St Thomas More's Catholic Primary School

SEND and Inclusion Policy 2025-2026

Review:	**Annually**
Review date:	**Summer 2026**

School Vision

Our school vision is to ensure that every child succeeds leaving our school having achieved more than they ever expected. We aim to offer them opportunities and experiences that shape who they are now, and what they will become in the future. We foster a sense of stewardship, inspiring children to be the change they want to see in the world, serving God by serving others.

At St Thomas More's, we understand that Every member of staff needs to be a leader of learning, a teacher of SEND and a champion for the vulnerable.

Aims

This Inclusion Policy aims to;

- Explain how our school will support and make provision for children's different needs and requirements and remove any barriers to learning
- Explain the roles and responsibilities of everyone involved in providing for an inclusive environment

Key Principles

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years
- The Special Educational Needs and Disability Regulations
- The Equality Act 2010

Introduction

Successful inclusion should result in every child feeling safe, valued, confident and happy.
Inclusion encompasses all children, but particularly vulnerable groups include:

- Children with Special Educational Needs and Disabilities (SEND)
- Children who are high attainers
- Children for whom English is a second language (EAL)
- Children whose families may be Asylum Seekers, Refugees or part of the travelling community
- Children who are looked after by the local authority
- Children who have been adopted
- Children who are young carer
- Children whose families are in crisis or under great stress
- Children with poor attendance or frequent lateness
- Children with medical conditions
- Children who are at risk of exclusion from school

Roles and responsibilities for Promoting and Supporting Inclusion.

Successful inclusion is the responsibility of the whole school community; staff, children and parents/carers. However, some members of the school community have specific roles and responsibilities;

- It is the responsibility of the **Head teacher** to ensure the values and principles of inclusion are valued within the school and to work with the Senior Leadership Team (SLT) and other staff to ensure the policies and procedures impact positively on the children.
- The **SENDCo (Special Educational Needs & Disabilities Co-ordinator)** leads in co-ordinating support and overseeing provision for children with special educational needs (SEN). The SENDCo liaises with outside agencies and will ensure the school keeps the records of all children with SEN up to date. They will also advise on the graduated approach to providing SEN support and provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching.
- The **Family Support Worker and Designated Safeguarding Lead (FSW and DSL)** facilitates communication between home and school, and liaising between families and outside agencies such as Early Help and Children's Services. Our FSW also supports parents where there is a concern around a pupil's attendance and punctuality.
- Each **Class Teacher** is responsible for the progress and development of every child in their class and working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. They are also responsible for working alongside the SENDCO to review each child's progress and development and decide on any changes to provision.
- **Wellbeing and Support Practitioner (WASP) including Emotional Literacy Support** - Our WASP works with children in a small group or 1:1, offering support around areas such as, but not limited to, emotional understanding, managing feelings, confidence and self-esteem.
- **Learning Support Assistants (LSAs)** support children to access the curriculum by explaining, translating, keeping children focused, asking questions, building self-confidence and providing resources. They also deliver interventions and develop the skills of individual children by following recommendations from professionals e.g. speech and language therapists, physiotherapists.
- The **SEND governor** helps to raise awareness of SEND issues at governing board meetings, monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. They will also work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

Special Educational Needs

The 2015 Code of Practice states that a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

Furthermore, they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

Under the guidance of the Code of Practice (2015) there are four broad areas of need

- Communication and Interaction *(for example, Autism, Speech and Language difficulties)*
- Cognition and Learning *(for example, Dyslexia, Dyspraxia, Global Development Delay)*
- Social, Emotional and Mental health difficulties *(for example Attention Deficit Hyperactivity Disorder (ADHD)and Anxiety.*
- Sensory and/or physical needs *(for example, Visual Impairments, Hearing Impairments and Sensory Processing Difficulties)*.

A child may have difficulties in one of these areas, or in a combination of two or more areas.

Identifying children with SEN

We assess each child's skills and levels of attainment on entry to our school. Class teachers make regular assessments of progress for all children and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social skills

Slow progress and low attainment <u>will not</u> automatically mean a pupil is recorded as having SEN.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class
The SEND Code of Practice 2015 states that high quality teaching 'differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'.
All children will need some sort of support, adaptation or differentiation to meet their needs at some point in their learning journey. This is considered **High Quality Inclusive Teaching.**

At St Thomas More's, High Quality Inclusive Teaching involves adjustments and differentiation as part of day-to-day teaching and learning and includes;

- High expectations, which are made explicit for *all* children.
- Tasks that are appropriately pitched and scaffolded to support success
- Adjustments to class environment and access to arrange of resources, tailored to the needs and requirements of the children, providing support for independent learning.
- Support requirements being carefully monitored & adjusted within and between lessons.
- Pitch and pace being adjusted to the learning needs of the pupils, ensuring effective challenge.
- A range of effective teaching strategies, to engage and support individual needs.
- Modelling, explanation and examples being used to support understanding and make expectations clear.
- High levels of interaction and engagement.
- Encouragement and praise used to engage and motivate.
- Effective feedback to highlight successes and enable progress.
- Giving pupils strategies to confidently and accurately engage in self/peer assessment to identify next steps for learning.

- A range of opportunities for learning (group/ pair/ independent).
- A range of activities to enable multiple pathways to learning (multisensory- kinaesthetic/ practical activities, writing, watching, listening.
- Use of additional resources (practical or visual) to promote access to independent learning.

Consulting and involving children and parents

When deciding whether special educational provision is required, we start with the views and the wishes of the child and their parents alongside the desired outcomes. We use this information to determine the support that is needed and whether we can provide it by adapting our core provision, or whether something different or additional is needed.

In accordance with the 2014 Code of Practice, the school uses a 'graduated approach' to supporting children with SEN. The Graduated Approach is a continuous cycle and ensures that decisions and actions are revisited and revised, leading to a growing understanding of the child's needs and what supports the child to make good progress and secure good outcomes.

At all stages collaborative discussions with parents ensure sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns and wishes
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the child's next steps are.

This begins with a cycle, consisting of four steps as outlined below:



- **Assess** – After a period of at least **six weeks high quality inclusive teaching**, the class teacher and SENDCO will carry out a range of assessments to explore a child's strengths and areas of difficulties.
- **Plan** – Collaborative decisions are made with the parents and the child about the type of provision that will best support a child's progress in their areas of difficulty; when and how often this will happen, and in what context (a small group or individual session with an adult). Baselines are set in order to monitor and evaluate the impact of the intervention.
- **Do** – For a set period of time (often half a term) specific targeted strategies for support and intervention related to the pupil's particular profile of strengths and difficulties are carried out, as agreed.
- **Review**- At the end of the planned intervention, assessments are made, and decisions taken as to the next steps for an individual child. At this stage, if a child is experiencing difficulties in their area of need, a joint decision will be made about whether to add the child to the Special Educational Needs Register to have formal recognition of SEN support.

Once a child has been identified as having SEN, formal reporting on progress and achievement, takes place on at least a termly basis. Parent-teacher meetings allow for discussions and decisions to be made about progress towards achieving expected standards and to agree the form and nature of any ongoing support (with reference to the Local Offer and external agencies as necessary).

When a child is at risk of failing to reach expected standards, all factors are taken into consideration; with external factors such as bereavement, absence and health taken into account alongside data and evidence of any SEN. Where necessary, the SENDCo will gain more specialised assessment, advice and recommendations from external agencies and professionals. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Education, Health and Care Plans

If, following a review of a child's progress, it is concluded that:

a) The child might have a significant educational need, as defined in the Local Authority's Criteria document, and/or
b) We have fully used the resources available, including external advice and applied strategies, for meeting the child's needs,

it will be considered whether an application to the Local Authority for an Education and Health Care Needs Assessment is required.

For this to be considered by the Local Authority, the school need to demonstrate that despite extensive support and provision in place, the child has not made expected progress. The school would be asked to provide evidence or information about:

- The school's interventions through the graduated approach
- The child's health and medical history, where relevant
- Whether the child is working within age related expectations
- Attainment and progress in English and Maths
- Assessments from specialist agencies
- Views of parents or carers and the child
- Involvement of any other professionals
- Any involvement of children's services or educational welfare services.

The Local Authority having looked at the evidence or information provided, may then decide to issue an Educational Health Care Plan (EHCP). An EHCP comes with a legal obligation to provide the services outlined in its outcomes and provision and is reviewed on an annual basis.

Evaluating the effectiveness of SEN provision

The school has a robust system of monitoring provision using our Monitoring and Evaluation (MER) Cycle. In recognition that all staff have a responsibility for SEN, The Senior Leadership Team and Subject Leaders, work collaboratively to provide a package of monitoring, professional development and support to continuously improve the quality of teaching and support to ensure effective provision for all pupils falling below age-related expectations.

The school will:

- Review pupils' individual progress towards their goals each term.
- Track progress and attainment at least termly and review support accordingly.
- Review the impact of any specific targeted interventions.
- Hold annual reviews for pupils with EHC plans.

Working with other agencies

Our school works with and seeks support from a range of outside agencies, including Speech and Language Therapists, School Nursing Team, CAHMS and Hampshire's Teacher Advisory Team. We also have links with Riverside Special School and Robins Oak (Primary Behaviour Support) to draw on their expertise in supporting individual children.

Supporting pupils moving between phases (Transition)

- For children entering at Reception age, meetings between early years practitioners, the parent/ carer and child takes place for all children. This ensures that any concerns from a child's parents and/or Early Years Provider is identified, so that plans can be put in place for any necessary support or adjustment. Families are also offered and encouraged to take up home visits.
- For children who may need additional support to make a successful transition, or where a child already has an identified Special Educational need or Disability, a meeting with parents, the current Early Years Provider, the class teacher, SENDCo and advisory services (such as medical practitioners, pediatricians, speech and language therapists and occupational therapists) takes place, in order to complete a Transition Partnership Agreement (TPA).
- Our Family Support Worker undertakes home visits for all children joining our school outside of those joining in the September of Reception.
- Where children with SEND transition mid-year or into year groups other than Reception, the class teacher and SENDCo will gather information from the previous setting and meet with parent-carers and the child to ensure the family are well supported and all needs accounted for.
- Where a child has an Education and Healthcare Plan (EHCP), the annual reviews offer an opportunity in the years preceding Key Stage 3 transition (typically the end of Year 5) to discuss with parents next steps for provision. Where parents/ carers feel that mainstream provision no longer meets the child's needs, the SENDCo will support parents in liaising with Hampshire SEN services to make a request for transfer to specialist provision.
- When a child leaves our setting to join another setting or provision, we will share information with the school or other setting the pupil is moving to. We prepare children for transition by liaising with staff at the setting; creating social stories, arranging visits and where needed hosting a joint meeting with staff and parents. Careful transition arrangements will be made for children with specific difficulties requiring additional support to manage their move.

English as an Additional Language (EAL)

Children identified as having EAL are children whose main language spoken at home is a language other than English. It also refers to children whose parent's first language is something other than English.

Pupils with EAL will be identified on starting or joining our school. If the class teacher or school feel a child or family would benefit from addition support around communication, advice will be sought through Hampshire's Ethnic Minorities and Traveller Achievement Service (EMTAS).

EMTAS aim to support schools in removing barriers and inequalities in attainment and achievement. They work alongside schools and families, and using specialist knowledge to improve educational outcomes for children and young people from Black, Minority Ethnic (BME) and Traveller heritages, including those learning English as an additional language (EAL).

They offer a range of services including:

- Bilingual support for children and young people at point of transfer into a new school in over 20 different languages.
- Advice and training on meeting needs of children learning English as an additional language.
- Advice and training on closing gaps between the performance of Black, Minority Ethnic, Gypsy, Roma and Traveller children, and others.
- Parental support and family working which includes family learning, translation of texts, letters and transition work for individual children
- Loaning resources in dual languages - books, dictionaries and artefacts.
- Training for teachers, support staff and governors.
- Phoneline service for parents and practitioners in a range of different languages.

Specific support from EMTAS can be accessed through a referral that is made by the school.

Provision for Children with English as an Additional Language

A designated teacher will oversee the provision being made for children with EAL. All children will be encouraged to develop positive attitudes towards pupils with more than one language. They will be encouraged to share their languages in school and to value them by:

- Provision of bilingual books and ICT resources
- Notices and posters in a variety of languages
- Ensuring that parents/carers are given the opportunity to have important letters and written information from school translated or explained.
- Encourage children to write their own dual texts, when appropriate
- Planning learning opportunities in lessons which reflect ethnic minority backgrounds

Culture

Culture is central to a child's identity. We aim to create an environment that reflects the cultures and languages of those within the school and within society. All adults in the school must be aware of the cultures represented in the school and the community and the customs and attitudes within those cultures.

To support and encourage development of culture, we

- Encourage all children to develop a positive sense of their own identity
- Recognise the creative opportunities afforded by a multicultural society
- Acquaint ourselves with the systems parents use in naming children and ensuring correct pronunciation and spelling
- Ensure that all references to places of origin, religion and home language of the children are accurate and well informed with such information being obtained when children join the school.

Complaints

In the first instance, parents should discuss concerns with the child's class teacher. Where the class teacher and/ or parent feel that this has failed to improve the situation, the SENDCo should be consulted. This may result in a referral to specialist outside agencies for assessment and/ or recommendation.

If there are ongoing matters of concern that continue to be an issue, following consultation with the class teacher and SENDCo, the following can be used as next steps to support a resolution.

The parent/ guardian can:

1. Request a meeting with the Headteacher via the school office.

2. If this fails to resolve the situation to your satisfaction, you can request a meeting with the governor responsible for SEND.

3. If at any stage you need independent, impartial support and advice, you can contact- Special Educational Needs and Disability Information, Advice and Support (SENDIASS).

4. Parents of pupils with SEN or disabilities can also contact Hampshire SEN Service to discuss concerns regarding support or discrimination *https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts*

Parents may also wish to refer to the school's complaints policy.

Linked reading

This policy should be read in conjunction with the following policies:

- Accessibility Policy
- Child Protection and Safeguarding Policy