



# Weston Schools Federation

## SEND Inclusion Policy 2021-2022

Date of last review: May 2021

Date of next review: May 2022



## **Section 1: Responsibilities and School Ethos.**

School ethos:

As inclusive settings Weston Park Primary school and Weston Shore Infant School are committed to:

- supporting the right of every child to have equal access to a broad and balanced education which incorporates the National Curriculum, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background.
- supporting all children in their endeavours to reach their full potential by providing flexible and varied support appropriate to their individual needs, in a caring atmosphere where self-esteem, confidence and independence are fostered.
- Working in partnership with parents and external professionals to ensure that the needs of children with SEND are met.

This policy was created by Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL) in liaison James Wiltshire (Head Teacher), the Board of Trustees (IEB), SLT, all staff and parents of pupils with SEND. Co-production of this policy is in line with the principles of the current reforms.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Person responsible for SEND provision at Weston Park Primary School and Weston Shore Infant School:

Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL)

Weston Park Primary School, Newtown Road, Southampton, SO19 9HX

Telephone: 02380 448962

Email: [n.windle@weston-park.org.uk](mailto:n.windle@weston-park.org.uk)

## **Section 2: Aims and Objectives.**

At Weston Park Primary School and Weston Shore Infant School , our aims are: -

- To form a positive working partnership with parents/carers, consulting with and reporting to them from the outset and at regular intervals on their child's progress.
- To ensure that all staff are alert to any indications that a child may be experiencing difficulties at school.
- That children be assessed as soon as possible when difficulties are recognised, using a range of screening and assessment materials.

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- To plan and implement an individual programme of support adhering to the approach described in the SEND Code of Practice.
- To involve the pupil in planning for and reviewing the provision for their needs.
- To consult fully with the class teacher and teaching assistants at all stages.
- To collaborate with all external providers of support.
- To monitor, record and review the effectiveness of the programme on a regular basis, adjusting where necessary.
- To provide quality first teaching for all, including those learners with SEND.
- To accurately assess and track the progress of children with SEND and work to ensure that attainment for these children improves.
- Providing appropriate training and support to professionals within the setting regarding SEND.

Weston Park Primary school and Weston Shore Infant School SEND provision is supported via a Graduated Approach and the schools have a toolkit in place to support this. This details the Graduated Response at Weston Park Primary School and Weston Shore Infant School.

The Graduated Approach means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.

All children MUST have access to quality first teaching, but where a potential SEND has been identified, the approach to this child's teaching and learning becomes increasingly personalised as understanding of the child and his/her need grows. Thus, support becomes more targeted as outlined in the flow diagram below.

Within each section of this continuum, a cycle of assessing, planning, doing, and reviewing is ongoing. This cycle can become more individualised as the child's needs become more complex. The cycle is driven by the child's needs.

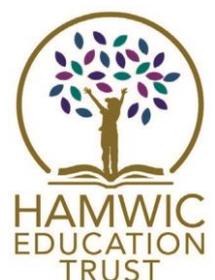
A few children with complex SEND will move through the graduated approach towards more specified individual support. Many children will have a mixture of support and, depending on the lesson, can be placed at any point on this continuum. Similarly, a child who has received a great deal of 1:1 support can move the other way on the continuum as they begin to need less 1:1 support and can manage their learning more independently in the classroom.

The Assess, Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2014) for all learners with SEND and the principles of this are applied to the SEND provision at Weston Park Primary and Weston Shore Infant Schools. Those children who still show significant need despite close mapping and monitoring of their provision are provided with Steps to Success or Individual Education plans that set specific targets and outlines any amendments to provision that are necessary. These are complimented by comprehensive class provision maps outlining the support and provision in place for those pupils who are on the SEND register. These plans also follow the assessment cycle outlined in the Code of Practice and are shared regularly with parents to share successes and ensure priorities are in line with the wishes of parents.

In line with the SEND Code of Practice 2014, a child at Weston Park Primary School or Weston Shore Infant School is defined as having SEND when their needs, to include learning needs require support above and beyond that normally provided in the classroom or early years setting.

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The current SEND Code of Practice: 0-25 years (January 2015) (CoP) explains there is a continuum of SEN and that, where necessary, a graduated approach should be used to address SEN. This is the principle by which SEND is addressed at Weston Park Primary School and Weston Shore Infant School.

The CoP states that class and subject teachers should seek to identify pupils making less than expected progress (CoP: 6.17) and that where this is the case the first response to a lack of progress should be high quality teaching targeted at their area of weakness. Quality First Teaching is at the heart of our aims for the provision for pupils for whom SEND is a feature.

All children and young people with SEND will have an identified Primary area of need and many will have additional needs across a range of other areas. Every child is different, and it is important that the individual child and their range of needs which are looked at when planning their provision.

Each of the 4 areas of need Cognition and Learning (CAL), Communication and Interaction (CAI), Social Emotional and Mental Health (SEMH) & Sensory and Physical (PD) have been broken down into 4 phases of support. The SEND Code of Practice details the same 4 broader categories of need.

Each of the 4 areas of need Cognition and Learning (CAL), Communication and Interaction (CAI), Social Emotional and Mental Health (SEMH) & Sensory and Physical (PD) have been broken down into 4 phases of support.

These are;

#### **Universal Provision - Quality First Teaching**

Typically, class-based differentiation, part of Quality First Teaching general provision, with some reasonable adjustments where needed to meet needs.

#### **Universal Plus Provision - Targeted SEND support**

Carefully planned and targeted interventions delivered by class / year group teams under the supervision of the SENCO.

#### **Universal Partnership Plus Provision – Specialist SEND support**

Input from wider professionals in place and applied to the provision delivered.

#### **Statutory Provision**

EHCP in place already to support and guide provision. Also, those identified for this level of support and / or alternative pathways or provision is in place for them.

We aim, where feasible and at an appropriate level, to involve pupils in planning for and reviewing the provision for their needs alongside parents and other school professionals. At times this may also mean obtaining support and advice from external agencies, always with the express consent of parents/carers.

#### **Objectives:**

To meet the needs of children and young people with SEND, in our setting, we must: -

- Identify and provide for those children who have SEND, as soon as possible, through discussion with both the parents/ guardians of the child and the Graduated Approach, as set out on the SEND Code of Practice (2014).
- To work within the guidance provided by the SEND Code of Practice (2014).

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- Work in partnership with parents to support their child.
- Provide high quality teaching and a differentiated curriculum.
- Have high expectations of all children.
- Use a variety of teaching styles and cater for different learning styles.
- Use resources effectively to support learning.
- Assess and keep records of progress for children with SEND.
- Work as part of a multidisciplinary team to provide support for children with SEND.
- Encourage active participation by the child in meeting their own needs.
- Provide ongoing training, support and advice for all staff working with children with SEND.
- Celebrate achievement with pupils, parents and carers.

### **Section 3: Identifying Special Educational Needs**

At Weston Park Primary School and Weston Shore Infant School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs of the child or young person. Through discussions with parents/ carers, we can quickly identify any special needs children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person, we may identify a need that requires additional support.

To ensure all children are effectively identified at the earliest opportunity and the right support and provision developed we have a 'ticket' system for all staff to use. Should a member of staff feel a child needs support via Nicki Windle, the SENCO and the avenues this can offer or if a member of staff needs support to meet a child's needs, they can complete a 'ticket' request. These are RAG rated by Nicki Windle, the SENCO and form part of the weekly SLT discussions. This helps ensure all needs are effectively identified in a timely manner and no child is left behind.

The CoP states that class and subject teachers should seek to identify pupils making less than expected progress (CoP: 6.17) and that where this is the case the first response to a lack of progress should be high quality teaching targeted at their area of weakness.

While informally gathering evidence schools should not delay in putting in place extra teaching or other interventions designed to secure better progress (CoP: 6.19).

In addition, parents know their children best and it is important that all professionals listen and understand when parents' express concerns about their child's development (CoP: 6.20).

Schools may involve specialists at any point but should always involve specialists where a pupil continues to make little or no progress or they are substantially below age-related expectations despite evidenced based SEN support (CoP: 6.59).

#### **Types and Categories of SEN:**

There are 4 broad categories of need (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Physical and Sensory) that include all of the following:-

- Specific learning difficulty (SpLD)
  - Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- Moderate learning difficulty (MLD)

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- Attainment is significantly lower than that of their peer's specific programmes are required to aid progress in cognition and learning.
- Severe learning difficulty (SLD)
  - Significant intellectual or cognitive impairments.
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Southampton Advisory Outreach (Vermont / Springwell)
- No Limits
- Hearing Impaired / Visually Impaired Specialist Advisory Teachers
- Social Care / Children's Services
- Public Health service (previously school nursing team)

#### **Section 4: A Graduated Response to SEN Support**

The SEND Code of Practice (2014) states that pupils are only identified as having SEN if they do not make adequate progress once they have had all the appropriate interventions/ adjustments and good quality personalised teaching.

At Weston Park Primary School and Weston Shore Infant School, we aim to provide consistent Quality First Teaching, all our teachers provide for ALL pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist teaching staff. The first step to responding to children and young people with SEND is high quality teaching, differentiated for the individual pupils.

At Weston Park Primary School and Weston Shore Infant School, we regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of under achievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

#### **Quality First Teaching**

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Quality First Teaching and The Graduated Approach. Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing the child's progress.

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- The teacher has the highest possible expectations for all pupils in their class, including SEND
- All teaching builds on what the child/ren already knows, can do and understand
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that any child can access the lesson and is fully involved in their learning. Some examples of differentiation are additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work and more
- LSAs use the Support Scale for Independence (Appendix 1) by writing the letters 'SS' and the number on the scale that reflects the pupil's independence whilst working on the task e.g. SS3
- Specific strategies (suggested by the SENCO) to support each child to learn
- On-going assessment within the day-to-day framework of the classroom of each child's progress to identify any gap or gaps in their understanding/learning

The Graduated Response means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.

All children MUST have access to Quality First Teaching, but where a potential SEND has been identified, the approach to this child's teaching and learning becomes increasingly personalised as understanding of the child and his/her need grows. Thus, support becomes more targeted as outlined in the flow diagram below.

Within each section of this continuum, a cycle of assessing, planning, doing and reviewing is ongoing. This cycle can become more individualised as the child's needs become more complex. The cycle is driven by the child's needs.

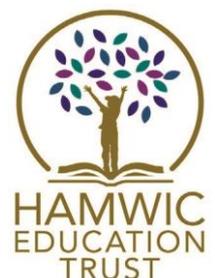
We have a clear system of provision mapping, through an online provision mapping tool, where all support for all children on the SEND register is detailed. This is completed by the teaching team in conjunction with the school SENCO, and in consultation with the Graduated Response Toolkit and wider professional / agency input as appropriate. These provision map targets for each child on the SEND register are broken into achievable smaller more specific targets on a personal Individual Education Plan (IEP) or a Steps to Success document. The IEPs and Steps to Success are regularly reviewed.

A few children with complex SEND will move through the graduated approach towards more specified individual support. Many children will have a mixture of support and, depending on the lesson, can be placed at any point on this continuum. Similarly, a child who has received a great deal of 1:1 support can move the other way on the continuum as they begin to need less 1:1 support and can manage their learning more independently in the classroom.

In recording pupils needs on our SEND register, our criteria for "entering" a pupil on this record includes: -

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- Conversations with parents about the needs of their child.
- Conversations with the child (where appropriate).
- Discussions with teaching staff who are providing quality first teaching, intervention and additional support.
- Discussions with outside agencies (i.e., Speech and Language Therapist, Physiotherapist, etc) connected to the child or young person, where appropriate.
- Class teachers and Nicki Windle (SENCO / Assistant Head Teacher) consider all the information provided about the needs of the child, pupil progress, alongside national data and expectations of progress.
- For higher levels of need, Weston Park Primary School and Weston Shore Infant School draw on more specialised assessments from external agencies and professionals, where appropriate.

We endeavour to ensure that parents have a voice in their provision. Our children will be encouraged to get to know the adults they work with well. They talk with their adults about the targets set with them, what will help them to learn, how they are doing and what their next target should be. We try to inform these by the interests.

In line with the guidance provided in the SEND Code of Practice (2014), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register. In order to decide as to whether the pupil is put on the SEN Register, Weston Park Primary School and Weston Shore Infant School follow the Graduated Approach; teachers continually assess, plan, implement and review their approach to inform further teaching.

We hold parents' evenings in the Autumn and Spring terms. During the Summer term, we send home a school report and parents are welcome to meet with their child's teacher to discuss the report. Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL) is available for individual appointments / consultations during these evenings.

If your child has an Education, Health and Care Plan, these are reviewed at least annually at a multi-agency meeting. We also have links with local parent groups for parents of children who have additional needs. We have a Welfare Register alongside our SEND Register and Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL) to enable support to be planned and provided where appropriate. The school has an Attendance Officer on site (Natasha Coleman) and access to further attendance / welfare support through our linked Education Welfare Officer (EWO).

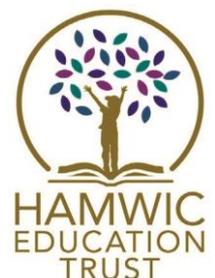
### **Section 5: Managing Pupils Needs on the SEND Register**

Weston Park Primary School and Weston Shore Infant School will support your child primarily through quality first teaching. If your child needs additional support, we use a graduated approach to assess, plan, do and review. Through this process, your child may receive precision teaching for a certain area they are struggling with, or regular interventions. If your child has an EHCP, they will receive the additional support set out in the Education Health and Care Plan (EHCP). Nicki Windle (SENCO) regularly meets with teachers and TAs to review provision and outcomes. If necessary, we may alter and update targets, we may contact you to involve you. We may call the annual review earlier than the statutory cycle should your child's needs and progress mean this is considered necessary.

We have a clear system of provision mapping, through an online provision mapping tool, where all support for all children on the SEND register is detailed. This is completed by the teaching team in conjunction with the school SENCO, and in consultation with the Graduated Response Toolkit and wider professional / agency input as appropriate. These

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provision map targets for each child on the SEND register are broken into achievable smaller more specific targets on a personal Individual Education Plan (IEP) or a Steps to Success document. The IEPs and Steps to Success are regularly reviewed.

Assessment is ongoing, formative and informative, carried out to identify strengths and weaknesses. It provides the basis for future planning and to inform pupils of their progress. Children's progress is reviewed regularly, and appropriate provision is made to address needs. Targets are set and reviewed in class and discussed with parents at termly parent's evenings. At each review we will discuss the progress made by the child, the effectiveness and relevance of the support given and future action to be taken. Parents are kept informed of any additional support their child may be receiving and are invited to discuss this further with Nicki Windle.

Assessment is undertaken in accordance with the Graduated Response, following an assess, plan, do and review cycle. This can lead to children moving along the SEND Graduated Response continuum – in either direction.

Where a pupil has significant, severe and sustained needs, and the steps taken by the school through the Graduated Response (including the assess, plan, do, review cycle) do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan. Nicki Windle (SENCO), in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, long term support. We will comply with all local arrangements and procedures when applying for An Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

For children who have an EHCP (Education, Health and Care Plan), provision is regularly monitored and assessed to ensure the child is being supported to reach their EHCP targets. Nicki Windle (SENCO) and Class Teachers regularly liaise with parents informally and a formal annual review is held with the parents/carers as well.

Access arrangements for the end of Key Stage tests are determined by the government's most recent procedures. 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 about the timescales set out within the process.

If your child is looked after they will have a Personal Education Plan and if they have SEND needs too, we will ensure that your child's Personal Education Plan and SEN targets match and ensure joined up thinking between these two areas.

### **Section 6: Criteria for Exiting the SEN Register/ Record**

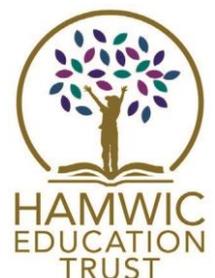
Following the Graduated Approach, if the needs of the child change dramatically, and their needs can be met with reasonable adjustments and good quality personalised teaching then they will be removed from the SEN register. (SEND Code of Practice 2014).

### **Section 7: Supporting Pupils and Families**

All staff at Weston Park Primary School and Weston Shore Infant School are trained/ supported to work with children with Special Educational Needs, appropriate to their role. Your child will be fully included in the classroom through differentiation, additional support where required and they will also be encouraged to work independently at times. On a daily basis class teacher are responsible for supporting your child. This is overseen by the SENCO.

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Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL) can support our more vulnerable pupils in school and can refer to a number of supportive services in the city including Family Matters and local food banks. For more information about services that support pupils and families, for example the Local Offer, our Admissions policy etc., please refer to our website – [www.weston-park.org.uk](http://www.weston-park.org.uk)

### **Section 8: Monitoring and Evaluation of SEND**

Weston Park Primary School and Weston Shore Infant School regularly and carefully monitors and evaluates the quality of provision we offer to all our pupils. We do this through observations, work scrutiny, sampling of parent views, pupils views and staff views. In addition, the Board of Trustees and the SLT meet regularly to monitor, challenge and support the school at a strategic level. Meetings focus on a range of areas including standards, finance, safeguarding & strategic planning. By continually evaluating and monitoring the provision at Weston Park Primary School and Weston Shore Infant School, this promotes an active process of continual review and improvement of provision for all pupils.

### **Section 9: Wellbeing**

At Weston Park Primary School and Weston Shore Infant School, we have a dedicated Pastoral Support Team that includes pupil support workers and 2 ELSA's (Emotional Literacy Support Assistant) who provide emotional support for children who need it. They have extensive experience and provide bespoke support on anything from bereavement to friendship issues as well as supporting behaviour in line with the school behaviour policy. We also have other staff across the school with ELSA experience who can support class teachers in implementing smaller scale interventions as needed. More details about this support and how to access it can be sought through contacting Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL) or through your child's class teacher.

We have our reduced class setting and is designed to be a bridge between a regular mainstream classroom and a more bespoke provision; a place where children can feel safe and secure and therefore develop their individual needs further. The children in this provision, Superheroes are supported to develop their motivation for and engagement with learning as well as their learning behaviours.

The Reduced Classroom 'Superheroes' is part of the school's Inclusion and PSHE (Personal, Social and Health Education) provision as is run on a needs led basis. This provision is bespoke to the pupils who needs it, this can vary along a continuum of personalised targeted support (pre provision) to small group provision. Its purpose is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development. Children usually join this provision for a period of two to four terms and are selected on a needs led basis in close collaboration with parents, teachers and other relevant professionals.

We have a full time Attendance Officer who work with families on attendance and in close working with the Nicki Windle can support with family issues that may be impacting on your child's education. We also work with outside agencies such as Children's Services, Southampton City Educational Psychology Service, CAMHS, etc. to support families.

Our school staff can provide personal care and the Office staff can administer some medicines. Please contact us in advance of your child's start date to discuss any individual medical needs. A medical plan can be put in place where appropriate.

### **Section 10: Training and Resources**

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All teachers and support staff undertake induction on taking up a post and this includes meeting with Nicki Windle (SENCO/ Assistant Head Teacher / Lead DSL / SLT member), to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, regular monitoring of the provision is undertaken by SLT to inform further staff development and training. Staff are given regular training to fit into the needs of the school. We regularly gather feedback from the staff about.

We have a dedicated linked Educational Psychologist who visits the school every 2 weeks and will provide training and support for staff. Regular external training sessions are attended on a needs basis. If your child has speech and language needs, requires physiotherapy or occupational therapy, we have very strong links with these external agencies and staff working with your child will be fully trained. We also have a speech and language assistant who supports staff and children in school.

### **Section 11: Supporting Pupils at School with Medical Conditions**

Weston Park Primary School and Weston Shore Infant School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. These children are identified on our Medical Needs register.

Some children with medical conditions may identify as disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The Office staff can administer some medicines. Please contact us in advance of your child's start date to discuss their individual medical needs.

### **Section 12: Trips and activities**

At Weston Park Primary School and Weston Shore Infant School, we endeavour to include ALL children on trips and extra-curricular activities. If there are concerns, we will always seek to make adaptations, and will discuss this with you. If you would like your child to attend an after-school club, please contact the school first.

Lunch time and break time support can sometimes be arranged but this is dependent on funding and the level of need.

### **Section 13: Admissions Procedures**

No pupil can be refused admission to school based on a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities. Our admissions policy has due regard for the guidance in the Code of Practice.

### **Section 14: Transition Arrangements**

We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

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We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Offer transition meetings to all pupils in receipt of Additional SEN support.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.
- Pupils are supported in coming to terms with transitioning to the next year group.
- Pupils learning with SEND are familiarised with key adults
- The Pupil Support Team provide emotional support during transition periods.
- Pupils and parents will be included in all transition activities with the next phase in their learning.

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents are encouraged to consider all options for the next phase of education.
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable.
- Accompanied and additional visits may be arranged as appropriate.
- ELSA support, and social stories will be put in place if needed by the pupil.

The SENCO at Weston Park Primary/Weston Shore Infant will liaise with the SENCO from the new school and parents/carers will be given a reliable named contact at the next phase provider.

### **Section 15: Roles and Responsibilities**

Weston Park Primary School's identified Designated Safeguarding Lead with specific safeguarding responsibility is Nicki Windle (SENCO / Assistant Headteacher / Lead DSL) – supported by Deputy Designated Safeguarding Leads, James Wiltshire (Headteacher) Cara Newman (Deputy Head) David Osborne (Assistant Headteacher) and Kathryn Morgan (Assistant Headteacher).

Nicki Windle is SENCO across both Weston Park Primary School and Weston Shore Infant School

Weston Shore Infant Schools identified Designated Safeguarding Lead with specific safeguarding responsibility is Vanessa Riddler (Headteacher) supported by Deputy Safeguarding Lead Sarah Fugard (Business Manager).

Designated Teacher for CLA (Child Looked After) – Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL)

Designated Teacher for CLA (Child Looked After) at Weston Shore Infant School is Vanessa Riddler (Headteacher)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils - Nicki Windle (SENCO / Assistant Head Teacher / Lead DSL)

Member of staff responsible for managing Weston Shore Infant School's responsibility for meeting the medical needs

of pupils is Vanessa Riddler (Headteacher)

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### **Section 16: Accessibility**

The school has a number of disabled parking spaces, various disabled toilets around the school and wheelchair access to all parts of the school. If your child has access needs and you are considering sending them to Weston Park Primary School or Weston Shore Infant School, please contact the school and arrange a visit.

### **Section 17: Dealing with complaints**

Please refer to the Complaints policy on our website.

### **Section 18: Bullying**

Please refer to the behaviour policy on our website.

### **Section 19: Reviewing the Policy**

This policy was updated in February 2021 and will be reviewed annually.

### **Section 20: Appendices**

The School Graduated Response SEND Toolkit.

Our school website – [www.weston-park.org.uk](http://www.weston-park.org.uk) OR [www.westonshore.co.uk](http://www.westonshore.co.uk)

Contact us:

- - Weston Park Primary School, Newtown Road, Southampton, SO19 9HX. Tel: 02380 448962.  
Office Hours: 8.30am – 4.30pm Monday to Friday, Term time only.
- - Weston Shore Infant School, Foxcott Close, Southampton, SO19 9JQ. Tel: 02380 390399  
Office Hours: 8:30am – 4:30pm Monday to Friday, Term time only.



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

Date of last review: May 2021

Date of next review: May 2022

