





POLICY FOR SPECIAL EDUCATIONAL NEEDS & STATEMENT OF INCLUSION

Date Reviewed	11 th December 2025
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Autumn Term 2026

Objectives

- To identify and provide for children who have special educational need as early as possible and evaluate the impact of support provided;
- To ensure all children have access to a broad, balanced and adapted curriculum;
- To make clear the expectations of parents, school and outside agencies in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN;
- To provide support and advice for all staff working with special educational needs pupils;
- To work with the guidance provided in the SEND Code of Practice 2014.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010. This includes pupils with any level of SEN: those with a statement or EHCP plan and those without.

Identifying Special Educational Needs

The SENDCO will work with all staff to ensure any child that may need additional or different support to that normally found within the classroom are identified as soon as possible. The progress made by all children in the school is regularly monitored and reviewed. The school does not identify children as having special educational needs unless there is action being taken that is additional to or different from what goes on in the classroom / learning environment as part of an adapted approach. The school takes into account the views of the parents when assessing and meeting the needs of children with SEN.

Children who are not making adequate progress over a period of time (as defined in The SEND Code of Practice 2014), despite high quality differentiated teaching within a broad and balanced curriculum, maybe described as having a SEN. Children may also be identified as having SEN if they work significantly below their peers; present with persistent emotional and/or behavioural difficulties; have sensory or physical problems or have communication and/or interaction difficulties.

Provision for children who have been identified as having SEN will be through a graduated response involving support through Universal, Targeted and Specialised support.

Universal Support will involve help available within the classroom such a visual aids, adapted work and curriculum, and support from teaching staff. (Note: 'Universal' support is available to ALL children, not just those identified as having SEN).

Targeted Support could involve inclusion in small support groups. This could be for example; precision teaching or a Speech and language group. If reports are available from outside agencies (e.g. Occupational Therapist, Speech Therapist) we will endeavour to include recommendations when setting group targets.

Criteria for Exiting the SEN Register - The same criteria is used as for identification of special educational needs. When a child's needs are assessed as being able to be met through the provision of high quality, well resourced, broad and balanced curriculum they will be deemed to no longer have an educational special need. Children will be monitored for one term to ensure they are maintaining appropriate progress before they are removed from the SEND register.

Educational Inclusion

There are many other factors, which are part of inclusion which may affect progress and attainment. These categories are not considered as SEN.

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Behaviour;
- More able children;
- Being in receipt of Pupil Premium Grant;
- Being a child in a "vulnerable family";
- Being a child of serviceman/woman;

Teachers respond to children's needs by:

- Providing quality first teaching, with good high quality adaptations, across a broad curriculum.
- Being responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Ensuring children's progress is monitored on a regular, summative, half-termly basis and vulnerable groups are identified. Staff use on going, formative assessment to inform judgements and to ensure intervention is effective and personal. Time is allowed for staff and SENDCO to liaise with external agencies and discuss reports and strategies.
- Liaising with children's parents and SENDCO to select appropriate targets and provide additional support for the child at school and where possible, strategies for additional support at home.
- Following the advice and recommendations from outside agencies and professionals. (Communication and Autism Team, Educational Psychologist, Pupil School Support, Physical Disability Support Service, Forward Thinking Birmingham etc.)

Regular learning walks are used to assess the quality of provision and feedback is acted on. CPD opportunities are included in staff performance management. SENDCO and Inclusion staff all receive appropriate and up to date training.

Managing SEND pupils

- As children join the school in Nursery or Reception the class teacher and teaching assistant will complete a home visit to support children's transition to starting school.
- Termly meetings are held to evaluate and update current provision. Parents will always be invited and the child's voice heard.
- During in school transition between year groups the SENDCO will meet with the child's current teacher and their new teacher. They will have a detailed discussion about the Individual provision plan.
- When the children reach the end of KS1 and make the transition to KS2 at another school the SENDCO for both schools meet together, along with the parents, current class teacher and the new class teacher. All necessary information is shared ensuring links are upheld with outside agencies.

Training and resources

- In order to maintain and develop the quality of teaching provision to respond to the needs and strengths of all pupils, the Inclusion Manager will coordinate necessary training and development. This will include items on the School Development Plan and individual's performance management.
- An induction process is in place for new teachers and support staff when taking up a post within the school. This includes a meeting with the SENDCO/Inclusion Manager to explain the systems and structures in place around the school's SEN provision and practice.
- During the induction process individual pupil's needs and paperwork files are discussed.
- The school's SENDCO/Inclusion Manager attends the Local authority SENDCO network meetings in order to keep up to date with local and national updates. This information will also be fed back to Senior Leadership Team. CPD opportunities and training are tailored to support current cohorts and staffing needs.

Roles and Responsibilities

SENDCO / Inclusion Manager	Amy Warden
LAC	Amy Warden
SEN Governor	Katie Salmons
DSL	Anna Pendleton Amy Warden Helen Drinkwater Sarah Pace Helen Terry
Pupil Premium	Helen Drinkwater
Medical needs	Anna Pendleton