



# LANGSTONE PRIMARY ACADEMY

## SEND AND INCLUSION POLICY

*Inclusive education is where all children and young people are participating fully, are achieving all they can, are happy, and have positive attitudes.*

*PCC's Inclusive Education Strategy*

**Governors' Committee Responsible:** Standards and Curriculum (S&C)

**Status & Review Cycle:** Statutory Annual

**Date Ratified:** September 2025

**Next Review Date:** September 2027

### **Introduction:**

This policy details the provision for children with special educational needs (SEN) that Langstone Primary Academy provides. By the term SEN we mean provision that is 'additional to' or 'different from' the provision made for all children throughout the academy. It complies with the guidance given and pays reference to the SEN Code of Practice and the Children and Families Act 2014.

Langstone Primary Academy values the contribution that every child can make. We are committed to offering an Inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. The academy seeks to raise the achievement, remove barriers to learning and ensure physical and curricular access to all. All children with SEN are valued, respected and equal members of the academy. As such, provision for pupils with SEN is a matter for the academy as a whole.

*"All teachers are teachers of pupils with SEN" (SEN Code of Practice 2014)*

The Academy has also produced an information report on SEND which has been on the website for Parents to access since July 2014. This Academy Offer is created in line with the new changes to the SEN Code of Practice and it aims to provide parents, who have a child who has additional needs, with information and support. The latest SEN Code of Practice came into force in 2014 and this policy incorporates these changes.

### **Basic Information about special education needs provision:**

**The SEN Code of Practice (2014) provides a definition of special educational needs:**

*"Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the adaptive teaching approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

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The Children and Families Act says that children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Are under compulsory school age and fall within definitions above or would so do if special educational provision was not made for them.

#### Key principles

Outlined below are the key principles outlined in the Code of Practice (2014) Local authorities, in carrying out their functions under the Children and Families Bill, must have regard to:

- The views, wishes and feelings of the child or young person, and their parents;
- The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person, and their parent, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

We ensure our teaching is matched to the pupil's learning and that all learners experience a broad and balanced curriculum: *High quality teaching that is adaptive teaching and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014 (The SEN Code of Practice 2014).* In our academy we additionally provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for a short time each day over a number of weeks.

#### **Objectives:**

- To successfully implement legislation related to The Code of Practice for Special Educational Needs
- To identify the roles and responsibilities of all those involved in the provision for children with special educational needs in line with the school's provision map
- To provide guidance and support for all school staff, governors, parents, carers and the wider community
- To work in a cooperative and productive partnership with a range of outside agencies to ensure the child and family is best supported.
- To carefully map and monitor provision to ensure that every child has the best individualised learning programme possible.
- To arrange staff development activities to help staff to respond to pupil diversity
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum 2000)

The Early Years Foundation Stage and the National Curriculum 2014 are the starting points for planning a curriculum that meets the specific needs of individuals and groups of children. This is achieved through:

- Supporting and caring for the whole child, both socially and intellectually
- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Tracking the progress of children within the inclusion groups
- Providing opportunities for children to develop specific skills or talents, liaising with other agencies where appropriate
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing opportunities for pupils to work at higher cognitive levels within a broad and rich curriculum

*'Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision'*      **Ofsted SEN review 2010**

### **Responsibilities – The SENCo**

The SENCo and named 'responsible person' who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs and, or disabilities, for liaising with outside agencies. At Langstone Primary Academy the SENCo is Mrs Fletcher. She is a member of the Senior Leadership Team (SLT) and as stated in the SEND Code of Practice 2014 -

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND and, or members of other inclusion groups
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Identifying children who are within any of the recognised inclusion groups
- Identifying appropriate attainment and/or achievement targets for inclusion groups
- Monitoring pupil standards and achievements against annual targets
- Ensuring that relevant attainment targets are met for various inclusion groups
- Identifying school improvement issues relating to inclusion
- Contributing to the in-service training of staff
- Providing the Head teacher with relevant information relating to inclusion

### **Admission arrangements for children with special educational needs:**

- Children with special educational needs, other than those who have an EHCP (Education Health Care Plan), will be subject to the same admission arrangements as all other pupils.

### **Arrangements for Inclusion**

All children and their parents are entitled to be treated with respect and to have their views taken into account. Arrangements for supporting pupils with diverse needs aims to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the children equally.

The National Curriculum Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will consider these principles carefully when an application is made and in deciding if the placement is appropriate.

Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. This is reflected by how we use the school rules and vision and how we support British values.

## **Identification and Assessment procedures**

### Inclusion

The Code of Practice requires schools to make early identification of children with special educational needs, although we are mindful that children in early years develop at different rates from each other. We collect information from parents / carers, previous educational settings, assessments and standardised tests, making particular use of the Teacher Assessments within the National Curriculum. We also use observational evidence, especially to support assessments about a child's development.

### Special Educational Needs

Some children arrive at Langstone Primary Academy with their Special Educational Needs (SEN) already identified. Staff have developed important links with local pre-schools and nurseries in order to discuss specific needs individual children may have. This enables us to provide appropriate support for pupils from the moment they arrive and where appropriate, we contact external agencies in advance to receive specialist advice. In addition to this, we welcome information from parents and provide opportunities for parents to discuss any concerns they may have before their child starts school and at any time during their time at Langstone Primary Academy.

- All children at Langstone Primary Academy have their progress tracked throughout the school year using a variety of methods including the Chris Quigly Milestones, using the terms introductory, basic, expected and deep.
- Where a child is causing ongoing concern and failing to make suitable progress, this may initiate a need to request support from a professional agency outside of the academy.
- If we have any concerns about a child we will share these with parents / carers and, with their agreement, we will refer to relevant professionals. Parents who are concerned about their child's progress and development should speak to the Class Teacher in the first instance. Parents who want to speak to the SENCO are welcome to make an appointment.
- Most children's needs are normally met through adaptive teaching curriculum planning and varied teaching styles. Additional teaching support from Teaching Assistants is deployed to support this process. A child with special educational needs, including social, emotional and behavioural difficulties, and in need of further support that is 'additional to' and 'different from' what is usually available is considered to be at SEN Support level, according to the 2014 Code of Practice. We make sure that parents are informed about any arrangements made for additional support or interventions, including the targets that will be focussed upon and the progress that is made. Support/ interventions at this level are normally referred to as 'Wave 2'.
- If the child's needs are not being met through the Wave 2 interventions and in-class support the SENCO will then look at starting a SEN Support Plan which will be created during a meeting with all those involved. Interventions at this level of concern are at 'Wave 3'.
- Where a child has such significant difficulties that their needs are not being met through SEN Support Plan, the academy or parent can request the instigation of a new EHCP (Education Health Care Plan) if appropriate. This process will be fully explained to parents, if we feel such a request is necessary. The purpose of an EHC needs assessment is to assess special educational needs in detail and identify the provision that must be put into place. Once in place, the EHCP must be reviewed at least annually.
- If a child has made significant progress and the class teacher and SENCO no longer feels it is necessary for them to be classed as a child with SEN, they will be removed from the register and their parents will be notified.

### **Access to the Curriculum**

Inclusion Groups - When planning their work, teachers take into account the abilities of all children. For children within certain inclusion groups, liaison would take place with relevant support agencies e.g.

Traveller Support, the Ethnic Minority Achievement Service and Social Care. Strategies will then be planned within individual classes and the achievement of these children monitored.

**Special Educational Needs** - Additional measures may be needed to allow children with Special Educational Needs or Disabilities to access the curriculum. For some children, the engagement model is used to assist with this process. This enables some children with more severe needs to be planned for more appropriately and their progress to be monitored more effectively. When the attainment of a child falls significantly below the expected level for their age or stage, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Flexible groupings allow children's learning needs to be met in individual, small group or whole class contexts. Teaching Assistants liaise with class teachers regularly to evaluate, review and plan for the needs of individuals.

**Children with disabilities** – We at Langstone believe strongly in the right of children with disabilities and we strive to be a fully inclusive and supportive academy. Where necessary, teachers modify teaching, learning and the classroom environment to support and include children with disabilities.

- The SEN and Disability Act (1991) reinforced inclusive practice and covered every aspect of school life. It aims to break down the barriers each disability may cause.
- Not every child with SEN will have a disability. Not every child with a disability will have SEN.
- We welcome pupils with disabilities and we are a wheel chair accessible academy with facilities for them to access the academy throughout the school day.

### **The Role of Parents of Pupils with SEN**

*'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential' (2:1 SEN Code of Practice 2002)*

*Within the latest SEN Code of Practice "There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels" (SEN Code of Practice 2014)*

In accordance with the SEN Code of Practice the academy believes that all parents of children with SEN should be treated as equal partners. The academy has a positive attitude to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support for their child.

Parents will be supported and enabled to:

- Recognise their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

**This policy will be reviewed annually with the SEN Governor and referred to a whole Governing Body meeting for approval.**

Signed



Headteacher

**Reviewed and updated September 2025      Next Review September 2027**

## Appendix A

### Useful Contacts for Parents

We would always like you to talk to us first, as we want to work with you to support your child. However, we recognise that on occasions you may want to talk to someone outside of the academy. There are supportive organisations working locally and nationally and we will support you to find help, where you indicate to us that you are seeking it.

Local:

Portsmouth Local Offer: <http://www.portsmouthlocaloffer.org/>

This website is a collaboration between parents and carers of disabled children, young people and Portsmouth City Council to help you find what is available in the area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services.

Portsmouth SEND Information, Advice and Support Service (SEND IASS)

*Portsmouth SEND Information Advice and Support Service is a service available to parent/carers of children and young people with special educational needs and disabilities between 0-25yrs and to young people aged 16-25 who have special educational needs and disabilities. The Frank*

Tel: 0300 303 2000

Email: [portsmouthiass@roseroad.org.uk](mailto:portsmouthiass@roseroad.org.uk)

Enable Ability

*This centre gives advice on cerebral palsy and any disability related matter. It supports adults and children. It can provide information on most areas of disability. If appropriate it will signpost to other resources.*

311-313 Copnor Road

Portsmouth

PO3 5EG

Tel: 023 9267 1846

Email: [enquiries@Enableability.org.uk](mailto:enquiries@Enableability.org.uk)

Website: [www.enableability.org.uk](http://www.enableability.org.uk)

A selection of National Advice Lines:

#### **ACE (Advisory Centre for Education)**

*ACE publish information and advice on all aspects of education and related legislation in the UK.*

<http://www.ace-ed.org.uk>

#### **Family Lives (previously Parentline)**

*This is a helpline for parents and carers that deals with all issues and is staffed by parents.*

<http://familylives.org.uk/>

#### **Parent Network Hampshire**

*This organisation gives information and courses to help parents with their children and improve relationships between children and adults*

[www.parentnetwork.hampshire.org.uk](http://www.parentnetwork.hampshire.org.uk)

#### **IPSEA (Independent Panel for Special Educational Advice)**

*This is a voluntary group of educationalists offering advice and support to parents on issues relating to the 1996 Education Act.*

[www.ipsea.org.uk](http://www.ipsea.org.uk)