

SEN&D & Inclusion Policy

Document Summary

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FYI: Version control should be used for all formal documents and managed as:-

- 0.1 (1st draft version)
- 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- 1.0 (Once document has been approved)
- 1.2 (during review/approval of a lifecycle document i.e. policies)
- 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.1	190623	Anna Carr	Updated
1.2	040324	Pete Barnard	Approved at Foundation Govs
1.3	260225	Anna Carr	Updated and approved at Foundation Govs
1.4	30/03/2026	Karen Tyson	Updated

St Michael's CEVC Primary School

Let Your Light Shine

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

March 2024

Rationale

In line with its Church of England Foundation, St Michael's CEVC Primary School believes that all children are special and unique and is committed to ensuring that all children shine and achieve their potential. Where children have particular (special) needs or a disability, we seek to ensure that those needs are identified quickly, and that appropriate provision is made to help children make suitable progress. We seek to be fully inclusive of all pupils in line with the Children and Families Act 2014 and the SEN 0-25 Code of Practice (2014 with latest update April 2020). The key principles behind Inclusion are to:

- Respond to pupils' diverse cognition and learning /sensory / physical / social, emotional and mental health needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Set suitable learning challenges

Definition

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/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

(SEND Code of Practice 2014)

Aims

- To develop a co-ordinated and common approach to the identification of children with Special Educational Needs or disability.
- To provide specialist support and resources to meet the specific needs of identified children.
- To keep records of support given to groups and individual children and to review progress regularly.
- To collaborate with external agencies where appropriate to provide a joint approach to support for pupils.

- To ensure that both the pupil and parent voice is central to discussions about SEN provision at the earliest opportunity.
- To support successful transition to the child's next stage of education whilst maintaining high aspirations for each child.
- To provide staff training and to keep abreast of current developments in teaching strategies, provision of resources, availability of support and changing legislation.

Guidelines for implementation

Support

The school provides:

1. Quality first-wave teaching for all children regardless of their ability or need.
2. A Special Needs Coordinator (SENCO) whose overall responsibility it is to support teachers and TA's in meeting the (special) needs of children in their class, and to ensure that SEN needs are effectively provided for within the school. (See detailed job description) The SENCO also:

- Manages individual education plans.
- Offers advice for parents.
- Liaises with external agencies.

This support is currently equivalent to one full time teacher.

Our SENCO is Karen Tyson who is supported by our Inclusion Lead Brittani Wolcott who also the equivalent of 0.6 of a teacher and is responsible for the pastoral support in the school.

3. A team of Teaching Assistants to support identified needs within our school.

Children with an Education Health and care plan generally have additional specialist support (nature and level specified by the EHCP). This funding supplements that provided by the school.

Resources and funding

The SENCO allocates resources to meet children's needs, this may be through individual programmes of learning or through small group work. Some resources may be classroom-based. The school aims to apportion a minimum of 3.5% of its budget to SEN, in line with the suggested minimum. In practice we always exceed this minimum recommendation.

Identification, Provision, Assessment

Identification of Special Needs

A concern about a child may be identified by the class teacher, by the parent, or as a result of the school's monitoring and assessment procedures. This may be a concern about educational under-achievement; a specific educational difficulty, a physical or social/ mental health /emotional difficulty. In all cases, the difficulty should be seen as one which may impede the child's overall educational progress. In some cases, the difficulty may be a pre-existing one, and the child may come into the school with Special Educational Needs identified by a previous school or pre-school agencies.

Early identification is key to helping a child making the most of their abilities, and overcoming the difficulties they may have.

Special needs may come under the following main headings:

a) Cognition and Learning Needs

Following identification of a particular need, the SENCO will review the evidence presented by the parent/teacher/previous school. The SENCO will make a judgement on what provision should be made. At this stage the children will be monitored at a '**Cause for Concern**' level within the school and some form of intervention/differentiation will be tried in order to increase progress, before being identified as having a **SEN**. **The key test of the need for action is that current rates of progress and/or attainment are inadequate.** Judgements will be based upon various measures of attainment, including:

- Standardised tests. **Additional information will always be sought to supplement test information.**
- Teacher Assessment – where a child is significantly below age related expectations.
- Teacher, SENCO and parent observations.
- Foundation Stage Scores
- Information received from transferring school/pre school. Full use shall be made of all information passed to us when a child transfers to St Michael's CEVC Primary at any time in their school career. We would also aim to conduct our own assessments before provision is determined.

b) Social, emotional and mental health difficulties

Poor levels of behaviour can be symptomatic of a social, emotional and mental health issue that needs addressing. If a child's behaviour is such that it is significantly affecting their performance at school, or is impeding the progress of others, this may be reason for additional support being given. We have a team of trained Thrive, ELSA (Emotional Literacy Support Assistant) practitioners, and a Trauma Informed Practitioner. We are an accredited Thrive School.

c) Sensory or Physical Needs

In this case, a child's sensory or physical needs would be hindering their access to the curriculum. Generally, severe physical or sensory needs will be accompanied with an Education, Health and Care plan, which will define provision.

d) Communication and Interaction

A child may have difficulty with one, some or all the different aspects of speech, language or social communication. This may include children with Autistic Spectrum Disorder. Where these needs are hindering a child's access to the curriculum or impacting on their relationships, this may be a reason for additional support to be given.

The SENCO will also consider the **learning environment, tasks, and teaching styles**. Some difficulties in learning may be caused or exacerbated by the learning environment or adult/child relationships. These issues will be discussed as necessary with the class teacher or with the Headteacher.

Provision

A judgement needs to be made in each case as to what it is reasonable to expect a particular child to achieve. The SENCO would then need to decide what additional or different provision needs to be made to ensure adequate progress. This can be defined in a number of different ways, but the key result sought is **more effective learning** to ensure **adequate progress**. (see Appendix A)

The graduated approach that we have adopted consists of three levels of provision.

1. Cause for Concern (Pre-Action, met by in-class support)

Children who are slightly below age-related expectation are likely to have support to help them access the curriculum. This in-class support may include:

- The use of different or additional learning styles and resources when appropriate, including IT.
- Additional scaffolding of the task (so they do not have to write as much themselves, for example).
- Additional movement breaks or an alteration to their immediate environment (eg support with seating or positioning)

Consideration will be given as to the best deployment of support within the classroom to support those children, or to give the teacher more time to spend with those children. In some cases, children at this level may have some form of intervention in order to narrow the gap between their attainment and that of their peers. It is expected that a child will start to progress with this intervention or classroom differentiation. If this does not appear to be the case then the child would need to have further action.

Children at this level will be monitored but are not on the Special Needs Register.

2. SEN - This is the point at which a child is formally recognised as having Special Educational Needs. The triggers for SEN would be concern, underpinned by evidence (see above) that the child was:

- making inadequate academic progress despite differentiated support
- presenting behavioural or emotional difficulties that do not respond to the school's usual practices
- has sensory or physical needs, and is making inadequate progress despite the provision of specialist equipment
- has communication or interaction difficulties that are significantly impeding progress

Teachers will coordinate the drawing up of an **Individual Learning Plan (ILP)** through discussion with the child and parent. This document will outline the targets the child will be working on and the resources used to help them achieve it. A child may attend a targeted intervention programme to help them achieve their target or work on an individual target with their teacher or a teaching assistant. A key part of the **ILP** is pupil voice. This document ensures that the pupil voice is central to the SEN process.

Provision may include any (or all) of the following:

- Planned supported activities as part of normal class work
- One to one support (teacher or Teaching Assistant led)
- Small group work (educational/social) by teacher or TA
- The use of different learning materials (including IT/devices)
- Additional skills groups e.g. motor skills, anger management, social skills, speech and language skills.

LA Support Services are available to us for one-off or occasional advice and staff training to provide effective intervention without the need for ongoing input from external agencies.

Accessing outside advice and support

If a child over a period of time fails to make adequate progress, or exhibits particularly challenging behaviour or other concerns, the SENCo, in consultation with parents, will ask for specialist advice or support. This might include any of the following:

- Educational Psychologist (initially a discussion of need and provision, leading potentially to a more in-depth assessment.)
- Behaviour Support Team
- Speech and Language Support Service
- School Health Nurse
- Occupational Therapy Service
- Primary Mental Health Team
- Early Years Team

(This list is not exhaustive)

These agencies will usually see the child in school providing expert assessment, influencing the writing of a new **Individual Learning Plan**, with a view to planning new targets, and trying fresh strategies.

We are also part of a SEN Cluster Project for schools in our geographical area. The role of this project is to develop local provision through training and development to improve our capacity to meet children's needs in our schools more effectively.

3. Education, Health and Care Plans. If, despite accessing support from being on the register of SEN, a child continues to be a significant cause for concern, an Education, Health and Care (EHC) Assessment may be sought from the LA/other agencies involved. There are clear guidelines laid down by the LA as to the criteria and processes by which an EHC Assessment can be sought. Parents may also request an EHC Assessment directly from the LA. The result of an EHC assessment may be the production of an EHC plan. There may be a budget of funding attached to the plan in order to provide for a child's needs. (Parents can request for this to be made as a personal budget and manage the organisation of the provision themselves. A link to give parents more information on EHCs can be found on our website).

Where an Education Health and Care plan is issued, the SENCO will have the prime responsibility for ensuring that its provisions are met, and that the review process with all the agencies involved is adhered to.

Where a child with SEN may not make expected progress or is at risk of **exclusion**, the **Individual Learning Plan** should reflect appropriate strategies to meet their needs. Where strategies are exhausted, school will then engage with agencies such as the Educational Inclusion Officers or the LA Behaviour support team.

Exiting the SEN register:

In some cases, it will be appropriate for a child to exit the SEN register. This may happen if a child has made rapid progress and has overcome their difficulties, so that those difficulties are no longer a barrier to achievement. This decision will be made through discussion with parents and, where age appropriate, the child.

Assessment, review and record-keeping

Any child receiving SEN provision will work through a cycle of:

ASSESS, PLAN, DO and REVIEW.

A variety of assessments are used to decide on the best form of support for each child. A plan is decided upon in collaboration between the class teacher and the SENCO. This is run for a period of time and then reviewed to check it is working. Where it has not had the desired effect, further assessments will be made and a new plan decided upon.

Children with **ILPs** will have reviews at least 2 x per year. This will involve the class teacher, parent and the child and progress towards the targets will be discussed. Where needed, further provision will be discussed. Copies of **ILPs** should be given to all who took part in the review.

Detailed records are kept by the SENCO. Class teachers will have copies of all past **ILPs** in their SEN file and any agency reports. A copy of the current **ILP** will be readily available to all staff teaching the child.

Use of IT

The school has laptops and i-pads in all classes with a range of educational programmes. There is also software that links class interactive whiteboards to individual i-pads for children with vision needs or difficulties with copying text.

Confidentiality

All SEN documentation and information is stored in accordance with the GDPR 2016.

Involvement of parents and children

The full involvement of parents is an essential element of the SEN policy. Parents are invited to discuss **Individual Learning Plans** with the teacher or SENCO and are encouraged to give their child daily support through shared reading and home tasks set by the class teacher or support teacher.

Parents are also encouraged to discuss their child's progress informally with the class teacher/ SENCO on a regular basis. Appointments for the SENCO can be made through the school office. We encourage parents to bring issues that they may have noticed to the

attention of the school. All concerns are investigated thoroughly and speedily. As children get older, it is important that their views are also taken into account at all stages of the process.

Any **Complaints** should be referred to the Headteacher and are covered by the school's Complaints Policy.

Admission of children with SEND, and Transfer Arrangements

Where a child has been previously identified as having special educational needs, we would aim to provide suitable admission arrangements to help them make the best possible start. This might include additional pre-visits; meetings with parents/ other agencies.

Where children with SEND transfer from or to our school, the SENCO will ensure that effective liaison occurs. The aim is that the process is successful for the child, their family and their new setting.

Facilities & Access

The school's physical access arrangements are suitable for most people with serious physical disabilities. Where appropriate, the school will carry out a risk assessment for pupils with additional physical needs to ensure that their individual needs are catered for. For further information see the Access Plan and the Equalities Policy. (Links to these can be found on our website)

Commitment to Integration

We are fully committed to integrating children with SEND into all of the activities of the school.

Training

The SENCO and Staff Development Co-ordinator (the Deputy Headteacher) monitor the training needs of the staff and identify courses that would be useful. An element of the budget is used to support SEND training.

Monitoring and Evaluation

The Headteacher meets regularly with the school SENCO and the Key Stage Leaders to monitor the children identified, and to ensure that the process is working effectively. This includes best use of resources. The Governor with responsibility for SEND meets the SENCO on a termly basis (three times per year), and reports to the full governing body.

Annual Review

There will be an annual SEND review which will cover:

- Children's progress
- The impact and effectiveness of SEND provision
- Deployment of SEND budget and resources
- SEND policy and provision map

This review will be carried out by the SENCO, in conjunction with the Senior Leadership Team. A summary of the review will be reported to governors, and will form the basis of the annual SEND Information report to parents, which will be published on the school website.

This policy should be read in conjunction with the school's Local Offer (SEN Report), Anti-bullying policy, Safeguarding policy, Medical Conditions Policy, Equalities policy and complaints policy.

These are available on the school's website or can be requested from the school office.

Date of review: March 2026

Agreed by staff: March 2025

Agreed by governors: March 2025

This policy will be reviewed annually.

SEN Policy Appendices

Appendix A: Adequate Progress

Adequate progress may be defined variously as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment level
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Appendix B: Roles and Responsibilities (Sept 2024)

SENCO – Anna Carr

SEN Link Governor – Kathryn Robb

Designated Teacher for Looked After Children – Pete Barnard

Designated Safeguarding Lead – Pete Barnard

Pupil Premium Co-ordinator – Pete Barnard