



Wouldham All Saints Church of England School

SEND & Inclusion Policy

**This policy should be read alongside Wouldham All Saints SEND Information Report, Behaviour Policy, Equalities Policy, Safeguarding Policy, Attendance Policy Complaints Policy and Supporting Pupils in school with medical conditions policy.*

In Wouldham we have children from diverse communities. Inclusion is about those with different identities feeling and/or being valued, leveraged, and welcomed within each school - "Diversity is being asked to the party. Inclusion is being asked to dance."

Inclusion is not a natural consequence of diversity. There should be a focus on what the experience is for individuals; what barriers stand in the way; and how we ensure belonging.

Equity is an approach that ensures everyone access to the same opportunities. Equity recognises that advantages and barriers exist, and that, as a result, we all don't start from the same place. Equity is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance.

Equity is not an outcome. Equity refers to the process that is consistently engaged in to ensure that people with marginalised identities and/or additional needs have the opportunity to grow, contribute, and develop—regardless of their identity. The focus is on everybody getting what they need in order to be successful.

Ethos and Practice at Wouldham All Saints

We provide a strong and effective provision for children with Special Education Needs and Disabilities (SEND). Our school is committed to ensuring that all learners' needs are met and that they are aspirational for our most vulnerable children.

Our SEND Information Report clearly identifies the offer and specifics within our school.

This policy and the school information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Wouldham All Saints Aims and Implementation

We aim to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated

All staff and Governors at Wouldham All Saints works to implement these aims by:

- Promoting high quality learning and exceptional attainment
- Providing high quality curriculum entitlement and a high quality learning environment
- Promoting an effective partnership with parents/carers and the wider community

At Wouldham All Saints we know that it is important to value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children within school – regardless of their age, gender, ethnicity, attainment or background.

Inclusion at Wouldham All Saints

“The journey to becoming an Inclusive School may be long and challenging at times, but ultimately this journey can strengthen a school community and benefit ALL children. “Inclusion” does not simply mean the placement of students with disabilities in general education classes. This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.” Inclusive Schools Network 2015

- Successful inclusion should result in every child or young person feeling safe, confident and happy at school.
- Successful inclusion should see every child or young person making the best progress from their starting points of which they are able and enjoying their time at school – be that in lessons, during their play or lunchtimes or when involved in any of our after school clubs/enrichment activities.
- Successful inclusion should promote every child and young person’s belief in themselves as a learner and valued member of our community.

Successful inclusion is seen by Wouldham All Saints as the responsibility of the whole community, permeating all aspects of school life and applicable to all our children.

Meeting Diverse Needs

We recognise that in order to achieve these aims we must actively seek to recognise and meet the very diverse needs of our children by:

- Monitoring the achievement and well-being of all our children and the quality/nature of the learning opportunities offered
- Tracking academic, social and emotional and EHCP target progress and using the resulting knowledge to plan provision for the individual or groups of children
- Correctly identifying and then seeking to overcome potential barriers and challenges to learning or the ability to fully participate in school /community life

- Making reasonable adjustments to meet need and using a graduated response to the various levels of need
- Developing and deploying our resources to best reflect the various levels of need experienced by our children
- Taking care to ensure that vulnerable children, including those with additional or Special Educational Needs or Disabilities are appropriately supported
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child
- Liaising closely with outside professionals from within Kent and other Children's Services or Health agencies involved in the care and support of children
- Providing teaching and support staff with continued professional learning and development, in order that their work shows impact and promotes the best outcomes for each child

Equity of opportunity must be a reality for our children. We make this a reality through providing reasonable adjustments for the different groups of children, careful assessment of starting points, planning of learning opportunities and pathways linked to targets.

The National Curriculum is our starting point for our schools' own curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning, social and emotional needs
- Overcoming potential barriers to learning through assessment for individuals and groups of children
- Varying learning pathways to meet needs and ensuring we set clear targets and review learning needs
- Providing other curricular and vocational opportunities outside of the National Curriculum to meet the needs of individual or groups of children, e.g. SCERTs
- Use of specific interventions/approaches to promote resilience and life skills within our children

We achieve educational inclusion by continually reviewing what we do, through asking these key questions, whilst using data to ensure the highest quality first wave teaching and appropriate interventions that measure impact:

- 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 their best?
- Are our actions effective?

Promoting and supporting Inclusion

- Responsibility for making Wouldham All Saints a truly inclusive school lies with the Head Teacher, Senior Leaders and Governors – with the knowledge and commitment of all staff, that Inclusion is part of their role within the school.
- We aim to promote Inclusion through all our policies, systems and practice
- As a school we believe that it is the responsibility of all within our community to ensure that all children are recognised, treated with respect and giving the opportunities to achieve according to their talents, interests and academic capabilities.
- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning, all staff take into account the abilities of all our children – when attainment of a child, whether socially/academically or emotionally, falls below the expected outcomes – staff will use the appropriate procedures to ensure that adjustments and interventions are put in place in a timely manner.
- Where the needs of our children are complex and require additional resources – the school is committed to providing an environment that allows these children access to all areas of learning, utilising the support of professional specialists within Kent

Disapplication and modification

The school can, where necessary modify or dis-apply the National Curriculum and the assessment arrangements. Our policy is to do this only in exceptional and specific circumstances. The school makes every effort to meet the learning, social and emotional needs of all its children with recourse to disapplication or modification. We achieve this through greater differentiation of the child or young person's work, or through the provision of additional resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child or young person.

In exceptional circumstances we may decide the modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Governors. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

The SEND code of practice – states that a child or young person with an EHC Plan is more likely to need a personalised, targeted pathway in order to be able to take their place within society as young adults.

Inclusion within our school works towards this long term aim, for those with an EHC Plan and those with High Needs Funding, and will provide a pathway that is suitable for the individual. Wouldham All Saints recognises and values working in partnership with those other professionals involved in the education and development of our children. Currently, links are well established with the School Health Service, Social Care, Speech and language therapists, Nexus Satellite provision and Kent SEN team.

Wouldham All Saints will follow guidelines set by the DfE, in consultation with families/carers and professional services to best meet the identified needs of all children under our care.

Summary

Within the school, the teaching and learning, achievements, attitudes and well-being of all our children are paramount. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for academic, social and emotional learning.

This policy and schools' SEND Information Report are reviewed annually.

Appendix A

The aim of inclusion: Equity to Justice

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.