



# Baslow St-Anne's Church of England Primary Inclusion & SEND Policy



*Growing healthy minds and hearts together*



*"Life in all its fullness"*

| Version/<br>Issue | Date          | Author  |  | Reason for Change   |
|-------------------|---------------|---------|--|---------------------|
| 1                 | December 2014 | M Clark |  |                     |
| 2                 | December 2017 | M Clark |  |                     |
| 3                 | November 2018 | M Clark |  |                     |
| 4                 | October 2019  | M Clark |  | Updated KR Governor |
| 5                 | October 2020  | M Clark |  | No changes          |

|    |                |                     |                |                                                                  |
|----|----------------|---------------------|----------------|------------------------------------------------------------------|
| 6  | September 2021 | M Clark             | Minute Number  | Updated SEND Code of Conduct Jan. 2015 reference to website link |
| 7  | September 2022 | M Clark             |                | No changes                                                       |
| 8  | November 2023  | M Clark             |                | Updates                                                          |
| 9  | June 2024      | M Clark/M Racey KRG | 08/FGB/07/24   | SENCo + KRG updates                                              |
| 10 | July 2026      | M Clark/S Hayes     | 12.10/FGB/0726 | Changes and updates<br>In line with the White Paper              |

## Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

At Baslow St. Anne's we are passionate about ensuring that the needs of all children are met in a fully inclusive way, which encourages a love for learning with the support needed to succeed and prepare for the next steps in education and ultimately life. We take account of the needs of each valued individual, ensuring they feel secure and have a sense of belonging. We actively seek to promote inclusion and reduce barriers to learning and participation to ensure all learners can strive for and attain their highest levels of achievement and enjoyment of school. We fully respect that children may have individual educational, emotional and physical needs that require different strategies to enable them to learn effectively.

### Legal Framework:

Disability and Discrimination Act 1995  
The Children and Families Act 2014

Special Educational Needs and Disability Code of Practice: 0-25 DfE 2015 (updated April 2020)

Equality Act 2010  
 KCSIE 2025 (updated annually)  
 Further linked documents:  
 Accessibility Action Plan  
 Positive Behaviour Support Policy  
 Behaviour Policy

The SEND Code of Practice describes the principles that we adhere to at Baslow St. Anne's when working with children and young people who have SEN / disabilities. Our aims and objectives are based around these principles.

### **Aims and Objectives**

We have high aspirations for all of our learners at Baslow St. Anne's, with regard to, developing independent skills and community participation, individualised aspirations developed through our curriculum and extracurricular provisions. The following principles underpin this policy:

- The identification and recognition of children's and young people's needs.
- The involvement of children, parents/carers, and young people in decision-making and support
- Collaboration between education, health, and social care services to provide support.
- High-quality provision to meet the needs of children and young people with SEND.
- Successful preparation for transition points, including transition to secondary school, preparation for adulthood and development of independent skills.

Please refer to our Inclusion Overview for needs that are supported in school.

We ensure that all applications to this school are treated fairly and in line with our Admissions Policy and SEND Code of Practice guidelines.

### **Parent/Carers' Input**

We encourage parents to contact school if they have concerns about any aspect of their child's development or progress.

- Parents are encouraged to express their views and work with teachers to remove barriers to learning and maximize learning and progress.
- A 'Person Centred' approach is embraced ensuring that the child and the parents are at the centre of any review or decision-making process and all support plans are co-produced
- Work closely with the school to develop a partnership that will support their child's learning in preparation for adulthood.
- Be aware of their child's targets and progress made towards them.

- Attend and take part in reviews and feedback on progress and achievement

### **Responsibility for the Co-ordination & leadership of Inclusion and SEND**

The Special Educational Needs Coordinator (SENCO), with the support of the Headteacher is responsible for the coordination of SEND and Inclusion.

The SENCo:

- Takes a leading role in the school's strategic development of SEND policy and provision
- Ensures that the school meets its responsibilities under the Equality Act (2010) concerning reasonable adjustments and access arrangements.
- Supports the Headteacher in the day-to-day responsibility for the operation of SEND policy and coordinates the specific provision made to support individual children with SEN, including those with EHCPs.
- Advises on a graduated approach to providing SEND support.
- Supports headteacher with preparing, publishing, and updating SEND Policy and other relevant documents
- Supports the headteacher with liaison with the parents of learners with SEND.
- Supports the headteacher with liaison with the potential future education providers to ensure that the young person and their parents are informed about options and a smooth transition is planned.
- Provides professional guidance to colleagues and works closely with staff members, parents, carers, and other agencies.
- Works with other professionals, providing a support role to the family.
- Ensures that the school keeps the records of all learners with SEND up to date.
- Supports the class teacher in implementing targets for support plans  
Keep an up-to-date vulnerable pupils and SEND register and monitoring list

Class teachers must:

- Ensure high-quality first teaching and learning for all
- Plan and review support for their learners with SEND, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the learners themselves.
- Set high expectations for every learner and aim for them to achieve their full potential, whatever their prior attainment.

- Use appropriate assessment to set individualised targets
- Ensure that planning has clear adaptations for children with SEND
- Ensure up-to-date knowledge of vulnerable pupils and SEND on the register and monitoring list
- With guidance from our SENCo, ensuring all children on the SEND register have a One-Page Profile and Individual Support Plan (ISP)
- With guidance from the SENCo to manage classroom resources to support children with SEND

### Facilities for vulnerable pupils, those with SEN/D

The ethos of the school ensures that all pupils are nurtured by all staff and the Headteacher (Designated Safeguarding Lead). The SENCo and staff monitor closely any children who are perceived as vulnerable. Children are aware of adults and other pupils who can offer them support in school.

- The school has disabled access to areas of the school and a toilet for the disabled. Classrooms and shared areas are continually reviewed and reorganized to reduce any barriers to learning.
- To meet needs or work on specific targeted support, children with SEND may use areas outside the classroom.

### **Access to the Curriculum**

All pupils are entitled to a broad, balanced curriculum which is differentiated to enable children to:

- foster a love of learning with barriers removed
- understand the relevance and purpose of the learning activities
- experience levels of understanding and rates of progress that bring feeling of success and achievement
- to enjoy their experience of school with life in all its fullness

### **Allocation of Resources**

The school has a range of resources with which to support pupils with special needs:

- suitably qualified teaching and learning assistants (TLAs) and Special Educational Needs Teaching Assistants (SENTAs) may be deployed to support groups or individuals effectively and appropriately,
- Resources available in classrooms to support children with SEND
- Assessment tools are available in school to support evolving need
- Access to external services to support staff CPD, knowledge and skills i.e.: Early Help and ISAS

## **Identification and Reviews**

We believe early identification is vital and therefore we regularly monitor all aspects of pupil progress in line with school's monitoring and assessment procedures. This allows any potential barriers to be identified and provision put in place. Following assessment, some children may be placed on the Monitoring List or school SEN register. All children on the SEN Register will have an **Individual Support Plan (ISP)** put in place, co-produced with pupil and parent.

Education, Health and Care Plan (EHCP) will be reviewed annually with relevant agencies and parents invited to attend.

## **Graduated Approach**

The school will employ a graduated approach to meeting the learner's needs, including:

- Establishing a clear picture of the learner's needs.
- Planning with the learner and the learner's parents the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implement the interventions with the support of the SENCO.
- Review the effectiveness of any interventions for identified or potential SEND and make any necessary revisions half-termly/termly or in line with any specific intervention date.

## **The Role of the Headteacher**

The Headteacher, Marie Clark, is also the SENCo.

- To ensure all children foster a love for learning and barriers are reduced
- To monitor and review the operation of the Inclusion & SEND (Special Educational Needs & Disability) policy
- To ensure procedures are followed in line with the revised code of practice for SEND 2015
- To ensure the effective administration of all SEN provision throughout the school
- To rigorously track and record the progress of pupils with SEN
- To work with staff to remove potential barriers to learning

- To collate a Provision Map outlining support, interventions and specialised programmes put into place to reduce barriers and enhance learning and enjoyment for children with SEND
- To write and implement the Inclusion & SEND policy and keep abreast of new initiatives and information that are put forward.

### **The Role of the Governing Body**

- The governors' role is strategic
- Monitor resourcing and impact
- For governors to ask how our children actually feel in all aspects of school life
- Key Role Governor to keep up to date with SEND reform and guidance
- To ensure that the SEND procedures follow the ~~new~~ revised 'Special educational needs and disability code of practice 0 to 25 years' January 2015 - link on school website under Key Information - SEND
- To monitor SEND provision throughout the school through reports from the SENCo and Headteacher and Key Role Governor for SEND at curriculum subcommittees and FGB

### **Transitions**

- Early contact made with the transition school/phase and meetings arranged
- Relevant school staff eg: secondary staff are invited into school to discuss individual pupils
- All support plans and targets are shared to ensure consistency of support
- Additional visits for pupils and /or parents arranged to build confidence
- To support the child and parent ahead of transition and thorough handovers carried out with the support of external agencies when needed

### **Training/CPD**

- All staff are encouraged to attend professional training to develop their knowledge and skills; opportunities are highlighted by the Headteacher/ SENCO for both staff and teaching & learning assistants.
- Staff meetings are allocated for specific training needs and may be organized by the SENCO/Headteacher or an outside agency.
- Staff are encouraged and given opportunities to discuss and learn from each other in order to continually improve practice
- Good practice is shared as a cluster

### **External Agencies**

The school recognizes that working in partnership for targeted support;

- The school seeks advice from support services such as Inclusion Support Advisory Service (ISAS) where appropriate to ensure all possible steps have been taken to reduce barriers and achieve inclusion.
- The school works collaboratively with services that are appropriate to meet particular need

### **Monitoring and Evaluation**

- The Headteacher/SENCo monitors the pupils identified as having SEND and evaluates their progress
- The Headteacher/SENCo monitors the provision for SEND in school and evaluates its effectiveness
- The Headteacher/SENCo supports and monitors ISPs and will review them with the class teacher, support staff and outside agencies.
- The Headteacher/SENCo/Key Role Governor will keep up to date with developments in SEND guidance and advise staff, governors and parents as necessary.
- The Headteacher/SENCo will coordinate EHCP annual reviews
- The Governors will monitor the SENCo/Headteacher through Key Role Governor dialogue and partnership, in line with school policies for monitoring and evaluation.
- The Governors will monitor the Headteacher and the performance of all pupils through the Headteacher's performance management and Headteacher's reports to Governors and monitoring visits to school.

### **Complaints Procedure:**

Refer to Complaints Policy and advice from County will be taken when appropriate.

SENCO: Marie Clark + trainee SENCO

Key Role Governor: Hannah McDiarmid

Policy written by: Marie Clark - reviewed with Sarah Hayes

December 2014

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