

Windermere Primary School



SEND and Inclusion Policy

SEND and Inclusion Policy	
Version	2
Approved by governors	11/11/2025
Name / title of person responsible	Headteacher & SENCo
Date Issued	November 2025
Review frequency	Annually
Target audience	Staff, parents and governors

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Windermere Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff and governors will actively challenge pupils, colleagues or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Windermere aims to provide an inclusive and stimulating learning environment where children feel secure and confident. We aim to develop each child to the highest levels of personal achievement and children will be encouraged to develop intellectually, physically, creatively, emotionally and socially.

Our commitment is to removing barriers to learning and success, giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all children in our school – regardless of their age, gender, ethnicity, attainment, religion, sexual orientation, disability or background. We aim to be partners with parents who are the first educators of their children.

Legal Framework

This policy has due regard to all relevant legislation (including, but not limited to, the following) and has been written with reference to the following guidance and documents.

- DfE (2014) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'

- Equality Act 2010: Advice for Schools DfE Feb (2013)
- Children's and Families Act (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Teachers Standards (2021)
- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2024)
- Pre Key-Stage Standards for Key Stage 1 and Key Stage 2 (2024)
- Health and Social Care Act (2012)
- Equality Act (2010)
- Education Act (2011)
- Mental Capacity Act (2005)
- Children Act (1989)
- Special Educational Needs and Disability (Amendment) Regulations (2015)
- Special Educational Needs (Personal Budgets) Regulations (2014)
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)
- Local Government Act (1974)
- Disabled Persons (Services, Consultation and Representation) Act (1986)
- Data Protection Act (2018)
- The General Data Protection Regulation (2018)

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Equality Policy
- Data Policy
- Child Protection policy
- Safeguarding Policy

- Accessibility Plan
- Children Looked After Policy

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

Aims and Objectives

Our school aims to be an inclusive school and this means that all children have an entitlement of access to the entire curriculum. We strive to bring out the best in each individual child in order for them to reach their full potential and to support pupils to enable them to achieve highly in all aspects of their personal development. The equality of access and opportunity must be a reality for all our children. We achieve this through the attention we pay to the different groups of children within our school:

- girls and boys
- ethnic minority groups
- children who need support to learn English as an additional language
- children with special educational needs and or disabilities
- gifted and talented children
- any children who are at risk of disaffection or exclusion

We know that all children can learn, achieve and make progress and we are firmly committed to the *SEND Code of Practice 2014* and strategies which promote inclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this by paying close attention to the principles of inclusion:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

In addition, we provide additional curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children and to further extend their learning and experiences.

We achieve educational inclusion by continually reviewing what we do, through monitoring the children's progress, asking ourselves these key questions:

- Are all our children achieving as much as they are able to?
- Is there a significant difference in the achievement of specific groups of children?
- What additional provision do we need to put in place for those children who we know are not on track to achieve their full potential?
- Are our current provision and interventions effective?

We are committed to tracking the progress of *all* pupils, with a view to early identification of a child's SEND and provision of appropriate support. We monitor all pupils termly and identify those who are not making adequate progress or who are causing concern in the four broad areas specified in the *SEND Code of Practice 2014*, i.e. Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical needs. Teachers use on-going formative assessment as means of ensuring maximum pupil progress.

Teaching and Learning

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.
- To create an environment that meets the special educational needs of each child and ensures that all children are encouraged, valued and accepted equally regardless of their ability or behaviour.
- To ensure that the special educational needs of pupils are identified, assessed and provided for through access to the curriculum to which they are entitled. They will be supported through the graduated approach of SEND Support (K) and Education, Health and Care Plans (EHC), so that they may reach their potential through the National Curriculum.
- To ensure that all pupils have access to a broad and balanced curriculum and, for some, one that is differentiated appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career through regular assessment.
- To ensure that SEND pupils, through inclusion strategies, take as full a part as possible in all aspects of school life through academic, social and practical activities. This will allow pupils to experience success regardless of their SEN, disability or other factor that may affect their attainment.
- To ensure that parents/ carers of SEND pupils are kept fully informed of their child's progress and attainment through effective channels of communication.
- To ensure that SEND pupils' voices are involved, through learning walks, reviews, provision maps in decisions
- To support pupils with SEND to make a successful transition to the next key stage.
- That every teacher is an effective teacher of children with Special Educational Needs.
- To acknowledge the valuable contribution, through partnership and communication, made by children and their parents/ carers in their achievements.

Our aim is to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers, when planning their work, take into account the abilities and prior attainment of all of the children. This ensures the relevance and accessibility of all learning tasks in order for individual pupils to make progress and to reach their full potential.

Quality First Teaching is paramount to the success of our children and this is carefully monitored through lesson observations, book scrutiny, and moderating work across year groups and Key Stages. If a child is not making at least expected progress, we ensure that appropriate differentiation takes place, enabling the child to succeed. Teachers plan work that is in line with the individual needs of the learner. If appropriate, specific intervention is put in place to support the particular area of need for that child, or group of children.

If a child is making rapid progress we ensure teachers plan suitably challenging tasks, extending the breadth of work within the area or areas for which the child shows particular aptitude.

When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, and pupils of different ethnic groups, including those from diverse linguistic backgrounds. We acknowledge that pupils bring to school different experiences, interests and strengths, which influence the way in which they learn. We are committed to ensuring that teachers and support staff deliver teaching and learning that enables all pupils to fully take part in lessons and that all learning is effective.

Teachers are familiar with the relevant equal opportunities legislation covering Race Equality, Sexual Orientation, Gender Equality, and Disability Equality including: The Equality Act (2010); The Sex Discrimination

Act (1975); The Disability Discrimination Act 1995 (DDA), amended in 2003 and 2005 and The Race Relations Act 1976 (RRA) amended 2000 and the Gender Equality Act 2006.

Teachers respond to pupils' diverse needs by:

- creating effective, inclusive learning environments
- encouraging motivation and concentration of pupils
- providing equality of opportunity through differentiated teaching
- using appropriate assessment materials
- providing relevant and challenging targets for learning

Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others whether arising from ethnicity, gender, ability, sexual orientation, disability or religious/cultural beliefs
- take responsibility for their own actions
- are taught in groupings that allow them to experience success
- use materials that reflect a range of social and cultural backgrounds,
- have curriculum experiences that allow for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs.

Teachers encourage pupils' motivation and concentration by:

- using teaching methods appropriate to different learning styles and experiences of the children
- using, where appropriate, a range of organisational approaches, such as grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation to match the learning needs of the children
- planning appropriately challenging work for those whose ability and understanding are in advance of their year group
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability

. Teachers provide equality of opportunity using approaches that include:

- ensuring that boys and girls have equal access to the same curriculum
- taking account the interests of everyone by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- taking account of different ethnic groups
- avoiding any stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations and reasonable adjustments.

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and concise feedback to pupils to enable them to further their learning

Teachers provide targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn and achieve

Pupils with Special Educational Needs

“All teachers are teachers of children with special educational needs.”

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities.

Teaching such children is therefore a whole school responsibility.

In every class there is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have specific special educational need.

There are a number of ways a child's needs may be identified, these include:

- Child has an existing Education, Health and Care Plan
- Liaison with early years settings/previous school
- Concerns raised by parents/carers or the child
- Concerns raised by the teacher
- Regular monitoring identifying limited progress is being made, tracking of attainment
- Observation of pupil
- There is a change in pupil behaviour or progress

Class teachers provide Quality First Teaching, thereby offering a fully differentiated curriculum. If a child's progress gives cause for concern our first steps are to provide additional school intervention and support, designed to meet a particular need for a specified period of time. These are recorded termly on a class provision map.

If a pupil has higher level needs this may result in the creation of a Personal Support Plan (PSP). This plan will identify outcomes for the child and how they may be achieved. The pupil will be placed on the school's SEN Register under the category of SEN Support. This provision is carefully monitored with the graduated 'Assess, Plan, Do, Review' approach.

Pupils with a diagnosis, e.g. dyslexia, ASD, will be placed on the additional needs register and his/her needs will be monitored closely. Their needs may be met through HQT or Ordinarily Available Provision. Alternatively, pupils may fall into the category of SEN support or have an EHC plan.

Should a child's needs exceed the support that school can offer in the category of SEN support, a request can be made for an Education, Health and Care (EHC) needs assessment. The local authority will decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

There are four areas of special educational need:

- Communication and interaction – includes speech and language
- Cognition and learning – includes severe learning difficulties, profound and multiple difficulties, specific learning difficulties
- Social, emotional and mental health difficulties

- Sensory and/or physical – includes visual impairment, hearing impairment

A child with SEN in any of the above categories may be supported by outside agencies, such as specialist teachers, speech and language therapists, physiotherapists and occupational therapists. These outside agencies can assess the child's difficulties and monitor progress, in conjunction with the school's provision, to meet the child's needs. If a pupil's needs are considered "exceptional", additional funding may be sought via Local High Needs funding.

When planning and assessing children with special educational needs, teachers take a graduated approach to learning, following a '**assess, plan, do, review**' structure. Their needs will be met through greater differentiation of tasks and materials, consistent with school-based intervention, as set out in the *SEND Code of Practice 2014*.

To ensure pupils achieve their full potential we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. Teachers take specific action to provide access to learning for pupils with special educational needs by:

- providing for pupils who need help with communication, language and literacy through the use of technology, signs and symbols and accessible texts
- planning, where necessary, to develop pupils' understanding through the use of multi-sensory approaches and experiences
- planning for pupils' full participation in learning and in physical and practical activities using additional support, specialist equipment or adaptation of the task or environment
- encouraging pupils to manage their behaviour, to take part in learning effectively and safely by setting realistic and consistent demands, using positive behaviour reinforcement, including the use of appropriate rewards and sanctions as per the School Behaviour Policy.

Children with Disabilities

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Our school is committed to providing an environment that allows children with disabilities full access to all areas of learning. Some of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow access by wheelchair. The school's Equality scheme and Accessibility plan details arrangements for children and staff with disabilities.

Teachers modify teaching and learning as appropriate to the needs of these children. In their planning, teachers ensure that they give children with disabilities the opportunity to develop their skills and knowledge in all aspects of a differentiated curriculum.

Teachers ensure that the work for these children:

- takes into account their pace of learning and the equipment they use
- recognises the effort and concentration needed in oral work, or when using, for example, vision aids
- allows opportunities for the children to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect the individual needs and abilities of the children

Keeping Children Safe in Education 2024 - Substantive changes from September 2023

- Paragraph 204 Links added to NSPCC advice on protecting children with SEN; and deaf/disabled children and young people
- Paragraphs 205 to 209 'Children who are lesbian, gay, bisexual, or questioning their gender' – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology

Keeping Children Safe in Education 2018

- In regard to children with **SEN and disabilities**, there needs to be a greater awareness that behaviour, mood, and injury may correlate to **abuse not just disability** – therefore extra pastoral support is required

Roles and Responsibilities

Provision for children with additional educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for all pupils in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's additional needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative Governor (the SEND Governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Governing Body informed about SEND issues
- working closely with the SENCo within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan;
- the necessary provision is made for any pupil with additional needs, subject to the constraints of our delegated budget;
- all staff are aware of the need to identify and provide for pupils with additional needs
- pupils with additional needs join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the *SEND Code of Practice 2015*
- parents are notified if the school decides to make additional educational provision for their child
- they are fully informed about SEND issues, in order for them to monitor inclusive practice within the school
- they set up appropriate staffing and funding arrangements, and oversee the school's work related to Inclusion for all pupils
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:

- overseeing the day-to-day implementation of this policy
- ensuring that an agreed, consistent and inclusive approach is adopted
- liaising with staff and external agencies
- helping staff to identify pupils with additional needs
- carrying out detailed assessments and observations of pupils with specific learning difficulties
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, Personal Support Plans and setting SMART targets appropriate to the needs of the pupils
- monitoring class provision maps
- advising on appropriate resources and materials for use with pupils with additional needs and on the effective use of materials and personnel in the inclusive classroom
- liaising closely with parents of pupils with additional needs, to inform them of the strategies being used and are involved as partners in the process

- allowing pupils with additional needs to be actively involved in contributing to their Learning Support Plans
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with additional needs through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation

Class teachers are responsible for:

- actively including pupils with additional needs in the classroom, and for providing an appropriately differentiated and inclusive curriculum. They can seek advice on assessment and strategies to support inclusion from the SENCo.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with additional needs
- giving termly feedback to parents of pupils with SEND, particularly when reviewing Learning Support Plans
- creating termly class provision maps and Learning Support Plans, alongside the SENCo, identifying the needs of pupils and the support required
- working effectively with Teaching Assistants and Learning Support Assistants to regularly monitor and review the effectiveness of interventions and provisions in place

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with additional needs
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Attainment and Monitoring

At Windermere we have high expectations of all our pupils and we believe that every child, including those with SEND and other vulnerable groups, can make good progress. Each pupil is monitored on a daily basis by their class teacher, who regularly sets targets and monitors the achievement of those targets. If there is clear evidence that a pupil is not making adequate progress and that the gap between a pupil with SEND or in a vulnerable group and their peer cohort is increasing then there is cause for concern.

There are termly progress meetings between teachers and Senior Leadership Team to discuss children who are causing concern and to look at provision already in place. Where it is noted that progress is not being made, further investigations will be put in place to try and identify causal factors. Each child is formally assessed on a termly basis and these assessments are discussed at Pupil Progress meetings and planned provision is put in place for children not securing at least satisfactory progress through Provision Maps. New advice may be taken and acted upon and the outcome of interventions is closely monitored.

Governors also conduct evaluation of progress and attainment by regular review of performance data at Curriculum and Standards Meetings and the SENCo and SEND Governor meet at least termly to discuss progress

and monitor procedures. The attainment and progress of all children, including identified vulnerable groups, is reported and discussed at each Curriculum and Standards Meeting and this information is shared the Full Governing Body Meeting.

Parent Partnership

In Chapter 2 of the SEND code of Practice 2014 it states that “parents have statutory rights to contribute to the decision making process about their child’s education”. We recognise that parents know their children best and at Windermere we work closely with parents to achieve the best outcomes for their children. We listen to all pupils and aim to involve them in discussions when planning to meet their needs. We place great importance on the personal responsibility of everyone to play their part in meeting those needs. This is done through the CAF system, regular meetings with external professionals, termly meetings with both class teacher and with the SENCo.

Review meetings are set up for all parents with children who have a Personal Support Plan to evaluate the impact of the provision and to discuss the next steps in order to further support their child. We always gain parental permission before referring their children to others for support. The ‘Local Offer’, which is a statutory document outlining all the information about provision at Windermere is available on the school website.

Pupil Involvement

At Windermere we recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014) and where appropriate pupils are involved in monitoring and reviewing their progress.

We encourage and support pupil participation and access to all aspects of school life through

- including pupils in evaluating their own progress (encouraging them to know and own their own targets)
- school council and pastoral support systems
- commitment by all staff to achieve pupil participation

Where possible, SEND pupils are involved in discussions about their needs and provision, including at the Statutory Assessment phase.

Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by SENCo / DSPL7 and external agencies, where appropriate.

Training will cover both the mental and physical needs of pupils with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCo participates in, along with any training that staff are given.

All staff will receive initial SEND training and training in therapeutic thinking – positive behaviour management

.

Further training may include the following in response to need:

- Identifying SEND in pupils
- Liaising with the school’s SENCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques using Zones of Regulation
- Restorative scripts
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Quality First Teaching and Reasonable adjustments
- Attachment and trauma

- How to help with emotional development

Transition

Teachers ensure that all transitions are supported through effective communication. This is important for all children, but it is particularly so for vulnerable pupils who, either educationally or emotionally, may find the move challenging.

Yearly transitions

Towards the end of the summer term, formal discussions occur between the current teacher and the teacher of the following year group; these discussions may also involve the SENCo. This allows for all areas of each individual child to be discussed and specific abilities and talents are highlighted. Transition booklets are made for children who would benefit from a visual reminder of the changes that will take place and to share with their family over the summer break.

EYFS Transition

Children who are joining Windermere are visited by their new class teacher in their setting prior to them joining our school. For vulnerable children, there is a programme of extra familiarisation visits, and staff work closely with parents to ensure a smooth transition. Transition booklets are also made for these children to provide the child with the links to their new school during the summer break.

Secondary Transition

The SENCo meets secondary colleagues to discuss individual children and any additional support they may require. Additional visits are arranged for vulnerable children and supported by a familiar member of staff. SEND pupil files are transferred to the child's new school when they leave primary school.

Local Offer

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. If a concern needs time to be explored more fully parents/carers should make an appointment before or after school, rather than rushing the discussion.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

Contact details:

SENCo: Mrs Carly Garfen senco@windermere.herts.sch.uk

Headteacher: Miss Sarah Gilliver head@windermere.herts.sch.uk

SEN Governor: Mrs Liz Fugle via admin@windermere.herts.sch.uk

Arrangements for Monitoring and Evaluation

The success of the school's Inclusion policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of inclusive classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND Governor
- the school improvement/development plan, which is used for planning and monitoring inclusive provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Learning Support Plans and targets, revise provision and celebrate success.

At Windermere, we aim to provide a curriculum that is inclusive and is appropriate to the needs and abilities of all our children. We deliver our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.