



**St. Mary
Magdalene**
C of E Primary School



Love to learn, learn to love

St Mary Magdalene CE Primary Inclusion Policy

Agreed by Governors	
To be reviewed	

Our School Vision

Learning to love, Loving to Learn	
Learning to love ourselves	Each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts.
Learning to love each other	We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community.
Learning to love the world around us	Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it.
Learning to love God	All are invited to experience the love of God, that is offered to each and every one of us.

Our vision for SEND at St Mary Magdalene Primary School is:

That we will be able to instill high aspirations for now and their future selves by having confidence in their own strengths and abilities. All children with SEND have a sense of belonging within our school community, which supports them to thrive and feel valued throughout their school life.

Introduction

1.1 This policy was reviewed and updated in July 2025 in line with the revised Code of Practice (2015), and reflects the school's Christian values and ethos.

As a school we are passionate that ALL children are provided with a broad and balanced curriculum using the National Curriculum as our starting point.

All teachers make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Some children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs or disabilities either throughout or at any time during their school career.

The Disability Discrimination Act (see separate Policy) identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through high expectations and the removal

of barriers to learning and participation. We want all our children to feel that they are a valued part of our Christian school community, and this is reflected strongly in our whole school vision and in our status as a Church school through appropriate curricular provision.

We respect the fact that children:

- have different educational, medical and emotional needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches
- have had wide and varied experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, emotional resilience, mental health, reading, writing and mathematics;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their emotional and social skills and to take part in learning effectively and safely.

Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- They have a greater difficulty in understanding language or communicating their basic needs;
- They have difficulties linked to their emotional or mental health.

Early intervention is a priority in this setting. Some of our children join us with their needs already assessed and all children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a difficulty in an area of their learning, we use a range of strategies that make full use of all available classroom and school resources. Such strategies may include a highly differentiated curriculum, support from a Learning Support Practitioner, in small groups or within the classroom. Other examples of support may be through:

- Interventions such as: Wellcomm, 5 minutes boxes, Sandwell Writing Intervention, Write from the Start, Sound Discovery, COSST, Lego Therapy, Precision Teaching, Reflexions (and many others.)

- Individual Learning Plans which are specific to the needs of the individual child. These are reviewed termly and shared with families.
- Provision of physical support such as adapted seating options (wobble cushions, standing desks), fidget toys, noise cancelling headphones and access to safe spaces including our small sensory room.
- Adaptations to texts e.g. enlarging text, providing coloured overlays or backgrounds, alternative recording options such as speech to text software.
- The involvement of the Special Educational Needs and Disabilities Coordinator (SENDCO) in leading in further assessments and possible interventions from Inclusion Support.

Identification of needs

Children will be assessed and identified as either SEN Support or EHCP (all children will start off on the SEN register as SEN support). Class teachers identify children using our “Pathway for SEND” document to help identify the area of need, then an internal referral form is completed and sent to the SENDCO.

SEN support- the child is receiving support from inside the school.

- The child's class teacher will offer interventions that are different from or additional to those provided through quality first teaching in the classroom.
- Learning Plans will be written and provision maps will record any interventions provided for the child.
- Progress within an intervention will be discussed with parents at parent consultations and if required, further meetings held during the year.
- Where necessary, children will be referred to external support agencies.

EHCP (Education, Health and Care Plan) –children who have been identified through a graduated assessment from a range of professionals.

- If a child's needs cannot be met through additional SEN Support within the £6000 Notional Budget, a request for an EHCP (Education Health Care Plan) assessment may be made to the Local Authority. A CAM (Community Assessment Meeting) may be held first, where all professionals working with the family come together and decide whether an EHCP is the right course of action. Alternatively, school may feel they have sufficient evidence of need to apply to the Local Authority without holding a CAM and will meet with parents to complete this paperwork.
- There is also an option for parents to apply for an EHCP independent of the school and the Local Authority will then contact school for information in due course. You may wish to contact SENDIAS to explore this option www.sandwellsendiass.co.uk
- Children with an EHCP require an annual review to decide whether the provision needs to be maintained, amended or ceased.

If a Learning Plan review identifies that support is needed from outside services the SENDCO will consult with Inclusion Support and if appropriate, children will be seen in school by external support services. Parental permission is required for this and you will be asked for your views during this process. External support services will provide a thorough report with information which may then be included in the child's new Learning Plan. New strategies, wherever possible, will be implemented within

the child's normal classroom setting. Currently we receive advice from a broad spectrum of professionals including;

- Educational Psychologist
- SAT-L (Specialist Advisory Teacher for Learning)
- SAT-SEMH (Specialist Advisory Teacher for Social, Emotional and Mental Health)
- S.A.L.T (Speech and Language Therapies).
- Occupational Therapist and Physiotherapist
- Specific Learning Difficulty Team
- Complex Communication and Autism Team (CCAT)
- School Nurses Team.
- CAMHS (Child and Adolescent Mental Health Services)

Responsibilities of the SENDCo

In our school, the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

The role of the Governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body has a responsibility to ensure the school secure the necessary provision for any pupil identified as having special educational needs.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Leaders ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. This may be done through a visit form with the SEND link governor or through impact statements presented to the Governing body from the SENDCo.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs and other vulnerable groups.

The head teacher and the SENDCo meet termly to agree on how to use funds directly related to special educational needs. This is done through the SEND SIP. The LA use a formula to work out funding for SEN children within school. This funding can relate to children who have received funding through their EHCP and those who are being supported through the school's Notional Budget.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

At the beginning and end of each intervention, an assessment must be completed. This will enable the SENDCo and teachers to see how successful it has been and monitor the progress of individuals and groups. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices, for example reading and spelling assessments or as part of our termly assessments. This is an on-going process. This data is entered into our school assessment programme and the SENDCo is then responsible for analysing the data and monitoring the success of each intervention.

The SENDCo will then evaluate the provision in relation to value for money.

Access to the Curriculum

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; they differentiate work and adapt teaching as necessary and use assessment to inform the next stage of learning. Teachers ensure that learning can be accessed by SEND children alongside their peers through the use of resources, scaffolds and prompts. There are circumstances where children are working within the Pre-Key Stage Framework and therefore require a bespoke curriculum tailored to them. We endeavor to ensure these children still experience the breadth of the curriculum alongside their peers and will be included in whole class learning wherever appropriate. Some children will have advice from professionals which recommends the use of movement breaks and sensory activities in much smaller groups, in a quieter space. These children will have access to appropriate spaces and activities within school as required.

Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Through our online assessment tool we are able to assess children who are not able to access the national Curriculum. These children are assigned to specific Pre Key Stage assessment grids to show their small steps progress.

Vulnerable Groups

Through pupil progress meetings, vulnerable groups are identified throughout school. The vulnerable groups are;

- FSM/PP
- SEND
- Looked after children
- Children with English as an Additional Language

As research indicates, children with SEN and or a disability are more vulnerable to Safeguarding issues, therefore the Head teacher and SENDCo work closely to monitor this and ensure the correct procedures are in place.

Gifted and Talented

Children who are identified as working at a greater depth within the curriculum are supported to master the curriculum independently and receive interventions which challenge higher attaining pupils.

EAL

Children who have EAL are not considered SEND but will have provision in place to ensure they are able to make progress at the same rate as their peers. If after this provision they are not making progress it may then be appropriate for Learning Plans to be put into place and interventions delivered.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this.

Complaints Procedure

If a parent or carer has a complaint regarding the management and support of SEND children within school, then they will need to follow the school complaints procedure.

To be reviewed at least every 2 years at a minimum.

