

St Martin's CE (Aided) Primary School
East End, Newbury, Berkshire RG20 0AF

Telephone: 01635 597796

E-mail: adminoffice@st-martins.hants.sch.uk

Headteacher: Mrs K Bartlett



Inclusion and SEN Policy

Status: Draft / Final

Date policy produced/reviewed: 15.01.25

Policy produced/reviewed by: Inclusion Manager

Governor responsible for review: Rob Crompton, Foundation Governor

Ratified by the governing body: 29.01.25

Signed:

Position:

Date of next review: Feb 2026

St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make God's world a better place.

Inclusion and SEN Policy

This policy should be read in conjunction with St Martin's CE (Aided) Primary School's 'SEN Information Report' which can be found on the school website.

This policy statement should not be read in isolation, but in conjunction with other school policies including:

- the school vision, school values and learning skills;
- the school's Home/School Agreement;
- the Teaching and Learning Policy;
- the Complaints Policy;
- the Confidentiality Policy;
- the Behaviour Policy;
- the Data Protection Policy;
- the Single Equality Scheme;
- the Supporting Pupils With Medical Conditions in School Policy;
- the First Aid Policy;
- the Physical Intervention Policy;
- the Child Protection Policy;
- the Safeguarding Policy;
- guidelines for exclusions as provided by Hampshire County Council and the Department for Education;
- guidelines for Personal Support Plans (PSPs), Behaviour Plans and Risk Assessment of Challenging Behaviour as provided by Hampshire County Council.

Compliance

This policy was developed in consultation with governors, staff and parents/carers. It complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013);
- SEND Code of Practice 0 – 25 (2015);
- Schools SEN Information Report Regulations (2015);
- Statutory Guidance on Supporting Pupils at School With Medical Conditions (2014);
- The National Curriculum in England: Key Stage 1 and 2 (2014);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards (2012).

St Martin's CE (Aided) Primary School is fully committed to the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010 and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school. We believe that, as far as possible, every child should have access to the full curriculum. We strive for 'High Quality Inclusive Teaching and Learning' and believe that every teacher is a teacher of every child, including those with special educational needs (SEN).

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities. Inclusive practice at St. Martin's CE (Aided) Primary School is based on two core principles:

- Equality – all children should be equally valued regardless of their abilities, circumstances or behaviour;
- Entitlement – everyone is entitled to a broad, balanced and relevant education.

Definition and Identification of SEN

As stated in the SEND Code of Practice, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

Aims

Our aim is to create an environment where all children can thrive, through a focus on:

- knowing every child as an individual, and meeting their individual needs;
- an inclusive school ethos that leads to a happy, safe, caring and secure learning environment;
- providing a broad and balanced curriculum, which meets the needs of every child;
- using a range of inclusive teaching strategies, to enable all children to thrive and access learning;
- ensuring all staff receive the continuing professional development needed to implement and embrace an inclusive learning environment;
- enabling each child to reach his or her full potential;
- enabling each child to be actively involved in all aspects of school life;
- developing self-esteem and celebrating every individual success;
- identifying children who need extra help and support;
- providing the necessary resources to enable all children to thrive and access learning;
- monitoring, assessing and reviewing progress, ensuring timely intervention as and when needed;
- working in close partnership with parents/carers, taking into account their views, to ensure a joint approach to meeting the needs of their children;
- working in close partnership with other agencies, and drawing on specialist expertise and advice where necessary, to meet the needs of individual children;
- ensuring a child-centred approach and, where possible, including the child's views and opinions of their own needs and what helps them to be successful, both in learning and in life.

Objectives

- To identify the processes and procedures that will be used to identify and meet the needs of children with special educational needs;
- To ensure the school works within the guidance provided in the SEND Code of Practice (2015);
- To ensure the school has a holistic approach to the management and provision of support for children with special educational needs;
- To provide all staff with clear guidance regarding meeting the needs of children with special educational needs.

The Inclusion Manager/Special Educational Needs Co-ordinator (SENCo)

Mrs Mel Rennison, who is also Deputy Headteacher, is responsible for the arrangements for SEN provision across the school. She can be contacted via the Admin Office, telephone 01635 597796 or e-mail adminoffice@st-martins.hants.sch.uk.

Categories of Special Educational Needs and Disabilities (SEN)

SEN is divided into four types. The SEND Code of Practice defines these as:

- **Communication and Interaction** – Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** – Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Mental and Emotional Health** – Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties, persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN and do not automatically lead to a child being registered as having SEN. However, we believe all behaviour is a method of communication and we will always seek to understand the needs being communicated.

Slow progress and low attainment do not necessarily mean that a child has SEN and do not automatically lead to a child being recorded as having SEN. However, we will always investigate slow progress and low attainment and put in place any support we feel is necessary.

Identifying and assessing SEN for children or young people for whom English is an additional language requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. We will use EMTAS (Ethnic Minority and Traveller Achievement Service), where necessary, to support us in identifying the needs of children with English as an additional language.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. 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 do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school:

- we **do not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- we **do** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

A Graduated Approach to SEN Support

At St Martin’s CE (Aided) Primary School, we strive for High Quality Inclusive Teaching and Learning, the key characteristics of which are:

- focused teaching with clear objectives and outcomes, differentiated and/or scaffolded where necessary to meet the needs of all children;
- high expectation of child involvement in and engagement with their learning;
- high levels of interaction for all children;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through talk, with regular opportunities for children to talk both individually and in groups;
- an expectation that children will learn to take age-appropriate responsibility for their learning and learn to work independently;
- continuous support, encouragement and praise to engage and motivate children.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from Learning Support Assistants or specialist staff. High Quality Inclusive Teaching and Learning, differentiated where necessary for individual children, is the first step in responding to children who have or may have SEN.

We regularly monitor and review the quality of teaching for all children, through learning walks, work scrutiny, planning scrutiny, pupil conferencing and regular pupil progress meetings, where individual progress and attainment is scrutinised. We provide professional development for all staff, tailored to their individual needs.

When a child joins the school, we gather information from previous settings and parents/carers, in order to get to know the child as a learner. Class teachers make regular assessments of all children. These assessments are used to identify children with gaps in learning, or who are making less than expected progress towards age-related expectations. This can be characterised by progress which:

- 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.

Where gaps in learning are identified, these are initially addressed through focussed teaching in order to try to accelerate progress. Individual or group interventions may be used to help children catch up or keep up with their peers.

Where a child is identified as having SEN, we use a graduated approach of Assess, Plan, Do, Review to address their needs. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Assess

Once a child has been identified as needing SEN support, the class teacher, supported by the SENCo where necessary, draws on their knowledge and understanding of the child, their previous progress and attainment, the views of parents/carers, the child's own views and, if relevant, advice from external support services, in order to develop a clear picture of the whole child and their needs. We will always listen and investigate any concerns raised by a parent/carer and use these, alongside our own assessments and professional knowledge of the child, to inform any decisions we make. As part of this information gathering process, the school uses the Hampshire criteria found at

www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/aboutsen .

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform assessments. Where professionals are not already working with the child, but we feel their expertise could be beneficial, the SENCo will engage them where necessary (with parental agreement).

Plan

Where it is decided that a child needs additional support, we work closely with the parents/carers and keep them informed of all decisions made, including when the child is placed on the SEN register. Following consultation with the parents/carers and the child, the class teacher and/or the SENCo then plan the adjustments, interventions and support to be put in place, as well as the expected impact on progress, attainment or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the needs of the child. Where appropriate, parents/carers are encouraged to reinforce or contribute to progress at home.

All teachers and support staff who work with the child are made aware of their needs, and the short-term outcomes sought, the support to be provided and any teaching strategies or approaches that are being trialled with the child are recorded on the child's Personal Learning Plan (PLP).

Where appropriate, baseline data is taken in order to be able to establish progress made, as a result of the intervention in place.

Do

The support and intervention programmes agreed on, now take place. The class teacher remains responsible for the child, their needs and their progress, on a daily basis. Where the child receives support or an intervention programme away from the class teacher, the class teacher still retains responsibility for the child and their learning and/or behaviour. They are aware of the focus of any work a child completes with a Learning Support Assistant or with specialist staff and support them in ensuring that, where appropriate, it is linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed regularly against the baseline assessment. The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents/carers. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCo, reviews and updates targets, which impacts on the support in place for the child, and are then shared with parents/carers and child.

Where a child has an Education and Health Care Plan, the Local Authority, in liaison with the school, must review that plan at least every twelve months.

Managing the Needs of Children on the SEN Register

All children on the SEN Register have a Personal Learning Plan (PLP), which details important information about the child, including their areas of strength and weakness, their desired outcomes, steps taken to allow children to achieve them and any other professionals who are involved with the child. It is designed to be a working document which is updated dynamically to reflect the current needs of the child. Review meetings will take place at least three times year, where relevant staff are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress, according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating PLPs. The SENCo reviews all records provided by class teachers, to ensure consistency across the school and appropriateness and quality of outcomes. These are then shared with everyone involved with the child, including parents/carers, school staff and, where appropriate, external agencies.

There are three levels of support for children with SEN:

- **Universal level:** funding is provided on a per-learner basis for all those attending the school. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level:** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level:** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the local authority responsible for the child. It is important to note that the level and combinations of provision differs per child and may change over time.

Specialist Support

We may involve other professionals at any point to advise us on early identification of SEN, and effective ongoing support and interventions. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving professionals, including those secured by the school itself or from outside agencies.

The child's parents/carers are involved in any decision to involve specialist support. The involvement of professionals, and what was discussed or agreed, is recorded and shared with parents/carers and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

Where the school has put in place appropriate support and intervention, through the Assess, Plan, Do, Review cycle, and the child still has not consistently made expected progress, the school, in consultation with the parents/carers, may request an Education, Health and Care Needs Assessment. Parents/carers have the right to request this directly with the local authority, should the school deem it as not/not yet necessary.

School will request an Education, Health and Care Needs Assessment when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need may be required. The application will combine information from a variety of sources including parents/carers, teachers, SENCo, social care, health professionals, other relevant specialist professionals and educational psychologists.

Parents/carers will be able to participate fully in the process by submitting detailed information and their own views, which is included in the final assessment documents and then submitted to the Local Authority, usually Hampshire or West Berkshire, dependent on where the family lives. This means that parents/carers should not have to tell the same story many times to different people, and everyone involved with the child has a full picture of the family and their views.

Further information about EHC Plans can be found via the SEN Local Offer for Hampshire:
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Criteria for Exiting the SEN Register

If it is felt that a child is making accelerated progress, which is enabling them to catch up to their peers, and it is felt that this progress is sustainable, they may be removed from the SEN register. If this is the case, the views of the teacher, SENCo, child and parents/carers are taken into account, as well as those of any other professionals involved with the child. If a child is removed from the SEN register, all records will be kept until the child leaves the school (and necessary paperwork passed on to the next setting). The child will continue to be monitored through the school's usual monitoring procedures. If it is felt that the child requires additional assistance again, the procedures set out in this policy will be followed.

Standardised Tests

Class teachers, in partnership with the Headteacher and SENCo, are responsible for ensuring that children are able to access all assessments required. If a child's needs mean that they are unable to access standardised tests, the Headteacher and SENCo will liaise with the class teacher to assess children's eligibility for access arrangements, and this will be discussed with parents/carers.

Supporting Children at School with Medical Conditions

The school has a separate policy for Supporting Children at School with Medical Conditions, which can be found on the school website.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are required to undertake training and development. Staff training needs are discussed at performance management meetings; both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEN. The school's SENCo attends the regular Local Authority SENCo Circle update meetings, in order to maintain awareness of local and national developments in SEN.

Monitoring and Evaluation of the SEN policy

The school's SEN policy and provision is monitored and evaluated through:

- monitoring of classroom practice;
- analysis of data;
- monitoring of procedures and practice by the SEN governor;
- School Self-Evaluation Document;
- Local Authority moderation process and OFSTED inspection arrangements;
- Meetings with parents/carers and staff, both formal and informal, and annual questionnaires.

Roles and Responsibilities

The Governing Body

The governing body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for children with special educational needs and disabilities. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the work of the school. The governing body will appoint a governor responsible for SEN and delegate a number of responsibilities to that governor.

The SEN Governor will monitor provision, to ensure that:

- this policy, and other related policies, are followed;
- the school SEN Information Report (see website) informs parents/carers how the school is making sure it meets the needs of individual children;
- the governors have regard to the requirements of the Code of Practice for Special Educational Needs (2015);
- governors are fully informed about SEN issues, so that they can play a major part in the school self-review;
- governors approve appropriate staffing and funding arrangements and oversee the school's work for SEN.

The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for children with SEN;
- working closely with the SENCo;
- the deployment of all staff within the school;
- monitoring and reporting to governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy;
- helping staff to identify children with special educational needs, through discussion, observation and assessments;
- co-ordinating the provision for children with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with, and advising, other school staff;
- supporting class teachers in drawing up Personal Learning Plans (PLPs), Personal Support Plans (PSPs), setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with SEN and on the effective use of resources in the classroom;
- liaising closely with parents/carers of children with SEN, alongside class teachers, to keep them aware of the strategies, interventions and progress where appropriate;
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers;
- maintaining the school's SEN register and records;
- assisting in the monitoring and evaluation of progress of children with SEN;
- providing support for staff and professional development, where necessary;
- liaising with SENCos in receiving schools, early years settings, and/or other primary schools to help provide a smooth transition from one school to the other;
- keeping up to date with changes in policy and procedures, disseminating this to all staff where necessary.

Class teachers are responsible for:

- providing High Quality Inclusive Teaching and Learning for all children;
- assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the child (in liaison with the SENCo, parents/carers and child);
- drawing up Personal Learning Plans (PLPs), Personal Support Plans (PSPs) and setting targets appropriate to the needs of the child;
- regularly reviewing the impact of these adjustments, interventions and support;
- retaining responsibility for the child and their learning and/or behaviour;
- being aware of the school's SEN policy and procedures for identification, monitoring and supporting children with SEN;
- taking advice and guidance from the SENCo, where necessary;
- liaising with parents/carers of children with SEN.

Learning Support Assistants should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for children with SEN;
- work as part of a team with the SENCo and the teachers, supporting children's individual needs and ensuring inclusion of children with SEN within the class;
- use the school's procedure for giving feedback to teachers about children's progress.

Storing and managing information

Written documents relating to children on the SEN register will be stored in the filing cabinets in the SENCo's office, which are kept locked. SEN records will be passed on to a child's next setting when he/she leaves St. Martin's CE (Aided) Primary School. The school has a Confidentiality Policy which applies to all written and electronic child records.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled children and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. The school's Single Equality Scheme can be found on the school website.

Complaints

The school has a complaints procedure which applies to complaints about SEN provision. This can be found on the school website.