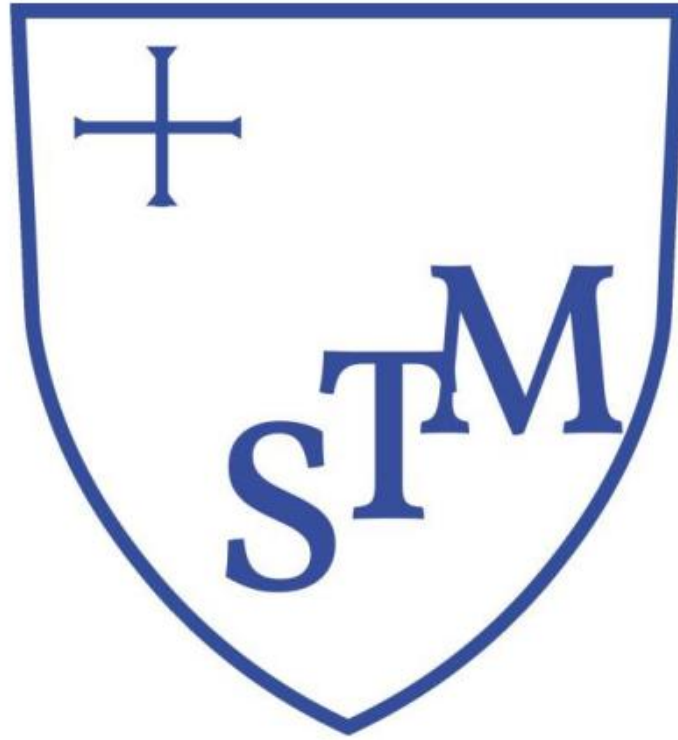


St Martin's C of E Primary School



Inclusion and SEN Policy

Reviewed: December 2025
Next review: December 2026

Rationale:

St. Martin's C of E Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St. Martin's C of E Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger pupils on entry to school for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St. Martin's C of E Primary School, we aim to identify these needs as they arise, as early as possible and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

St. Martin's C of E Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We strive to ensure that additional, specific provision can be implemented to ensure achievement and progress for all.

The development and monitoring of the schools work on Inclusion will be undertaken by SENCo, SLT and Governors.

The SENCo is Miss Katie Hunt, who also takes the lead role in relation to inclusion and reports regularly to the group on this area.

Objectives

1. To ensure the SEN, Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school. (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at school level as well as those receiving additional support from external agencies.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of English, Maths and social and emotional independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional

needs.

10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCo will meet with each class teacher at least three times a year to discuss additional needs concerns and to review teaching and learning profiles.
2. The class teacher will arrange to speak with the parents of pupils with teaching and learning profiles three times a year to discuss achievements and next steps and how parents can help with progress at home.
3. At other times, the SENCo will continue to offer advice and support for children on a graduated approach including making referrals to external services.
4. The SENCo will discuss issues arising from these concerns with the class teacher within one week of receiving the concern.
5. Where necessary, reviews will be held more frequently than three times a year for some children.
6. Targets arising from SEND progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, adaptation, scaffolds and varied teaching styles.
7. The SENCo monitors curriculum planning to ensure differentiation and SEN support through the year.
8. The SENCo alongside SLT monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
9. SEN support for in school is primarily delivered by class teachers through differentiated teaching methods and graduated approach targets and differentiation and adaptation by Learning Support Assistants using a variety of interventions. Additional support for pupils needing external support is provided by the SENCo through additional Learning Support Assistants/Practitioner (LSAs/LSPs) throughout the school. This is funded from the school's annual budget. The support timetable and Provision Map is reviewed termly, by the SENCo, and the Inclusion Support team, in line with current pupil needs, available and appropriate interventions and the budget. Additional support is funded through individual allocations from the LA.
10. Support staff, class teachers, the SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Categories of Need

1. Learning/Cognitive difficulties

- A child demonstrates a general learning difficulty
 - Specific learning difficulty where pupils experience difficulty in one area, e.g. reading, spelling, mathematics.
2. Social/Emotional and Mental Health difficulties
 3. Sensory/Physical difficulties
 - Hearing impairments
 - Visual impairments
 - Neurological impairments
 - Physical impairments
 4. Communication/Interaction difficulties
 - Speech and Language
 - ASD

It is recognised that many children have inter-related needs. Sensory or physical disabilities are only recognised as being SEN if the child, despite specialist equipment, still makes little or no progress and requires specialist or extra support.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the National Curriculum end of year expectations
- Teacher Assessment Frameworks
- Progress measured against the Sandwell Skill Ladder descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class with additional monitoring within the class through **differentiation, adaptation and scaffolds**.
2. Additional support through **school** provision
3. Additional support through **external** provision

Our current criteria for the above are in line with the Sandwell Local Area Inclusion Plan (<https://www.sandwell.gov.uk/downloads/file/1577/sandwell-local-area->

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation, adaptation or a scaffold of the plans for the whole class. This may involve modifying learning objectives, teaching styles, access strategies or the way the learning is recorded.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Children receiving additional support will be discussed in Graduated Approach meetings between staff working in that year group. Staff will update a Graduated Assessment form on the One drive and this will be used to look at where children are currently working at compare to where children should be after a term. Provision is put in place to support children to make adequate progress and this is formally reviewed after 12 weeks.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, additional support at school level may need to be made.

External support would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop English or Maths skills

Additional support is required for social, emotional or mental health needs

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children who receive additional support within school:

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, where needs are specific, some children will have more personalised support and provision.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated or adapted curriculum support.

The group may be taught by the class teacher and also supported by an LSA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo.

Children who are receiving ongoing additional support will have a teaching and learning profile detailing the child's needs and provision in place to support them. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a daily basis using the school's graduated approach forms in collaboration with LSAs and LSPs that work alongside the child. Significant achievements and difficulties will be recorded. The SENCo will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Teaching and learning profiles will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENCo will take the lead in the review process. Children will be invited to make a contribution by discussing their targets with a known adult. All suggestions from children will be recorded in the pupil views section.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to involve Specialist services/Outside Agencies. They

will assess, observe and review. After methods suggested have been adopted and little progress is evident school may feel it is appropriate to refer to Inclusion Support.

Support from external agencies

Provision at this level always includes the involvement of specialist services/Outside Agencies. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

External support would be sought where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age (or below National Curriculum level such as Sandwell Skills Ladders)
- Continues to have difficulty in developing English and Maths skills
- Has social, emotional or mental health needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support from external agencies will have a Teaching and Learning Profile. Monitoring will take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of external support, and in agreement with the parents and carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Educational Health Care Plan (EHCP).

The school is required to submit evidence to the LA Assessment Moderation Panel through Sandwell SEN who then makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LAs current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Educational Health Care Plan (EHCP)

A child who has an EHCP will continue to have arrangements as in addition to the support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the SENCo and SLT will ensure training where this is appropriate. Fortnightly meetings for each key stage with a half termly focus on an area of need will look at strategies to support these needs.

The use made of teachers and facilities from outside the school, including support services

- The SAT-L, Educational Psychologist, CCAT team and SAT-SEMH visit the school regularly and meet with the SENDCo as to the purpose of each visit.
- SLT and the SENDCo liaise frequently with a number of other outside agencies, for example:
 1. Children's Services
 2. Education Welfare Service
 3. School Nurse
 4. Community Pediatrician
 5. Speech and Language Therapists
 6. Inclusion Support (LA)

- Parents/carers are informed if any outside agency is involved. Written consent must always be gained and parents/carers must be informed of their right to withdraw at any time.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the SENCo in the first instance. If this fails to resolve the issue parents are invited to talk to the Headteacher. If this fails to resolve the issue, then parents/carers can escalate the issue to the governing body.

Links with other schools/Transfer arrangements

- Staff will meet with other teaching staff prior to pupils starting their new class. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone/meet to further discuss the child's needs. Children transferring from St Martin's C of E Primary School to new schools will have details of particular needs and additional provision made by the school sent there. The SENCo will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo, and referrals will be made as appropriate.
- Children's Social Care/ Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCo if there is a concern they would like discussed/recorded.
- There are many voluntary organisations supporting SEN. The SENCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate and are able to access the Sandwell and school Local Offer through our school website-

Inclusion Principles

- Staff at St Martin's C of E Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, engaging, rewarding and effectively differentiated and scaffolded whilst the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are

differentiated to include appropriate learning outcomes for all pupils.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- Details of our plans for increasing access to the curriculum are contained in our Access Plan.

Access to Information

- We will adapt printed materials so that children with specific learning difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- St Martin's C of E Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.
- Children with EHCPs who name St Martin's as their preferred choice of school will have their needs and provision assessed by the SENCo to see if school can meet needs to ensure children's progress and well-being are achieved. The SENCo will liaise with the local authority to decide if St Martin's is the most suitable place of education.

Incorporating disability issues into the curriculum

- The PSHE curriculum follows the Kapow scheme as well as Happy Minds, Healthy

Me. In this we will discuss different disabilities.

- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- We are also promoting everyone's own personal development via St Martin's Super 7 days, Inspiring Individuals and CUSP festivals.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle/class discussion Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- St Martin's C of E Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time/discussion time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

- St Martin's C of E Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

- St Martin's C of E Primary School tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our after school activities.

Resources

SEN resources are available in the SENCo cupboard located in Nursery Kitchen and SENCo/DHT office. In addition, all Learning Support Assistants have access to mobile resource units contained within their classroom.

ICT resources to support learning are available on all classroom laptops and laptop trolleys.

The SENCo monitors resources on an ongoing basis, purchasing additional as required from the Inclusion Budget. Resource 'needs' are also discussed with Literacy and Numeracy Subject Leaders.

If further resources are required to support additional needs and these are not currently available in school, staff must discuss this with the SENCo first before making a purchase order requisition.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools and nationally. We also analyse the overall progress that has been made by each pupil. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our next steps and 'needs' for School Improvement and to enhance provision map requirements. At the same time, we set new targets for the year ahead, aiming for:

A reduction in the percentage of children with very low attainment,
An increase in the percentage of children recorded as having special educational needs attaining 'expected' at the end of KS1 and KS2,
A reduction in behaviour incidents and exclusions
An expectation that pupils with SEN will make good progress

- We report progress against these targets to the governing body. This Report also includes the details of SEN provision, along with the information required by the Equality Act 2010.
- Termly, the Inclusion Manager will provide information to the governing body as to the numbers of pupils receiving special educational provision through Inclusion Support and EHCP's. The number of pupils transferring to or from each type of provision will be noted. The SEN Governor(s) will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCo will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

- Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence. Targets are also set for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve age appropriate results at the end of each appropriate Key Stage, and become more ambitious from year to year.
- The policy itself will be reviewed annually by the SENCo, SLT and Governors

Related policies

EAL

Equal Opportunities

Pupils with medical needs

School Access Plan

Disability Equality Scheme