



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

2026

St Denys Primary School's mission statement:

At St Denys, our mission is to ensure that every child is valued, supported and empowered to thrive. We are committed to providing a nurturing and caring environment where all pupils feel safe, respected and able to learn with confidence.

We believe that every child deserves an education that fosters independence, builds self-belief and inspires a lifelong love of learning. Through our inclusive practice, we celebrate individuality and ensure that all pupils — including those with SEND — can access a curriculum that meets their needs and enables them to flourish.

Our approach is rooted in communication, holistic growth and strong partnerships with families. We aim to equip children with the skills to express themselves confidently, make positive choices and engage fully in school life.

We are committed to preparing pupils for wider society, helping them develop the qualities they need to contribute, participate and succeed beyond the classroom. Our learning powers — Respect, Reciprocity, Reflectiveness, Resilience and Resourcefulness — underpin everything we do and guide children to become confident, capable and compassionate learners.

Above all, we believe that every child deserves to learn in an environment that cares for them, champions their strengths and supports them to achieve their very best.

This policy complies with the statutory requirements and is written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- SEND Code of Practice – 2015
- The Special Educational Needs and Disability Regulations, 2014
- Equality Act 2010: Advice for schools, 2014
- Children and Families Act, 2014
- Schools SEN Information Report Regulations, 2014
- Keeping Children Safe in Education, 2025
- Working Together to Safeguard Children, 2023
- SEND and Alternative Provision Improvement Plan, 2023
- Education Inspection Framework, 2024
- Southampton Local Offer

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.

Aims and objectives of this policy

The aims of our Inclusion Policy for Children with Special Educational Needs and Disabilities (SEND) policy are:

- To ensure a whole-school commitment to inclusion, creating a culture where every member of staff takes responsibility for removing barriers to learning.
- To identify needs early, recognising emerging difficulties quickly so children receive timely and effective support.
- To provide consistent, high-quality provision, ensuring continuity of approaches, expectations and support across all classes and year groups.
- To communicate clearly with all stakeholders, ensuring staff, governors, parents and external agencies understand SEND procedures and their roles within them.
- To work in strong partnership with families, valuing parents' insights and involving them in planning and reviewing support.
- To place pupils at the centre of decision-making, ensuring children's views, strengths and aspirations shape the support they receive.
- To maintain high expectations for all learners, promoting ambition, independence and progress for every child.
- To support holistic development, nurturing academic, social, emotional and physical growth so pupils can thrive in all areas of life.
- To ensure inclusive access to the curriculum, adapting teaching, environments and resources so all children can participate meaningfully.
- To use external expertise effectively, collaborating with specialist services to enhance provision and meet complex needs.
- To comply with statutory duties, fulfilling legal responsibilities under the SEND Code of Practice
- To evaluate and improve provision continuously, reviewing outcomes, strategies and processes regularly to ensure support remains effective and responsive.

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

Definitions

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

- Have 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. These are:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or Physical

Identification, assessment and review

At St Denys, we identify the needs of learners by considering the needs of the whole child. We ensure that children are supported personally, emotionally and socially, as well as focusing on their academic progress. We believe that early identification of need is essential and the views of parents and carers are a valued and integral part of this process.

Identification of need may occur through:

- Baseline assessments — including early observations of learning and development
- Information from previous settings — such as nurseries, childminders or other schools
- Health and medical reports — where relevant
- Parent/carers discussions — sharing insights about a child's strengths and needs
- Pupil voice — listening to the child's views about their learning and wellbeing

The progress of all children, including those with SEND, is monitored through the school's assessment and tracking systems. This information is reviewed regularly during pupil progress meetings. If concerns are raised about a child's progress, we put appropriate support in place and carry out further assessments where needed, including more in-depth diagnostic assessments, to help us understand their needs clearly.

Graduated Response to SEND

St Denys follows a graduated approach to identifying and supporting children with Special Educational Needs and Disabilities, as outlined in the SEND Code of Practice (2015). We recognise that every teacher is a teacher of SEND, and high-quality, inclusive classroom practice is the foundation of all support. Class teachers make provision within the classroom for children who require additional help. St Denys uses the Assess, Plan, Do, Review cycle to identify needs and ensure that support is well-matched and effective.

A child may be identified as having SEND when their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between themselves and their peers
- Widens the attainment gap

The Graduated Approach at St Denys

Wave 1 – Universal Support

All learners receive:

- High-quality teaching
- A broad and balanced curriculum
- Adapted teaching to support access to learning
- Modelling and scaffolding from adults

Wave 2 – Targeted Support

In addition to Wave 1, learners may receive:

- Additional adult support within class
- Tools and resources to support access to learning
- Small-group interventions
- Catch-up programmes

Wave 3 – Specialist Support

In addition to Waves 1 and 2, learners may receive:

- Personalised support, which may include an individualised curriculum
- Support from external professionals, such as an Educational Psychologist or outreach services

All support is documented, monitored and reviewed regularly, with parents and carers involved at every stage. This ensures that provision remains appropriate, effective and responsive to each child's needs.

Education, Health and Care Plans (EHCPs)

For a small number of pupils, where more intensive and personalised support is required beyond what can be provided through universal and targeted support, the school may request a statutory assessment from the Local Authority. This assessment helps determine whether an Education, Health and Care Plan is needed.

If a statutory assessment is agreed, an EHCP is developed collaboratively with parents/carers, relevant professionals, and the pupil. The plan sets out the child's needs, the outcomes they are working towards and the provision required to support them.

All EHCPs are reviewed annually through an Annual Review meeting to ensure that the provision remains appropriate and continues to meet the child's needs effectively.

SEND register

When a child is identified as having Special Educational Needs and Disabilities, they are added to the school's SEND Register, which is reviewed and updated regularly. Being on the register ensures that staff are aware of the child's needs and that appropriate support is planned, delivered and monitored.

For children on the SEND Register, a Pupil Passport is created. This outlines the strategies, adaptations and provision that support them best. Some pupils may also have an Individual Education Plan (IEP) where more targeted or personalised support is required. These documents are shared with parents and carers and are reviewed at least termly.

If a child makes good or accelerated progress and their attainment in any of the four broad areas of need aligns with age-related expectations, they may be removed from the SEND Register. When this happens, they will continue to be monitored through pupil progress meetings and ongoing discussions between class teachers, parents/carers and the SENDCo to ensure that progress is sustained.

Working with Parents and Carers

At St Denys, we place a high value on strong home-school partnerships, and we work closely with parents and carers to ensure that every child is supported effectively. We engage families through:

- Termly parents' evenings
- Annual written reports
- SEND review meetings
- Workshops and drop-in sessions to share information and offer support
- Informal communication, supported by our open-door approach

We actively encourage parents and carers to speak with staff if they have any concerns about their child. Parental concerns are always taken seriously and we respond promptly so that we can work together to identify next steps and ensure the right support is in place.

Working with external agencies

St Denys works closely with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Children and Adolescent Mental Health Team (CAMHS)
- Mental Health in Schools Team (MHST)
- Health and social care professionals
- Voluntary and Charitable SEND organisations
- Specialist teachers – eg Teacher of the Deaf
- Outreach services, including Southampton Inclusion Partnership

Transition support

St Denys ensures that all pupils experience smooth, well-planned transitions when joining the school, moving between year groups, or transferring to a new setting. We work closely with families and other professionals to make sure that each child feels confident, prepared and supported.

Transition support may include:

- Liaising with preschools and secondary schools to share key information
- Sharing relevant SEND documentation to ensure continuity of support
- Offering additional transition visits or phased starts where needed
- Providing transition support plans for pupils who require more structured preparation
- Using social stories to help children understand and feel comfortable with upcoming changes
- Meeting with parents and carers to discuss needs, concerns and next steps

The SENDCo meets with the SENDCos of receiving schools to ensure that all relevant information is shared and that support continues seamlessly as the child moves on.

Admissions and accessibility

St Denys is a highly inclusive school and we are committed to ensuring that all children can access a full and enriching school experience. We do not discriminate against pupils with Special Educational Needs and Disabilities in our admissions process or in any aspect of school life.

Our Accessibility Plan sets out the adaptations we make to:

- the physical environment,
- the curriculum, and
- the information we provide, so that all learners can participate fully and safely.

We review this plan regularly to ensure that our school remains accessible to all pupils, including those with SEND.

Staff training and development

All staff at St Denys receive regular training on SEND and inclusive practices. Training is responsive to the current needs of pupils, ensuring that staff have the knowledge and skills required to support learners effectively.

Staff are supported through:

- SEND induction for new staff
- Access to local authority and national training opportunities
- Peer coaching and mentoring, enabling staff to learn from one another and share effective practice

The Leadership Team monitors teaching and learning regularly and provides additional training or support where needed to ensure that inclusive practice remains strong across the school.

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 the implementation of the SEND policy
- Report annually to parents on the school's SEND arrangements and outcomes

The SEND Governor meets regularly with the SENDCo to review provision, discuss pupil outcomes, and evaluate the impact of support. They play an active role in policy evaluation, strategic planning and ensuring that SEND remains a priority within the school's wider improvement work.

Monitoring and evaluation of SEND provision

St Denys continually reflects on the quality of teaching and learning for all pupils, including those with SEND. We use a range of approaches to monitor the effectiveness of our provision and ensure that support remains well-matched to pupils' needs.

This is achieved through:

- Leadership Team and SENDCo reviews carried out termly to evaluate provision and identify next steps
- Measuring impact through pupil progress data, learning outcomes, and pupil and parent feedback
- An annual SEND Action Plan that informs the wider School Improvement Plan
- Governor monitoring, including data reviews, school visits and reports, to ensure accountability and strategic oversight

Complaints procedure

At St Denys, we aim to maintain a strong and positive partnership with parents and carers. Staff will always listen carefully to concerns and work collaboratively with families to agree the best way to support each learner.

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

- Speak with the class teacher and/or the SENDCo in the first instance
- If the concern remains unresolved, speak with the Headteacher
- If further support is needed, contact the SEND Governor or follow the school's Complaints Policy
- Parents also have the right to appeal to the SEND Tribunal, where appropriate, if they feel that their child's needs are not being met

We are committed to resolving concerns promptly, respectfully and in partnership with families.

Related Policies and Documents

This policy should be read alongside:

- SEND Code of Practice: 0-25 (2015)
- Keeping Children Safe in Education, 2025
- Working Together to Safeguard Children, 2023
- Southampton Local Offer
- St Denys SEND information report
- Safeguarding and Child Protection Policy
- Equality Policy
- Accessibility plan
- Medical needs policy
- Intimate care policy
- Behaviour and relationships policy
- Complaints policy
- Staff Code of Conduct

Reviewing this policy

This policy is reviewed annually by the SENDCo, staff and governors.

Review date: July 2026

Next review: July 2027