



Moulton Chapel Primary School
Inclusion Policy – incorporating Special
Educational Needs information
2025-26



The aim of this policy is to ensure we raise achievement of all our pupils, regardless of their needs, ability, social background or ethnicity.

Inclusion means:

- *all pupils have a sense of belonging to their community*
- *all pupils are educated within their own communities unless there are compelling reasons to do otherwise*
- *everything possible is done to minimise barriers to pupils' learning at the earliest opportunity personalised provision will be supported to enable all pupils to achieve their full potential*
- *parents and carers will be active participants in the decisions affecting their child's education*
- *pupils' views are actively sought at all stages of their education*

Rationale

Moulton Chapel Primary School values the individuality of all pupils and is committed to giving each child every opportunity to achieve the highest standards. This policy ensures equality of access and opportunity for all pupils, regardless of disability, age, gender, ethnicity, attainment or background.

Teachers monitor pupil progress, analyse attainment and use this information to inform planning to meet children's needs. Teachers are familiar with equal opportunities legislation covering race, gender and disability.

Teachers ensure that pupils:

- *Feel secure and know their contributions are valued.*
- *Appreciate and value differences in others.*
- *Take responsibility for their own actions.*
- *Are taught in groupings that allow all pupils to experience success.*
- *Use materials reflecting a range of social and cultural backgrounds, without stereotyping.*
- *Have a common curriculum experience that allows for a range of learning styles.*
- *Have challenging targets that enable success.*
- *Are encouraged to participate fully, regardless of disabilities or medical needs.*

This policy should be read in conjunction with:

- *Equality policy*
- *Accessibility plan*
- *Behaviour policy*
- *Safeguarding policy*
- *Anti-bullying policy*

It complies with the Children and Families Act 2014, the SEND Code of Practice (2015, updated 2020) and the Equality Act 2010.

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Introduction

Aims and objectives:

Inclusion involves creating a sense of belonging for all school staff, parents and pupils. The government's SEN strategy emphasises:

Inclusion is about the quality of pupils' experiences; how they are helped to learn, achieve and participate fully in the life of the school. (DFES 2004)

This inclusion policy reflects the provision for potentially vulnerable groups which include girls and boys, minority ethnic and faith groups, travellers' pupils, asylum seekers and refugees, pupils with English as an additional language (EAL) including new arrivals, pupils who are looked after and previously looked after, pupils with medical needs, pupils who are disadvantaged, pupils who have free school meals, pupils whose attendance causes concern and pupils with special educational needs and/or disabilities (SEN/D).

Definitions

Special Educational Needs

SEN Code of Practice (pg15)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Pupils will have needs and requirements which fall into at least one of four broad area of need. Some pupils will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account.

The areas of need are:

- Communication and interaction*
- Cognition and learning*
- Social, emotional and Mental Health*
- Sensory and/or physical*

Disability

SEN Code of Practice (pg16)

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The objectives:

The school will:

- *Plan and deliver lessons that personalise learning and meet the needs of all pupils*
- *Value and build on prior learning*
- *Plan ahead to identify potential barriers to learning and make reasonable adjustments to ensure that all pupils are achieving and participating fully in every aspect of school life*
- *Use a variety of teaching and learning approaches and access strategies to enable all pupils to learn effectively*
- *Constantly monitor and evaluate pupil progress*
- *Monitor and eliminate all forms of discrimination, harassment and bullying*
- *Value and respect the linguistic, cultural and religious diversity which exists in our school and in our wider community*
- *Use systematic encouragement and specific praise*
- *Listen to pupils' views and encourage independence and self-assessment*
- *Promote the social and emotional skills of all learners*
- *Accelerate and expand learning wherever possible*
- *Exploit the potential of ICT and other learning resources*
- *Use staff development to embed good inclusive provision across the school and in every classroom*
- *Work in partnership with parents and ensure effective communication and access to good information and advice in supporting their child's education*

In our school, we aim to achieve educational inclusion by reviewing what we do regularly, through asking ourselves these questions:

- *Do all our pupils achieve as much as they can?*
- *Are there differences in achievement of different groups of pupils?*
- *What are we doing for those pupils who we know are not achieving their best?*
- *Are we successful in promoting racial harmony in preparing pupils to live in a diverse society?*
- *Do we provide opportunities for all of your children to participate in every aspect of school life?*

Teachers respond to children's needs by:

- *Providing support for pupils who need help with communication, language, literacy and other curriculum areas.*
- *Develop pupil's understanding through a range of kinaesthetic, visual and auditory methods, as well as other varied experiences*
- *Plan for pupils' full participation in learning, including physical and practical activities*
- *Help pupils manage their behaviour and take part in learning effectively and safely*
- *Help pupils who are from vulnerable groups by provide the relevant support.*

Roles and responsibilities

Inclusion is a team effort. The following staff have key responsibilities:

Inclusion leader: Mrs Lisa Sexton

Designated teacher for safeguarding: Mrs Lisa Sexton

Deputy designated teacher for safeguarding: Ms Clare Christie

Designated teacher for children in care and those previously in care: Mrs Lisa Sexton

Inclusion Governor: Mrs Amy Ravell

The Inclusion lead is responsible for:

- *Overseeing the day-to-day operation of this policy*
- *Ensuring that an agreed, consistent approach is adopted*
- *Liaising with staff to plan interventions for those at risk of underachievement*
- *Helping staff to identify pupils with SEND and those pupils who fall into vulnerable groups*
- *Co-ordinating assessments and observations of pupils with specific learning needs*
- *Co-ordinating provision for those pupils with SEND who fall into vulnerable groups*
- *supporting class teachers in devising strategies, drawing up IEPs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom*
- *liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents*
- *overseeing and maintaining the school's SEND and vulnerable pupils register and records*
- *assisting in the monitoring and evaluation of progress of pupils with SEND and those who fall into the vulnerable groups using school assessment information, e.g. class-based assessments/records, end of year assessments and SATs*
- *contributing to the in-service training of staff*
- *managing teaching assistants' deployment*
- *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 Inclusion Leads in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other*
- *manage a range of resources both adults and material resources to enable appropriate provision to be made, evaluating the effectiveness of the provisions and will adapt or change strategies if they are not working*
- *supports and advises colleagues with writing the annual EHCP reviews for pupils with educational health care plans.*
- *Create reports for the Inclusion Governor, Governing body to reflect Inclusion in our school*
- *Create and update the SEND Information report*
- *Collaboratively plan and/or lead staff development meetings and update staff on new initiatives*

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 SEND personnel 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.*
- *Ensuring that the statutory SEND information is displayed on the school website*
- *Initiate and oversee the development and regular review of the inclusion policy*
- *Establish a whole school strategy for inclusive education which includes the views of all groups of learners*
- *Check the quality of teaching and learning*
- *Keep the governing body fully informed about inclusion*
- *Establish effective systems for safeguarding pupils*

The governing body will ensure that:

- *SEND provision is an integral part of the school improvement plan*
- *the necessary provision is made for any pupil with SEND and those who fall into vulnerable groups*
- *all staff are aware of the need to identify and provide for pupils with SEND*
- *pupils with SEND 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 SEN Code of Practice (2015) and any future legislation and guidelines issued by the Government*
- *parents are notified and consulted if the school decides to make special educational provision for their child*
- *they are fully informed about SEND issues, so that they can play a part in school self-review*
- *they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND*
- *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 Inclusion Governor ensures that all governors are aware of the school's SEND provision.*
- *The identified governor meets regularly with the Inclusion Leaders to ensure that the provision for the pupils is in place.*
- *Be fully involved in the implementation and review of the School's Equality Scheme and Accessibility Plan*
- *Check that the school is supporting the parents of different pupil groups*

Class teachers are responsible for:

- *identifying pupils who require extra or different support in class, raising initial concerns and consulting the SENCo for advice and support.*
- *making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND*
- *including pupils with SEND in the classroom, and for providing an appropriately adapted curriculum utilising a range of teaching strategies to match pupils preferred learning styles.*
- *writing IEPs and implementing targets in class*
- *share their planning and targets with support staff*
- *using appropriate assessment to measure and monitoring individual's progress*
- *managing teaching assistants in their classrooms on a day-to-day basis*
- *liaising with parents and outside agencies when appropriate*

Learning support staff/teaching assistants are responsible for:

- *being fully aware of this policy and the procedures for identifying, assessing, and making provision for pupils with SEND*
- *implementing and delivering activities to individuals or groups of pupils enabling them to access and progress in the curriculum, including focused work directed by the teacher:*
 - *implementing activities designed to achieve targets on IEPs*
 - *encouraging and promoting pupil independence*
 - *liaising with teachers and the SENCO, giving feedback and suggesting development*
 - *working with individuals/groups of pupils, through our universal offer and targeted support*

- carrying out specific programmes
- helping to prepare resources and adapting materials
- attending planning and review meetings as appropriate

All teachers and are teachers of pupils with SEND and vulnerable groups and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's inclusion policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Special Educational Needs and Disability (SEND)

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to 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.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all pupils in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

We aim to identify these needs as early as possible to provide teaching and learning contexts which enable every child to achieve to the fullest of their potential.

Identification, Assessment and Provision

The procedures followed for the identification, assessment and provision of pupils with special educational needs and disabilities are determined by our statutory requirements under the Revised Code of Practice (September 2014), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside help where necessary.

All learners will universally have access to high quality teaching. Some learners will have access to adapted activities directly related to the school curriculum, which are part of good practice in making teaching and learning accessible to pupils who learn at different rates.

This is not necessarily "more literacy" "or "more maths" but could be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.

Early identification is vital. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/she is experiencing and put him/her on an intervention appropriate to the child's needs. The class teacher informs the parents or

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carers at the earliest opportunity to alert them to the concern/s and enlist their active help and participation.

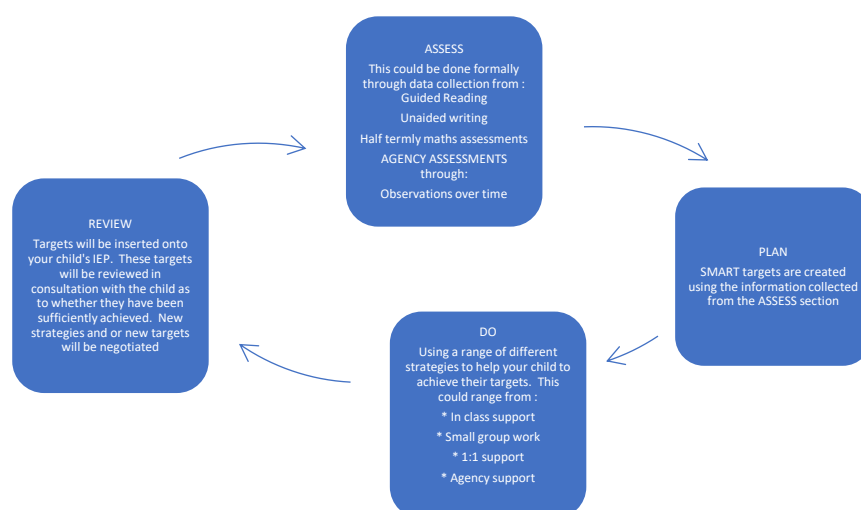
Identification may have occurred prior to the pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school/setting. This then informs the provision that needs to be in place for this pupil at Moulton Chapel Primary School.

When a concern is evident the class teacher will liaise with the Inclusion Leaders, parents/carers and where appropriate the child, to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern, and a significant and/or persistent difficulty remains apparent despite having had access to differentiated learning opportunities, the pupil will be deemed as having Special Education Needs. The Inclusion Leader will take the lead in gathering all appropriate information about the child and undertaking any further assessment of the pupil. Individual assessment of the child's particular strengths and weaknesses may be supplemented by standardised tests and/or diagnostic tests and in some cases referral to an outside agency. Assessment will also include a review of the learning environment, tasks set, teaching styles and strategies used.

There are four broad areas of need that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In order to help pupils identified as having special educational needs, the school adopts a **Graduated Approach** which matches the level and type of provision to the nature of the needs. The SEN Code of Practice (2015) describes a 'graduated response' as identifying and removing barriers to learning in order to put effective special education provision in place (see below).



The kinds of interventions within this 'graduated response' are as follows:

Universal – All pupils will benefit from:

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- *High quality learning through the provision of high-quality teaching; both formal and informal.*
- *Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.*
- *On-going and timely assessments which inform any further provision needed.*

Targeted Support – *Some pupils may benefit from:*

- *Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.*
- *Interventions where progress is monitored by the HT, DHT, IL, class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).*

Specialist Support – *A few pupils may benefit:*

- *Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into individual targets for the pupil.*

These may include:

- *Specialist Teaching Team Services (STT)*
- *The Working Together Team (WTT)*
- *Speech and Language Therapy Service (SALT)*
- *Sensory Impaired Service*
- *Social Services/Child Protection*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Family GPs*
- *Specialist Social Communication Outreach Teacher*
- *Physiotherapy Service*
- *Occupational Therapy Service*
- *Educational Welfare Officer*
- *Healthy Minds (NHS)*
- *BOSS (behavioural outreach support services)*
- *Community Paediatrician*
- *Visual Processing Clinic*
- *Educational Psychologists*

Before making a referral to an external agency to support a child with SEND the school consults with the parents or carers and will always need parental consent and often a signature before proceeding.

Where a pupil is receiving SEN support the school will liaise with parents termly to review and share goals, activities to achieve these goals and support to help the child. Pupils who require intervention from outside agencies in order to support their progress are recorded on the school system as having special educational needs.

SEND Information Report

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Our school website displays all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

Education, Health and Care Plan

The majority of pupils and young people with SEN or disabilities will have their needs met in the school through SEN support. In a small minority of cases, and after regular review meetings, a decision may be made to request an Education, Health and Care Assessment. An EHC plan is a statutory document which outlines the provision required to the special educational needs of the child/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. Using Lincolnshire County's pro forma, the SENCo is required to submit evidence of all efforts made to manage and support the pupil's needs at each stage and to make the case for further support.

Once this referral is submitted, a panel of professionals address this referral at an EHC Allocation Meeting and decide whether an assessment is to happen (the panel meet once a week on a Monday). An outcome will be given usually within the first 6 weeks from when the request was made. If it is agreed that an assessment should take place, then relevant agencies will be asked to write reports and submit these usually within 6 weeks of the request being made.

A Multi-Agency Meeting (MAM) is then held to write a draft EHC Plan. This is held at a location accessible to all (usually the school) and is led by the Local Authority caseworker. Parents and all relevant professionals involved with the child will be invited to attend.

Finally, an EHC Multi-Agency HUB meeting is held to finally decide whether the draft plan generated at the MAM has been agreed or not and therefore whether an EHC Plan is necessary or not. From there the Local Authority contacts parents to name the school they would like on the EHC Plan. Parents have 15 days to respond. The Local Authority then contacts the school to see if they can meet the needs of the child. The EHC plan is reviewed annually.

High Needs Funding

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure High Needs Funding (HNF). Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil to meet the costs of the necessary additional provision for the pupil.

Pupils who have EAL or are Bilingual

- Assessment opportunities for pupils learning EAL should take account of cultural, ethnic and linguistic factors.*
- The school assesses the English language competence of bilingual beginners and newly arrived learners of EAL using a range of assessment tools. These are kept up-to-date by the class teacher.*

An Inclusive Learning Culture

In managing their classrooms, teachers consider the needs of all pupils and ensure that the classroom environment celebrates the inclusion of all pupils and helps everyone to learn. They ensure opportunities for demonstrating, developing and celebrating high levels of aptitude and ability. High quality teaching should be differentiated and personalised to meet the needs of the majority of pupils. Some pupils may require provision that is additional to or different from this and the school will endeavour to ensure that such provision is made for those who need it. All pupils are encouraged to participate fully, regardless of disabilities or medical needs.

All reasonable steps will be taken to ensure the inclusion of and to appropriately provide for pupils with disabilities. The school Equality policy and Accessibility plan details our strategy for improving access to the physical environment; for increasing curriculum access and participation and for improving access to written information using alternative formats.

Teachers will:

- *Impose no 'artificial ceilings'*
- *Ensure learning challenges and success criteria are differentiated and understood by all*
- *Create a secure atmosphere in which everyone feels safe to explore, take risks, make mistakes and ask questions*
- *Create displays and areas that highlight a 'can do' attitude and encourage expertise and deep interest in different areas of the curriculum*
- *Model appropriate language when talking about diversity, difference, SEN or disability*
- *Use curriculum materials and learning resources that reflect a range of social and cultural backgrounds and provide positive images of race, gender and disability*
- *Ensure that signs and displays reflect the whole community and that displays include work done by all pupils*
- *Recognise that the first language has an important and continuing role in the acquisition of additional language*
- *Use additional or specialised equipment for pupils with SEN or disabilities in a sensitive way*
- *Display visual prompts and use resources and personal aids to support all pupils in working independently*
- *Help pupils to view positively difference in others, whether arising from race, gender, ability or disability*
- *Consider the implications of personal or medical needs for teaching and learning, e.g. medication, toileting, pain*
- *Use positive behaviour management and ensure that class rules and routines and the school reward and sanction system are clear to all and differentiated according to need*
- *Provide clear and unambiguous feedback to all pupils to aid further learning*
- *Ensure all pupils are involved in assessing how well they are doing and setting their own next steps*

An Inclusive Curriculum

In order to ensure that inclusive strategies are used to secure curriculum access and to offer a broad and balanced curriculum to all pupils, the school has regard for the National Curriculum Inclusion Statement 2013. The inclusion statement sets out three key principles for planning and teaching the National Curriculum.

- *Setting suitable challenges*
- *Responding to pupils' needs*

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- *Overcoming potential barriers for individuals and groups of pupils*

We aim to ensure that teachers and teaching assistants know how individuals learn best and wherever possible adopt a range of multi-sensory teaching and learning approaches across the curriculum to secure interest and motivation. Through assessment, teachers will know the learning styles of their pupils and incorporate this information into their planning. Teachers may consider:

- *Visual, auditory and kinaesthetic approaches to learning.*
- *The mixture of individual, pair, group and whole class work.*
- *Activities which reflect the range of interests and different learning styles of boys and girls.*
- *The mixture of teacher and teaching assistant directed work.*
- *Use of questioning and alternatives to questions, modelling, explanation and demonstration.*
- *Whether tasks should be long or short, open-ended or closed.*
- *Use of ICT and multi-media technology.*
- *Giving breaks between tasks*
- *Opportunities for pupils to ask and answer questions and to be actively involved in reviewing their learning.*

Complaints procedures

We aim to make the best provision we can for our children with special needs. When parents have concerns, we like to deal with them promptly and encourage parents to speak to the class teacher or to the SENCo without delay. The SENCo welcomes contact with parents as soon as their child's special educational needs have been identified.

In the event of dissatisfaction, parents have recourse to the school's complaints policy, which can be found on the school's website.

Admission Arrangements

The admissions policy at Moulton Chapel Primary School has due regard for the guidance in the Special Educational needs and Disability (SEND) Code of Practice 0-25 years (January 2015) and The Equality Act in Schools 2014 and will be modified in future in accordance with any new legislation or guidelines issued by the Government. There is no special unit for pupils with SEND.

In admitting pupils to the school, the highest priority is given to pupils who are in Care of the local authority and those with SEND whose Education, Health and Care Plan indicates that placement at Moulton Chapel Primary School is appropriate.

Pupils with disabilities

Some pupils in our school have disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. The school fully meets the requirements of the Equality Act 2010.

The school is committed to providing an environment, within its resources, that allows disabled pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers modify learning and teaching expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these pupils:

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- *takes account of their pace of learning and the equipment they use;*
- *takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;*
- *is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials;*
- *allows opportunities for them to take part in educational visits and other activities linked to their studies;*
- *includes approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually-impaired pupils to learn about light in science, and to use visual resources and images both in art and design and in design and technology;*
- *uses assessment techniques that reflect their individual needs and abilities.*

Curriculum Adaptation and Flexibility

Our school is committed to providing a broad and balanced curriculum that meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). We aim to make any necessary adaptations to ensure full access to learning without disapplying elements of the National Curriculum wherever possible.

We achieve this through high-quality teaching, effective differentiation, and the provision of appropriate resources and interventions. When necessary, we work in partnership with external specialists to tailor provision for individual pupils. Teachers collaborate closely with these professionals, parents and carers to ensure the best outcomes for each child.

In exceptional circumstances, where a pupil's learning needs cannot be met within the standard curriculum framework, the school may consider adapting or temporarily withdrawing specific elements of the curriculum. This would only be done:

- *following detailed consultation with parents/carers, relevant professionals and the Local Authority;*
- *after ensuring all reasonable adjustments and support within the school's resources have been exhausted; and*
- *in line with statutory guidance under the Children and Families Act 2014, the SEND Code of Practice (2015, updated 2020), and the Equality Act 2010.*

Any such decision would form part of the child's Education, Health and Care Plan (EHCP) or individual support plan, ensuring that the pupil continues to receive a broad, balanced and ambitious education suited to their needs and aspirations.

Allocation of resources

The Inclusion lead (HT) is responsible for the operational management of the specified resources and for special needs provision within the school, including the provision for children with EHCPs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Partnership with parents

The school works closely with parents in the support of those pupils with Special Educational needs. We encourage an active partnership through an ongoing dialogue with parents. The class teacher will meet regularly with parents and inform parents of any outside intervention sharing the decision making by providing clear information relating to the education of pupils with SEND. The Inclusion lead (HT) is

available at parent consultation meetings and through direct contact from parents requesting a meeting.

Arrangements for partnership with parents

The school will always discuss with parents when their child is receiving help for SEN.

We have full and open consultation with parents. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential.

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in child's pupil's education.

All IEP's (Individual Education Plans) and reviews are copied and sent to parents after meetings. Ideas and materials for supporting learning at home are discussed with parents and distributed on request. Meetings and parent evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.

If parents have concerns, they should first talk to the class teacher and then, if necessary, contact the Inclusion Lead (HT).

Parents of any pupil identified with SEN may contact the Liaise for independent support and advice.

Pupil Participation

Pupils with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to IEP, discussions about choice of schools and transition processes. They will be enabled to do this through a combination of pupil interviews, questionnaires, surveys, and self-evaluation (pictures, written answers). We recognise the importance of pupils developing social, emotional, personal well-being and communication skills as well as educational skills.

Language needs

Specific support may be needed for pupils where English is not the home language and external support maybe required from the local authority. A differentiated programme of work will therefore need to be implemented.

All staff are responsible for identifying pupils with special educational needs. The Inclusion Lead will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

Links with other schools/transfer arrangements

Any SEND concerns will be brought to the attention of the Inclusion Lead prior to a child joining our school. Where necessary, the Inclusion Leaders will arrange a further meeting.

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The Inclusion Lead will make arrangements with the Inclusion Leaders of the secondary schools serving the school to ensure that effective arrangements are in place to support pupils at the time of transfer e.g. transferring records, supporting visits, verbal liaison, inviting staff to reviews.

Arrangements for monitoring and evaluation

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

- *monitoring of classroom practice by the HT and subject leads*
- *analysis of pupil tracking data and test results for individual pupils and for cohorts*
- *value-added data for pupils on the SEN register*
- *regular monitoring of procedures and practice by the SEN governor*
- *review of the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy*
- *the school's annual SEND review, which evaluates the success of the policy and sets new targets for development*
- *the school improvement plan, which is used for planning and monitoring 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 IEP's and targets, revise provision and celebrate success.*
- *SEND being a standing agenda item at all education sub-committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary*

Review

The Headteacher and teaching staff will review this policy in Autumn 2025.

Any amendments will be presented to the Governing Body for approval.