating support for children with additional needs, to make sure all children receive a consistently, high quality response to meeting children's needs in school.
- regularly liaising with teachers.
- updating the school's Inclusion & Additional Needs register and making sure that there are accurate records and plans in place for the children listed.
- ensuring children who require one, have an EHCP.
- ensuring that all information about a child is stored securely.
- providing and/or securing specialist support, including relevant professional development, for all staff members.
- meeting with the Headteacher, Inclusion governor and other senior leaders, to evaluate and review the strategic development of inclusive provision within the school.
- regularly attending the local authority Inclusion Lead network meetings in order to keep up-to-date with local and national updates in Inclusion & Additional Needs.
- liaising with previous and future education providers to ensure a smooth transition for a child and their family.
- liaising with external agencies and relevant professionals regarding any children with additional needs.
- monitoring and evaluating the quality of provision for all children with additional needs.
- managing the Inclusion & Additional Needs budget.
- ensuring that parents/carers are:
  - involved in supporting their child's learning.
  - kept informed about the support their child is receiving and their progress.

### **The class teacher is responsible for:**

- the progress and development of all children including those with additional needs.
- regularly liaising with the Inclusion Lead.
- identifying in their planning, the provision they are making for those children with additional needs, and how they are using staff both in and out of class to support children's learning needs.
- close monitoring of children's progress.
- identifying in their planning, any additional help identified children may need (this may include targeted work, additional support).
- detailing interventions on individual children's support plans and reviewing these termly.
- collaborating with the Inclusion Lead as required, to write and review support plans and/or EHCP targets and outcomes.
- speaking to individual children to review their progress against the targets on their support plan, and sharing this with parents/carers
- ensuring that all staff working with identified children are aware of their needs, and are able to deliver planned support, so that all children are enabled to achieve their potential. This may involve the use of additional adults, externally provided specialist help, and specially planned work and resources.
- ensuring that the school's Inclusion & Additional Needs Policy is followed in their classroom and for all the children they teach.

### **Teaching Assistants are responsible for:**

- ensuring that the day-to-day provision for the identified children that they support, is in place.
- regularly communicating with the Class Teacher, and the Inclusion Lead as necessary, about the progress and provision for all identified children they support.

**The Inclusion governor is responsible for:**

- monitoring the effective implementation of the school's Inclusion & Additional Needs policy, and the meeting of statutory responsibilities in the area of Inclusion & Additional Needs – primarily, through regular discussions with the Inclusion Lead.
- raising awareness of inclusion issues with the governing body.

**How can parents/carers access this policy?**

This policy is available to parents/carers in a number of ways:

- on our school website, under 'Policies'
- a hard copy will be made available upon request, at the school office – different versions can also be made available, i.e. with enlarged font.

**Who can a parent/carer contact if they have any concerns?**

If a parent/carer wishes to discuss their child's special educational needs, or they are unhappy about any issues regarding the school's response to meeting these needs, please contact the following members of staff: the Class Teacher (in the first instance); the Inclusion Lead (Miss Kober); the Headteacher (Mr Murphy).

For complaints, please follow the procedures detailed in the Complaints Policy and Procedure – which can be found on our website (<https://wray-common.surrey.sch.uk/wp-content/uploads/2023/05/Greensand-Complaints-Policy-and-Procedure-approved-March-2023.pdf>).

For impartial and independent information, advice and support relating to Inclusion & Additional Needs, parents may like to contact Surrey SEND Information, Advice & Support [www.sendadvice.surrey.org.uk](http://www.sendadvice.surrey.org.uk)

The Surrey SEND Local Offer (<https://www.surreylocaloffer.org.uk/>) is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have a child with an EHCP, and to those who do not have a plan, but still experience some form of special educational need or disability. The Surrey Local Offer includes information about public services across Education, Health and Social care, as well as those provided by the private, voluntary and community sectors.

## **Section 5 – Related Policies**

**Other key policies and documents (available on our school website):**

Accessibility Plan  
 Single Equality Scheme  
 Anti-bullying  
 Behaviour  
 Child Protection & Safeguarding  
 Teaching and Learning

Assessment

Marking and feedback

Supporting Children with Medical Conditions

Inclusion & Additional Needs (SEND) Information Report