Brownhills West Primary School

Inclusion Policy

(Special Educational Needs and Disabilities)

Updated: November 2026
Reviewed: November 2027

1. Rationale

At Brownhills West Primary School, we work together as a community to provide a secure, inclusive and stimulating environment that promotes creativity, enjoyment, and success for every child. We believe inclusion means everyone belongs, participates, and achieves.

2. Aims

We actively remove barriers to learning and participation that can hinder or exclude individuals or groups of pupils. We aim for equality of opportunity and equity of experience for all children, including but not limited to:

- Girls and boys
- Disadvantaged pupils (FSM and Ever 6)
- Minority ethnic and faith groups
- Pupils learning English as an Additional Language (EAL)
- Pupils with Special Educational Needs and/or Disabilities (SEND)
- Pupils with medical needs
- More able pupils
- Pupils at risk of exclusion
- Travellers, young carers, and asylum seekers

3. Legislative Framework

This policy is informed by:

Children and Families Act (2014)

SEND Regulations (2014/2015)

Equality Act (2010)

DfE: Supporting Pupils with Medical Conditions (2017)

SEND Code of Practice (2014)

Ofsted Inspection Framework (2024)

4. Rights and Responsibilities

Inclusion is achieved when everyone recognises and respects the rights of all members of the school community.

Our Rights:	Pupils will:	Staff will:	Parents and carers will:
To be treated with respect. To learn. To feel safe.	Behave in an orderly, purposeful, and respectful manner. Show kindness and understanding towards others. Be ready to learn and to help each other succeed.	Plan well- adapted, scaffolded, inclusive lessons. Provide curriculum access for all. Meet individual needs through adaptive teaching and support. Map and monitor provision for all underachieving learners. Promote positive relationships, wellbeing, and engagement. Use trauma-informed and positive behaviour approaches.	Maintain contact with school and support decisions made in their child's best interests. Praise effort and achievement. Work collaboratively with school staff. Ensure children arrive ready to learn.

5. Key Beliefs

All pupils can achieve. With the right support and provision, every child can succeed.

Pupils can learn strategies to access learning. Some need tailored resources or individualised support.

Collaboration matters. Working with families and external agencies enhances outcomes.

Emotional wellbeing underpins success. Teaching regulation, resilience, and mindfulness helps children learn and thrive.

6. Inclusion Mission Statement

We develop the whole child through outstanding education delivered by inspiring staff in a vibrant, caring environment.

This policy aligns with the:

Walsall SEND Local Offer

SEND Code of Practice (2014, Chapter 6)

and works alongside:

Attendance, Pupil Premium, Accessibility, Behaviour, Equality, Anti-Bullying, Safeguarding, PSHE/RSE, and Wellbeing policies.

7. Definition of Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability requiring special educational provision that is additional to or different from what is normally available in mainstream settings (SEND Code of Practice 2014).

Four Broad Areas of Need:

Communication and Interaction (C&I)

Cognition and Learning (C&L)

Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical Needs (S/PN)

8. SEND Support in School

All children access a fully inclusive curriculum through Quality First Teaching. Where pupils require additional support:

Interventions and adapted provision are carefully planned and monitored.

A Graduated Response is followed to identify and address barriers early.

Pupils needing significant support are added to the SEND Register, with parental consent.

Personal Learning Plans (PLPs) include SMART targets and are reviewed termly with parents.

If progress remains limited, further support may be sought from external agencies or an EHCP request.

9. Pupils with Medical Needs

Medical Care Plans are created collaboratively with parents.

All staff follow LA and DfE guidance on safe medical practice. The school site is accessible, with ramps, widened entrances, and disabled toilets.

10. Inclusion of Pupils with EAL

Pupils learning English as an Additional Language are valued for their linguistic and cultural diversity. They have full curriculum access, supported through adaptive teaching and, where needed, targeted interventions. Key information is translated and interpreters are arranged when possible.

11. Pupils Looked After by the Local Authority (LAC)

We recognise the additional needs of Looked After Children and ensure emotional and academic support through our Designated Teacher and close partnership with the Virtual School.

12. Leadership and Management of Inclusion

We believe that all staff are responsible for inclusion.

Roles include:

Headteacher and Governors – strategic oversight

Inclusion Lead (Abbie Briley) – strategic leadership and coordination

Pastoral Support (Tina Beck) – emotional and mental health support

13. Staff Development

We are committed to continuous professional learning to ensure inclusive practice across the school.

All staff receive training on:

- Safeguarding and the Equality Act (2010)
- SEND awareness and adaptive teaching
- Supporting SEMH and trauma-informed practice
- Autism, ADHD, and speech and language strategies

The Inclusion Lead provides regular CPD updates and disseminates good practice through learning walks and coaching.

14. Accessibility and Curriculum Adaptation

Inclusion is embedded in our curriculum design.

The Accessibility Plan outlines how we increase access for all pupils to the curriculum, environment, and written information.

Adaptations are made for sensory, physical, or emotional needs wherever possible.

15. Pupil Voice and Peer Support

We empower pupils to take an active role in school life.

Pupils contribute through the School Council, Rights Respecting, Reading Ambassadors, Digital Leaders, Play Leaders and Eco Team.

Children with SEND are supported to express their views through accessible formats such as visual tools, discussions, and pupil passports.

Feedback is used to improve teaching and wellbeing support.

16. External Agencies and Partnership Working

We work closely with a range of specialist agencies, including:

- Educational Psychology Service
- Speech and Language Therapy Service
- CAMHS and Mental Health Support Teams
- Sensory Support Service (Hearing/Visual Impairment)
- Early Help and Family Support Services
- Occupational Therapy and Physiotherapy Teams

These partnerships help us deliver tailored, evidence-based support and early intervention.

17. Equality and Anti-Discrimination Statement

The school complies fully with the Public Sector Equality Duty under the Equality Act (2010).

We are committed to:

Eliminating discrimination, harassment, and victimisation

Advancing equality of opportunity for all

Fostering good relations between people who share protected characteristics and those who do not

18. Safeguarding and Wellbeing

Safeguarding underpins inclusion. Pupils with SEND or communication difficulties may be more vulnerable to abuse; therefore:

All staff are trained to recognise signs of abuse or neglect in vulnerable children.

Wellbeing and mental health are promoted through a whole-school approach.

The Inclusion Lead/ Pastoral Lead work alongside the DSL and DDSL to provide early help where needed.

19. Transition

We plan carefully for all transitions, especially for pupils with SEND and EHCPs, including:

- Early planning and familiarisation visits
- Collaboration with next-phase providers
- Transition meetings with secondary school SENDCos
- Ongoing liaison between settings and clear sharing of records

20. Monitoring, Evaluation, and Review

The impact of this policy and the quality of inclusion are monitored through:

- Analysis of pupil progress and attainment
- SEND and inclusion audits
- Pupil and parent voice feedback
- Governor monitoring visits
- Reports by the Inclusion Lead to the Governing Body each term

This policy is reviewed annually by the Inclusion Lead and approved by the Governing Body.

21. Governance and Accountability

The Governor for Inclusion meets termly with the Inclusion Lead to:

- Review provision and progress data
- Monitor compliance with statutory duties
- Ensure strategic priorities reflect inclusion and equality

Findings are reported to the full Governing Body.

22. Admissions and Complaints

We do not discriminate against any child based on SEND, ethnicity, or language. Admissions for pupils with additional needs are managed in line with the Local Authority Admissions Policy.

Complaints are managed via the school's Complaints Policy, escalating from class teacher to SLT, Headteacher, and Governors as needed.

23. Partnership with Parents and Carers

We work in genuine partnership by:

Encouraging open communication and shared decision-making

Focusing on strengths as well as needs

Involving parents in target setting and reviews

Offering termly review meetings

Providing accessible and translated information where necessary

24. Involvement of Pupils

Pupils are partners in their learning and are encouraged to:

Share their views and monitor progress

Set and review their own targets

Understand learning behaviours and self-regulation

25. Key Contacts

Role	Name	Contact
Inclusion Lead / DDSL, Designated LAC Teacher	Mrs Abbie Briley	School Office
Pastoral Support	Ms Tina Beck	School Office
SEND Governor	Ruth Chaplin	School Office

You can access support from the Local Authorities Local Offer:

Walsall: Walsall's SEND Local Offer

Appendices

Appendix 1: The Four Broad Areas of Need

Appendix 2: The Graduated Response (Assess, Plan, Do, Review)

Appendix 3: School Provision Map (Interventions)

Appendix 4: List of External Agencies

Appendix 5: Accessibility and Equality Objectives

Appendix 1: The Four Broad Areas of Need

Communication and Interaction

"The emphasis is not on the communication limitations of people with a disability, but rather on how to best promote their engagement in everyday contexts." ***(Balandin and Duchan, 2007.)***

Children may have speech, language and communication needs (SLCN). This may because they struggle to communicate, have speech delay, processing difficulties or difficulties with understanding. Staff are supported by a local speech therapist in delivering specific programmes.

Cognition and Learning

Support for learning difficulties can be split into further categories to cater for a broad range of pupils and their needs. Children with Specific Learning Difficulties (SpLD) may have difficulties such as dyslexia, dyscalculia etc, but often, with the correct reasonable adjustments and support, these children can learn and achieve alongside their peers. Children with Moderate Learning Difficulties (MLD) learn at a much slower pace than their peers, even with quality first teaching and specific differentiation. These children often have learning needs in all areas and require an individualised curriculum and support.

Children with Severe Learning Difficulties (SLD) are likely to need support across the whole curriculum and often have communication difficulties. These children will struggle to access learning alongside their peers and may require a more specialised setting.

Children with profound and multiple learning difficulties (PMLD) are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties

Maslow's theory is possibly one of the most important in recognising when a child is/isn't ready for learning.

"It is important that every child has eaten, feels safe, has a connection and has good self-esteem before learning can take place" **(McLeod, 2014)**

Sensory and/or physical needs

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities." ***(DfES 2014)***

Within school it is necessary to ensure that the environment caters for all disabilities and that when a child with an impairment enters the school they have suitable specialist equipment to access learning.

Appendix 2: The Graduated Response

Identification and Assessment

Children's needs should be identified and met as early as possible through:

• the analysis of data including entry profiles, base-lining, EYFS scores, reading ages, other whole-school pupil progress data

• classroom-based assessment and monitoring arrangements (cycle of assess, plan, do and review)

• following up parental concerns

• tracking individual children's progress over time

• liaison with feeder nurseries on transfer

• information from previous schools

• information from other services

• maintaining a provision map for all provisions and interventions the pupil has access to

• undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs

• involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for under achieving learners

Where children are under achieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

• teachers scaffold work as part of quality first teaching

• interventions

• in class support including reasonable adjustments

• bilingual support/access to materials in translation

• personal learning plans (PLPs)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for under achieving learners is carried out in the following ways:

• classroom observation by the Inclusion Lead and senior leaders

• ongoing assessment of progress made by intervention groups

• work sampling

• scrutiny of planning

• teacher interviews at pupil performance meetings

• informal feedback from all staff

• pupil interviews when setting new PLP targets or reviewing existing targets

• pupil progress tracking using assessment data (whole-school processes)

• monitoring PLPs and PLP targets; evaluating the impact of PLPs on pupils' progress

• attendance records

• regular meetings about pupils' progress between the class teacher, Inclusion Lead and leaders in school

• parent meetings at least termly

Additional SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

These children will need an Individual Education Plan (IEP):

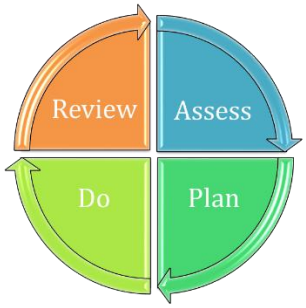
1. Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended
2. Our IEPs will only record that which is additional to or different from the adapted curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
3. Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets if appropriate
4. Our IEPs will be based on informed assessment and will include the input of outside agencies
5. Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated at least termly
6. Our IEPs will be clear about what the pupil should be able to do at the end of the given period
7. Targets for an IEP will be arrived at through:
   > Discussion between teacher and Inclusion Lead
   > Discussion with parents/carers and pupil
   > Discussion with another professional if required

Additional Needs Funding & Education Health Care Plan (EHCP)

Some pupils may need additional support that requires an individualised approach to the curriculum which may include enhanced provision.

Some pupils may require long-term support and therefore an Education Health Care Plan will meet the needs of the child and so the school, other professionals and the family will work together to apply for this if necessary.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.



Appendix 3

Whole school provision map:

Interventions

1. WellComm (Early Years)
2. Precision Teaching

3. Phonics intervention – Read Write Inc.
4. Reading Schemes/ Comprehension intervention
5. SALT
6. Sensory Circuits
7. Intensive Interaction
8. Attention Autism

Appendix 4:

Outside Agencies

At present we are working with the following outside agencies;

➢ Educational Psychologist (EP)

➢ Specialist Educational Needs Inclusion Support Service (SENISS)

➢ Speech and Language Therapy (SALT) NHS

➢ Hearing Impairment Service (HI)

➢ Visual Impairment Service (VI)

➢ Physiotherapist / Occupational Therapist (OT)/ Occupational Therapy (Trust employed)

➢ School Nurse 0-19 service

➢ Early Help Team (EHT)

➢ Child and Adolescent Mental Health Service (CAHMS)

➢ Community Paediatrician

Appendix 5: Accessibility and Equality Objectives

Our school is committed to ensuring that every pupil can access a high-quality education and participate fully in all aspects of school life. We actively seek to remove barriers to learning and to promote equality of opportunity for all members of our community. We set measurable objectives to improve accessibility, foster inclusion, and eliminate discrimination.

Accessibility Objectives:

1. **Improve Physical Access**
   - Ensure that all areas of the school building and playground are accessible to pupils, staff, and visitors with physical disabilities (e.g., ramps, accessible toilets, handrails, wide doorways).
   - Review site accessibility annually and make reasonable adjustments as needed.
2. **Enhance Curriculum Access**

- Adapt teaching materials, methods, and technology to meet the diverse learning needs of pupils (e.g., visual aids, assistive technology, simplified language).
- Provide staff training on adaptation, SEND strategies, and inclusive classroom practice.

3. **Improve Access to Information**
   - Make all school information available in accessible formats — e.g., large print, audio, easy read, or translated versions for families with English as an Additional Language (EAL).
   - Ensure the website meets accessibility standards.

Equality Objectives:

1. **Reduce Achievement Gaps**
   - Narrow attainment and progress gaps between pupils with SEND, pupils eligible for pupil premium, and their peers.
   - Use data to monitor progress and tailor interventions effectively.
2. **Promote Positive Attitudes and Respect**
   - Embed inclusive values through the curriculum, assemblies, and school culture to challenge stereotypes and prejudice.
   - Celebrate diversity through cultural events, inclusive resources, and role models.
3. **Ensure Fair Access to Opportunities**
   - Guarantee equal access for all pupils to extracurricular clubs, trips, leadership roles, and enrichment activities.
   - Monitor participation rates and address any disparities.
4. **Develop Staff Awareness and Training**
   - Provide ongoing professional development on unconscious bias, equality, and inclusive education.
   - Review recruitment, pay, and promotion procedures to ensure fairness and diversity.