



Inclusion Policy

Summer 2025
Review (annually): Summer 26

Principles
<p>This Inclusion Policy has been approved by the staff and governors of Shenley Primary School. Shenley Primary School is an inclusive school. We ensure the implementation of government and LEA inclusion recommendations. Inclusion does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs. The development of the child as a whole person is important to us and we believe that all children should be equally valued. We strive to develop an environment where all children can flourish and feel safe and free from prejudice and discrimination.</p>
Aims and Objectives
<p>We aim to maintain high expectations and aspirations for all pupils, with a focus on quality of provision. We actively aim to remove the barriers to learning and participation that can hinder or exclude pupils. We aim to integrate pupils into the class and to provide support that meets their individual needs. Equality of opportunity should be a reality for our children and be implemented consistently by all staff.</p>
Legislation and Guidance
<p>This policy and our SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:</p> <ul style="list-style-type: none"> *Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities *The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.
Pupils with Special Educational Needs and Disabilities (SEND)
<p>Shenley Primary School is committed to providing an environment that is inclusive and allows all pupils to access all areas of learning. The school SEND Information Report details the support in place within the school which can be found on the school website.</p>
Identification
<p>Pupils with SEND are identified according to the criteria of the SEND Code of Practice (2014). The Code details four broad categories of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.</p> <p>Our definition of SEND is in line with the Code of Practice - 'a pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.'</p> <p>We have a clear approach when identifying SEND and all members of school staff work closely with the SENDco (SEND Coordinator) when responding to the needs of our pupils. We understand that early identification of SEND; timely and effective intervention and constant review and evaluation are key to positive outcomes for our pupils.</p> <p>We also consider what is not SEND but may still impact on progress, attainment or mental health of a pupil. For example:</p> <ul style="list-style-type: none"> • attendance and punctuality; • health and welfare; • English as an additional language; • being in receipt of pupil premium funding; • being a looked after child; • being a child of a serviceman/woman.

At Shenley, we recognise that pupils may display behavioural needs, yet this may not necessarily indicate SEND. In these instances, we will use our STEPS approach (see Behaviour policy) to investigate and address the underlying cause of this behaviour.

Before we put a pupil on the SEND register we consider the following:

- The views of the parent and child. These are taken into consideration and they are involved throughout the process.
- The child's CPOMS record which should include areas that a class teacher is concerned about and the support that has been provided. This should be completed on the **APDR cycle sheet** and uploaded to the incident entry.

The SENDCo should be alerted to all incidents involving pupils on the SEND register. The CPOMS record should record a growing picture of the pupil's needs and support. High quality teaching, differentiated for all pupils, is the first step in responding to need. Reasonable adjustments are made and interventions put in place to support where needed.

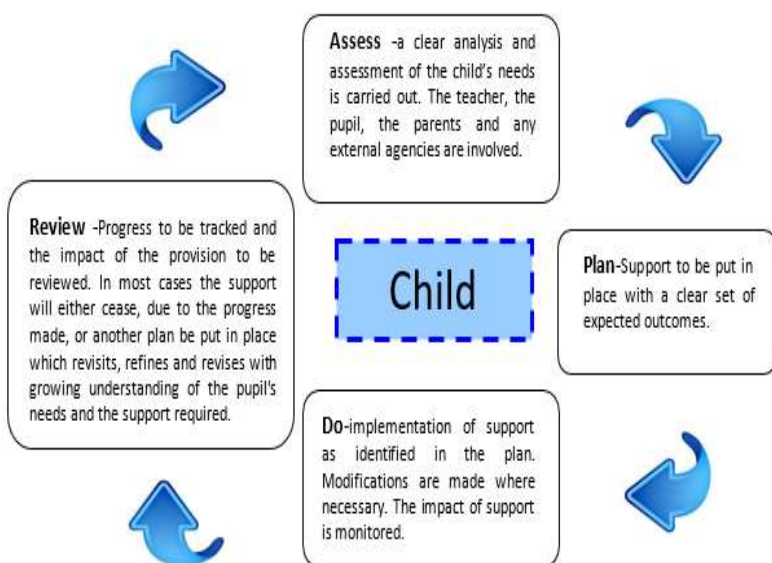
When deciding whether to include a pupil on the SEND register the teacher and SENDCo consider all of the information available. This includes progress and attainment data alongside evidence of support that has been implemented and the impact recorded.

High quality and accurate formative assessments are carried out. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

In accordance with the SEND Code of Practice we use the graduated approach. We follow the ASSESS – PLAN – DO – REVIEW cycle.

Assess – Plan – Do – Review

The system is a cycle of actions which is termed 'a graduated approach'. The aim behind this cycle is to achieve a growing and better understanding of a child's needs and what is required for a successful outcome. The process is constantly reviewed and the child's response to the support is monitored.



Managing Pupils' Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. **Wave 1** describes the 'Quality First Teaching' (QFT) that is the entitlement of all pupils within the class. Teachers observe, assess and monitor the progress of all pupils and ensure that differentiated planning meets the range of needs. Reasonable adjustments are made as necessary.

Wave 2 describes additional provision. If barriers to learning are identified or if progress or attainment is not in line with expectations, additional intervention or focused support is provided. These are discussed with the class teacher, SLT and SENDCo at pupil progress meetings. The interventions are regularly reviewed against the agreed targets and are discussed with parents.

Wave 3 describes the additional provision for those pupils whose needs are not met at **wave 1 or 2**. There may be a need to make further assessments and plan for 1:1 or small group support that specifically address the needs of the pupil. Interventions are planned by the teachers and delivered by the teacher or a trained TA (teaching assistant) or LSA (learning support assistant). Additional focus is given to pupils applying skills taught in these sessions in their classwork. These pupils will usually be included on the SEND register and a Passport to Learning will be written in collaboration with the pupil and parents. If this planned support does not allow the pupil to make sufficient progress to be included in the differentiation and planning made for the remainder of their class, the school may seek support and advice from external specialists.

Passports to Learning (P2L)

Any pupil who is deemed to have SEND and is included on the SEND register has a P2L (see appendix A). This comprises of:

- a 1 page profile for the current school year which is regularly updated and modified;
- Strengths and needs summary
- Timetable of support
- Independent work and assessment tools
- Professional support and meeting record with parents
- APDR cycle, parent and child views; assessment including next steps
- Most and least effective strategies
- copies of any current reports by external professionals;
- an annotated working copy of any EHC plan (if relevant).

P2L are drawn up in partnership with the parents and child. They are reviewed and updated regularly (a **minimum** of once per term).

Referring to External Professionals

If, after this graduated support, the pupil fails to make sufficient progress and is unable to be included in the differentiation and planning made for the remainder of their class, the school may refer to external agencies for further assessment/advice. This would only be actioned with the agreement of parents/carers and child (where appropriate). These specialists would inform further cycles of assess, plan, do and review.

Education, Health and Care Plans

If a child or young person has multiple, complex and long-term needs, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Funding
<p>The school is expected to meet the needs of the majority of pupils with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for Top up Funding (HNF). This application is considered at a local panel meeting and if successful taken forward to a further district panel meeting, where funding may be awarded.</p>
Children with Disabilities
<p>A disability, as defined in the Equality Act 2010, is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions may not necessarily have SEND.</p> <p>Shenley Primary School is committed to providing an environment that allows pupils with disabilities access to all areas of learning. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage.</p> <p>Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.</p>
Children with English as an Additional Language
<p>The aim of the inclusion policy is to ensure we meet the needs of all pupils, including those who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).</p> <p>The ability of pupils who are learning English as an additional language to participate in the full curriculum may well be in advance of their current ability to communicate in English.</p>
Children identified as Gifted and Talented
<p>The purpose of the Inclusion Policy is to help ensure that we recognise and support the needs of all pupils in the school including those who have been identified as ‘gifted’ and/or ‘talented’ according to national guidelines.</p> <p>In the national guidelines the terms are distinguished as follows:</p> <ul style="list-style-type: none"> • ‘gifted’ refers to a pupil who has a broad range of achievement at a level well above average, typically in the more academic subjects; • ‘talented’ refers to a pupil who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning. <p>We use a range of strategies to identify gifted and talented pupils. The identification process is ongoing, and begins when the pupil joins our school. It is a process in which all teaching staff have a part. Discussions with the pupils, parents and carers enable us to acquire further knowledge of the pupil.</p> <p>The process of identification includes observations by teachers and others in the school, standardised tests and ongoing assessments.</p>
Roles and Responsibilities
<p>Governing Body</p> <p>Recognise the importance of inclusion within Shenley Primary School and support all efforts made to</p>

- ensure that the school provides a fully inclusive environment.
- Ensure that the school meets all of its statutory requirements.
- Ensure that there is a designated link governor for inclusion who works closely with the SENDCo on all matters related to inclusion.
- Ensure appropriate staffing and funding within the school.
- Ensure that the quality of SEND provision is continually monitored and the SEND policy is implemented.
- Have regard to the Code of Practice when carrying out their duties.

Headteacher

- Ensure that the SENDCo has sufficient time and professional support to carry out their duties
- Manage all aspects of the school's work, including provision for those children with SEND
- Manage the SEND budget in consultation with the appointed SEN Governor, the SENDCo and through the Governors' Staffing & Curriculum Committee.
- Keeps the governing body fully informed of all issues affecting the Special Needs provision within the school.
- Works closely with the School's SENDCo
- Assesses the effectiveness of SEND provision by monitoring that pupils can be seen to have made progress relative to their potential and with regard to their individual learning difficulties.

SENDCo

- Work with the headteacher and governing body, in determining the strategic development of the Inclusion policy and provision in the school.
- Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- In association with the Headteacher and SLT, co-ordinate cross phase/cross-school transition.
- In association with the Headteacher and Deputy Headteacher, ensures appropriate support is in place to meet the needs of all pupils, including deployment and training of support staff.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND
- Liaise with parents of pupils with SEND
- Have day-to-day responsibility for the operation of SEND policy
- Co-ordinate specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for pupils with SEND
- Advise on the graduated approach to providing SEND support
- Monitor and assess provision for pupils with SEND.
- Monitor pupil progress for pupils with SEND.
- Regularly review and ensure the implementation of the "School Information Report".
- Create and implement the school development plan for inclusion.
- Ensure access to appropriate resources.
- Arrange and prepare paperwork for EHCPs, HNF, single service requests and all review meetings.

Teachers

- Deploy resources including support staff effectively.
- Use the assess-plan-do-review system to monitor and develop knowledge of specific pupils.
- Ensure the completion of relevant inclusion paperwork e.g. P2L
- Inform parents of a pupil's inclusion on the SEND register and keep them up to date with progress and support.
- Implement the inclusion policy.
- Set high expectations for every pupil, whatever their prior attainment.
- Use appropriate assessment to set targets, which are deliberately ambitious.
- Identify potential areas of difficulty and plan lessons to address these and remove barriers to achievement.
- Be responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching Assistants/Learning Support Assistants

- Work with pupils as directed by the class teacher, SENDco or SLT.
- Implement actions on the P2L paperwork and support pupils to meet their targets.
- Contribute to the assess-plan-do-review cycle for relevant pupils.
- Liaise with the class teacher and SENDCo providing written/verbal feedback.
- Implement the inclusion policy.