



SEND & Inclusion Policy

2026 – 2027

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Date to review:	October 2027

‘LEARNING FOR LIFE’

At Whiston Willis Primary Academy, we are a safe, happy and inclusive community where everyone is valued, respected and celebrated. We embrace difference and promote equity, ensuring that every child feels a strong sense of belonging and has the support, opportunities and encouragement they need to thrive.

We have high expectations for every child and are committed to enabling all pupils to reach their full potential academically, socially and emotionally. Through an ambitious, inclusive and engaging curriculum, we develop knowledge, skills and understanding while nurturing curiosity, confidence, independence and a love of learning.

We believe that every child should have a voice. Through purposeful talk, active listening and respectful dialogue, we empower our pupils to express their ideas, listen to others, challenge themselves and participate confidently in their learning and the wider world.

We are committed to developing the whole child. Through positive relationships, shared values and a strong sense of community, we support our pupils to become resilient, respectful and compassionate individuals who understand their responsibilities towards others and approach their future with a strong moral purpose.

Learning is a lifelong journey. We aim to inspire motivated, independent and reflective learners who are equipped with the knowledge, character and confidence to embrace opportunities, overcome challenges and make a positive contribution to an ever-changing world.

1. Vision and Commitment

“Learning for Life” is central to Whiston Willis Primary Academy (WWPA). We aim to be a safe, happy and inclusive community where difference is celebrated and every pupil can participate, achieve and belong. Our values - Be Respectful, Be Responsible, Be Safe - and our rights-respecting ethos shape the way we remove barriers to learning and participation.

We have high aspirations for pupils with special educational needs and disabilities (SEND). Inclusion is the responsibility of every member of staff; it means access to an ambitious curriculum, meaningful participation in school life, strong relationships, appropriate adjustments and a clear focus on independence and preparation for the next stage of education.

2. Statutory Framework and Definitions

This policy is informed by Part 3 of the Children and Families Act 2014; the Special Educational Needs and Disability Regulations 2014; the SEND Code of Practice: 0 to 25 years (January 2015); the Equality Act 2010, including reasonable adjustments and the Public Sector Equality Duty; section 100 of the Children and Families Act 2014 (medical conditions); and applicable education, safeguarding and data protection requirements. It should be read with the academy’s SEND Information Report and Accessibility Plan.

Under section 20 of the Children and Families Act 2014, a child has SEN where a learning difficulty or disability calls for special educational provision. This may mean significantly greater difficulty in learning than most peers of the same age, or a disability that prevents or hinders access to facilities generally provided in mainstream schools. For children aged two or over, special educational provision is additional to or different from provision generally made for children of the same age. SEND and disability overlap but are not identical; a formal diagnosis is not required before appropriate support or reasonable adjustments are considered.

The four broad areas of need in the SEND Code of Practice are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These are a framework for identifying needs, not labels that limit provision. English as an additional language, disadvantage, attendance difficulties or being looked after do not in themselves constitute SEN, although pupils may also have SEND.

3. Aims

- Identify emerging needs early, including in Nursery and Reception, and respond promptly to concerns raised by families or staff.
- Ensure high-quality, adaptive teaching and an ambitious, broad curriculum for pupils with SEND.
- Apply a consistent graduated approach: Assess, Plan, Do, Review, informed by pupil and parent voice.
- Promote participation, wellbeing, belonging and independence, including at playtimes, clubs, visits and transitions.
- Make reasonable adjustments for disabled pupils and prevent discrimination or unnecessary exclusion.
- Evaluate the impact of provision and deploy staff, resources and specialist advice effectively.

4. Responsibilities and Accountability

Trust, Academy Governance and Principal:

The academy’s governance arrangements, within Wade Deacon Trust, provide strategic oversight of SEND and inclusion, ensure statutory duties are discharged, and monitor the effectiveness of provision. Wade Deacon Trust and the academy's governance arrangements provide oversight of SEND and inclusion, including monitoring the effectiveness of provision, reviewing pupil outcomes and ensuring that statutory responsibilities are fulfilled. The Principal and SENCO report on SEND provision through the agreed Trust and academy governance arrangements.

SENDCO:

Special Educational Needs and Disabilities Coordinator (SENDCo): Ms J. Watkins

The SENDCO coordinates the day-to-day operation of this policy and provision for pupils receiving SEN support or with Education, Health and Care Plans (EHCPs); advises teachers on the graduated approach and reasonable adjustments; maintains the SEND register and relevant records; liaises with parents, external professionals, the local authority and receiving settings; contributes to staff development, deployment of resources and monitoring; and supports statutory processes and EHCP reviews. The SENDCO must meet the statutory qualification and professional requirements applicable to the role.

Class Teachers, Teaching Assistants and Pastoral Staff:

Class teachers retain responsibility for the progress and development of every pupil in their class, including when pupils receive group or individual support away from the classroom. They plan and assess adaptations, share intended outcomes with support staff, monitor impact and communicate with families. Teaching assistants and pastoral staff implement agreed support under teacher direction, contribute observations and support increasing pupil independence. Subject and curriculum leaders check accessibility and progression within their areas.

5. Identification, Assessment and the SEND Register

Concerns may arise through teacher assessment, observations, pupil progress meetings, parents' views, pupil voice, transition information or advice from professionals. Staff first consider the quality and suitability of ordinarily available teaching, reasonable adjustments and other factors affecting learning or wellbeing. The class teacher discusses concerns with parents and the SENDCO and records a clear picture of strengths, barriers, action taken and impact. WWPA's existing approach includes a cause-for-concern/ monitoring stage; this is not automatically SEN support.

Where assessment shows that a pupil needs special educational provision additional to or different from that ordinarily available, the SENDCO and class teacher, in consultation with parents and the pupil, identify SEN support and record the pupil on the SEND register. Parents are formally informed when special educational provision is being made. A pupil may be removed from the register when they no longer require SEN support, following review and discussion with the family; support and monitoring may continue as needed. The register is reviewed regularly and shared only with staff who need relevant information to fulfil their role.

6. Graduated approach: Assess, Plan, Do, Review

ASSESS: The class teacher and SENDCO gather information about strengths, needs, progress, views and barriers, with parents and pupils.

PLAN: Outcomes, adjustments, teaching strategies and targeted provision are agreed, including responsibilities and review points.

DO: The class teacher oversees implementation, supported by teaching assistants and relevant specialists. The outcomes identified for children in their PPPs may be achieved by:

- Quality First Teaching
- Provision/resources within the classroom
- Interventions
- TA support and/or adapted work
- Outside agency involvement
- Support from an additional Teacher



REVIEW: Progress and impact are evaluated with staff, pupils, parents, and outside agencies (where applicable); support is continued, adapted or ended as appropriate.

At WWPA, Pupil Provision Plans (PPPs) are used in KS1 and KS2, and Play Plans in EYFS, as appropriate. Targets are reviewed termly and shared with parents and pupils. Parents and carers of pupils receiving SEN support will be involved in discussions about their child's progress, outcomes and provision at least three times each year, in accordance with the SEND Code of Practice.

7. Teaching, Curriculum and Inclusive Participation

WWPA's pedagogical approach includes its six-part lesson structure, Rosenshine's Principles of Instruction, modelling, retrieval, scaffolding and purposeful oracy. Teachers adapt explanations, vocabulary, pacing, practice, resources, assessment and ways pupils communicate or record learning, without unnecessarily lowering ambition. Relevant school approaches include Read Write Inc. phonics, Literacy Tree and Maths — No Problem!, with adaptations to match individual needs.

Reasonable adjustments may include visual timetables, accessible print or digital formats, alternative recording methods, assistive technology, sensory supports, communication aids and adapted physical arrangements. Provision is based on assessed need rather than a fixed list of interventions. The school seeks to include disabled pupils and those with SEND in PE, OPAL, educational visits, residential, performances, clubs, school council and wider opportunities, using individual planning and risk assessment where needed.

8. Wellbeing, Relationships and Safeguarding

Pupils' social, emotional and mental health needs are considered alongside learning. WWPA's established provision includes the Kingfisher nurture room, calm spaces, learning mentor support and ELSA approaches, subject to current staffing and availability. Jigsaw PSHE, relationships education, positive behaviour support and pupil voice promote belonging and wellbeing. Behaviour is considered in context, including communication, sensory and unmet needs; staff use proportionate adaptations while maintaining safeguarding expectations.

Children with SEND may face additional barriers to communicating concerns or recognising risk. All staff follow the current safeguarding and child protection procedures, make information accessible, and record and escalate concerns promptly. SEND status does not reduce safeguarding thresholds. The policy operates alongside the academy's Behaviour and Relationships Policy and anti-bullying arrangements.

9. Specialist Services and Staff Development

At Whiston Willis Primary Academy, we recognise the importance of working collaboratively with external professionals to ensure pupils with SEND receive appropriate support tailored to their individual needs.

Where additional specialist advice or assessment is required, the SENDCo works closely with parents, carers and relevant professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Knowsley specialist advisory and outreach services, sensory support services and relevant health professionals. Referrals are made according to identified needs and the eligibility criteria of individual services.

Recommendations from external professionals inform pupils' provision, reasonable adjustments and individual targets, ensuring a coordinated approach to supporting learning, development and wellbeing.

Staff receive ongoing professional development through school-based training, Wade Deacon Trust collaboration and guidance from specialist professionals. Training priorities are informed by pupils' needs, monitoring and evaluation outcomes, and developments in SEND and inclusive practice.

10. EHCPs, Statutory Assessment and Funding

Where needs may require provision beyond that ordinarily available through SEN support, the school works with families and the local authority to consider an Education, Health and Care needs assessment. Parents may request an assessment directly; a school request is not a prerequisite. The local authority makes statutory decisions and is responsible for issuing and amending EHCPs. The academy uses its best endeavours to secure special educational provision called for by pupils' SEN and works with the local authority to deliver the provision specified in an EHCP.

EHCPs are reviewed at least annually through the statutory process; for children under five, reviews may be more frequent where appropriate. Reviews include pupil and parent views, progress and preparation for transition. SEN support and reasonable adjustments must not be delayed while awaiting an EHCP decision or funding. Resource allocation reflects assessed needs, delegated funding and any additional high-needs funding agreed by the local authority; no individual pupil is automatically entitled to a fixed £6,000 allocation.

11. Partnership with Families and Pupil Voice

Parents and carers are partners in identification, planning, review and decision-making. WWPA offers termly reviews of PPPs/Play Plans, alongside normal parent consultations and additional meetings when needed. Pupils are supported to express what helps or hinders them, using accessible communication where required. Families can raise concerns initially with the class teacher or SENDCO. Independent advice and support is available through the local SEND

Information, Advice and Support Service (SENDIASS); current contact details are provided through the academy's SEND Information Report or verified Local Offer.

12. Transitions, Admissions and Children in Care

WWPA plans entry into Nursery/Reception, movement between classes and phases, and transition to secondary school in partnership with pupils, families, previous/receiving settings and relevant professionals. This may include visits, transition booklets, meetings, shared strategies and additional preparation where appropriate. SEND does not in itself restrict admission; arrangements follow the academy's published admissions policy and the statutory process for EHCPs naming a school.

For looked-after and previously looked-after children with SEND, the SENDCO works with the designated teacher, carers, social workers and relevant professionals to coordinate SEN support and, where applicable, Personal Education Plans and EHCP arrangements. Information is shared lawfully and proportionately.

13. Medical Needs, Disability and Accessibility

WWPA supports pupils with medical conditions so that they can access education, PE and school activities, in accordance with its Supporting Pupils with Medical Conditions Policy and individual healthcare plans where needed. The academy makes reasonable adjustments for disabled pupils and considers auxiliary aids and services where reasonable. The Accessibility Plan sets out progressive improvements to curriculum access, the physical environment and accessible information. Personal care, intimate care, moving and handling and evacuation arrangements are planned individually with relevant staff and professionals.

14. Monitoring, Evaluation and Information Governance

Leaders evaluate provision using pupil progress and participation, outcomes on PPPs/Play Plans and EHCPs, attendance and wellbeing indicators, intervention reviews, curriculum monitoring, pupil and family feedback, and the effectiveness of transitions. Findings inform staff development, improvement priorities and reporting to governance. SEND records are held securely in accordance with the Trust's data protection and retention arrangements; staff access only information needed for their role. The 2025 policy refers to EDUKEY provision maps; the current recording platform and procedures must be confirmed before publication.

15. Concerns, Complaints and Independent Routes

Concerns should ordinarily be discussed with the class teacher, followed by the SENDCO and Principal where necessary. Formal complaints are handled under the current Wade Deacon Trust/ academy complaints procedure, available on the website. Complaints about EHCP decisions follow local authority routes, including mediation and appeal rights where applicable. Claims alleging disability discrimination by a school may be made to the First-tier Tribunal (Special Educational Needs and Disability), subject to applicable rules and timescales; these routes are distinct from the academy complaints process.

16. Publication, Review and Related Documents

This policy will be reviewed annually, or sooner following material changes in legislation, Trust arrangements or academy provision, and approved through the applicable governance process. The academy publishes its SEND Information Report annually and maintains a published Accessibility Plan. This policy should be read with the SEND Information Report, Accessibility Plan, Equality Information and Objectives, Admissions Policy, Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, and Trust complaints and data protection policies.

Knowsley SEND Local Offer: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>