



SEND & Inclusion Policy

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

Policy Name	SEND & Inclusion
Brief Description:	This policy sets out the school's approach and statutory duties to supporting children with SEND.
Status: Statutory/non-statutory	Statutory
Other related policies and procedures:	Equality Relationships and Sex Education Behaviour Safeguarding & Child Protection
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	1/12/2025
Frequency to be reviewed	Annually
Latest Date for Next Review:	December 2026
Version + Schedule of Amendments:	Version 4 – updated to include more specific references to mental health support
Signed:	Christine Clover & Shaun Riordan
Position:	SENCo & Headteacher
Date of Signature:	December 2025

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

INTRODUCTION

Our vision and values

A community of active learners who go above and beyond in everything they do, equipped to make a difference in their own lives and the lives of others.



Go above and beyond with love.

St Michael's Easthampstead has a dedicated member of staff dealing with special educational needs. The SENCo is Christine Clover.

The entire school team is committed to creating a welcoming, engaging, and stimulating environment that supports the needs and development of all children and families in the community. The allocated SEND governor provides oversight through regular visits. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Special Educational Need and / or Disability may also include children with a medical condition as set out in the Equality Act 2010. Some may require, or already have, an Education, Health and Care Plan (EHCP), which bring together health and social care needs, as well as their special educational provision.

Aims and Objectives of this Policy:

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that some pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties

ADMISSION ARRANGEMENTS

The school will make every effort to accommodate a pupil's admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against children with additional needs. The school's aim is to ensure that all children with SEN and/or medical conditions, in terms of both physical and mental health, are properly supported in

school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. The school will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated responsibility for the day-to-day implementation of this policy to the SENCo, who holds Qualified Teacher Status and the NASENCO Award qualification.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCo is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers managing learning support assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with class teachers) contributing to the in-service training of staff
- Liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies

The SENCo is responsible for reporting termly to the SEND Governor and ensuring correct policies are followed.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA or LAC)
- Being a service child

The SENCo works closely with the senior leadership team, using whole-school tracking data as an early indicator for identifying potential SEN needs. We consider a variety of factors when identifying SEN, including:

- Data analysis, such as entry profiles at EYFS baseline, end-of-EYFS data, phonics screening, SATs, PUMA/ PIRA/ GAPS assessments, and other annual and termly pupil assessments.
- Local authority SEN criteria to ensure consistency with broader standards.
- Teacher concerns, which may indicate the need for additional support.
- Parental concerns, as parents often notice challenges that may not be evident in school.
- Individual pupil progress tracking over time, helping us identify patterns or lack of progress.
- Information from previous schools upon a child's transfer, offering insights from prior educational experiences.
- Information from other services (e.g., mental health support teams, wider health or social services) that may support a holistic understanding of a pupil's needs.

The SENCo maintains a list of pupils identified through these processes, known as the SEND Register. The criteria for adding a pupil to the SEND Register are:

- Provision is required beyond the universal offer, with advice from external professionals. The child has an Individual Development Plan (IDP) based on their recommendations.
- The child is significantly below age-related expectations and is not making progress, even with an IDP. Typically, this involves three or more reviewed cycles of targeted interventions.
- The child has a diagnosis affecting their learning, with needs that cannot be met through universal provision.

A child may be removed from the SEND Register and placed on a monitoring register if, after a period of support, they demonstrate adequate progress. In some cases, a more in-depth individual assessment may be conducted by the school or other educational or health professionals.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers scaffold work. They work to meet individual learning needs.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. An Individual Development Plan (IDP) is created by the classroom teacher, which identifies specific targets and strategies to reach these outcomes.

The range of provision may include:

- Quality First Teaching / Adaptive Teaching
- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group work with TA and/ or Class Teacher (CT)
- Individual in-class support
- Further scaffolding of resources

- Interventions (i.e., phonics, reading, social and emotional skills, ELSA, pre-teach of subjects, sensory circuit, speech and language)
- Provision of alternative learning materials/ special equipment
- Staff development/training to undertake more effective strategies
- Access to a therapeutic classroom
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil voice
- Information from health/ mental health/social services
- Information from other agencies

TARGETS and ACTION PLANS

All pupils on our SEND Register will have IDP setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the IDP.

Strategies for pupils' progress will be recorded in their IDP containing information on

- Short-term targets
- Reasonable adjustments / strategies
- Provision made

- Date for review
- The outcomes recorded at review

The IDP follows the Assess, Plan, Do Review cycle and records that which is different from or additional to the normal curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

REVIEWING AN INDIVIDUAL DEVELOPMENT PLAN

IDP's will be reviewed at termly with the inclusion of parents, carers and pupils' views.

The school's SEN Action Plan will be reviewed and updated at the start of each new school year.

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENCo after full consultation with parents. External support services may advise on targets for an IDP and provide specialist inputs to the support process.

IDP's will usually be triggered when despite receiving quality first teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower (at least one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting IDP may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

REQUEST FOR STATUTORY ASSESSMENT

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The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past IDP's
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress data
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals, such as mental health and other specialists

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The pupil's parent / carer
- The pupil if appropriate
- The relevant teacher and key adult
- Any relevant professionals that advise or work with the pupil
- Any other person the SENCo or parent/carer considers appropriate

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education

- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, assessment for learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

WORKING WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

- SENCO forum
- Children and Young Persons' Integrated Therapies (CYPIT) such as Speech and Language Therapy Service (SALT), Occupational and Physiotherapy, CAMHS (Children's and Adolescents Mental Health Service)
- Support for Learning (SfL)
- Educational Psychology Service (EPS)
- Autism Service
- Social Emotional and mental Health Advisory Service
- Early Help including Educational Welfare
- Children's Social Care
- Children Developmental Centre (CDC)
- Mental Health Support Team (MHST)

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved, please see the school's Complaints Procedure available on the school's website.

REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff and Governors. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.