



Inclusion Policy for Children with Special Educational Needs and Disabilities (SEND)

2025

1. Compliance and Legislative Framework

This policy is written in line with the statutory requirements set out in the **Children and Families Act 2014**, the **Equality Act 2010**, and the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**. It reflects current DfE guidance, including:

- *SEND and Alternative Provision Improvement Plan (2023)*
- *Equality Act 2010: Advice for Schools (updated 2024)*
- *Keeping Children Safe in Education (KCSIE) 2024*
- *Working Together to Safeguard Children (2023)*
- *Southampton Local Offer*
- *Education Inspection Framework (EIF) 2024*

This policy should be read in conjunction with the **St Denys Primary School SEND Information Report** and **Accessibility Plan**, as well as other key safeguarding and curriculum policies.

2. Rationale

This policy aims to ensure:

- A whole-school approach to inclusion, removing barriers to learning.
- Early identification and support for children with SEND.
- Consistency and continuity across year groups.
- Clear communication of SEND procedures to staff, governors, parents, and external agencies.
- Legal compliance and alignment with best practice in inclusive education.

It has been developed in consultation with staff, governors, parents, and in line with national and local guidance.

3. Definition of SEND

As defined in the SEND Code of Practice (2015), a child or young person has SEND if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age.

SEND is categorised into four broad areas:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health**
4. **Sensory and/or Physical Needs**

Children are not regarded as having SEND solely due to English as an additional language.

4. Guiding Principles

- Every child has the right to access a high-quality, inclusive education.
- All children can achieve and make progress, regardless of starting point.
- Pupil voice is valued and encouraged.
- Parents and carers are partners in their child's education.
- Support will be tailored and regularly reviewed to meet changing needs.
- We work collaboratively with external agencies to meet the needs of the whole child.

5. Objectives

We aim to:

- Identify and assess children's needs at the earliest possible stage.
- Provide a graduated approach to SEND support (Assess–Plan–Do–Review).
- Offer high-quality, differentiated teaching as the foundation of all SEND support.
- Engage children and families in all stages of planning and reviewing provision.
- Provide staff with the training and support needed to meet diverse needs.
- Promote smooth transitions at each key stage of education.

6. Graduated Response to SEND

We follow the *Graduated Approach*, as outlined in the SEND Code of Practice:

Wave 1: Universal Support

- High-quality, differentiated teaching for all pupils.

Wave 2: Targeted Support

- Small-group interventions and catch-up programmes.

Wave 3: Specialist Support

- Individualised provision and input from external professionals.

All support is documented and reviewed regularly, with parent/carers involvement.

7. Identification, Assessment and Review

Identification may occur through:

- Baseline assessments and observations
- Information from previous settings
- Health and medical reports
- Parent/carers discussions
- Concerns raised by staff or the child themselves

Pupil progress is monitored through:

- Termly data reviews
- Individual Support Plans (ISPs) or Behaviour Plans
- Progress towards outcomes identified in Education, Health and Care Plans (EHCPs)

8. Education, Health and Care Plans (EHCPs)

For a number of pupils, where more intensive support is needed, the school may request a statutory assessment from the Local Authority. If agreed, an EHCP is developed with input from parents, professionals, and the pupil.

EHCPs are reviewed at least annually.

9. Working with Parents and Carers

We value strong home-school partnerships and engage parents/carers through:

- Termly meetings and reports
- SEND review meetings
- Workshops and drop-in sessions
- Informal communication and open-door policy

Parental concerns are taken seriously and responded to promptly.

10. Working with External Agencies

We work closely with a range of external professionals including:

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- CAMHS and mental health services
- Specialist Teacher Advisory Services
- Health and Social Care professionals
- Voluntary and charitable SEND organisations

11. Admissions and Accessibility

We are an inclusive school and do not discriminate against pupils with SEND in admissions or access to school life. Our **Accessibility Plan** outlines adaptations made to our physical environment and curriculum.

12. Staff Training and Development

All staff receive regular training on SEND and inclusive practices. Training is based on current pupil needs, performance management, and national developments.

Staff are also supported through:

- SEND induction for new staff
- Access to LA and national training
- Peer coaching and mentoring

13. Complaints Procedure

Parents/carers who have concerns about their child's SEND provision are encouraged to:

1. Speak with the class teacher and/or SENDCO.
2. If unresolved, speak with the Headteacher.
3. If further support is needed, contact the SEND Governor or follow the school's Complaints Policy.
4. Parents also have the right to appeal to the **SEND Tribunal** if necessary.

14. Transition Arrangements

We ensure effective transitions by:

- Liaising with preschools and secondary schools
- Sharing relevant SEND documentation
- Offering additional visits or phased starts
- Providing transition support plans where needed

The SENDCO meets with the SENDCOs of receiving schools to ensure continuity of support.

15. Governance and Monitoring

The Governing Body has a statutory duty to:

- Ensure the needs of pupils with SEND are met.
- Monitor the effectiveness of SEND provision and policy.
- Report annually to parents on SEND.

The SEND Governor liaises regularly with the SENDCO and is involved in policy evaluation and strategic planning.

16. Monitoring and Evaluation of SEND Provision

- The SENDCO, Headteacher, and senior leaders review provision termly.
- Impact is measured through pupil progress data, outcomes, and pupil/parent feedback.
- An annual SEND Action Plan feeds into the School Improvement Plan (SIP).
- Governors monitor SEND provision and outcomes through data, visits, and reports.

17. Related Policies and Documents

This policy should be read alongside:

- **SEND Code of Practice: 0–25 (2015)**
- **Keeping Children Safe in Education (2024)**
- **Southampton Local Offer**
- **St Denys SEND Information Report**
- **Safeguarding and Child Protection Policy**
- **Equality Policy and Objectives**
- **Accessibility Plan**
- **Medical Needs Policy**
- **Intimate Care Policy**
- **Behaviour and Relationships Policy**
- **Complaints Policy**
- **Staff Code of Conduct**

Review Date: July 2025

Next Review: July 2026