# INCLUSION POLICY

## Reviewed Oct 26

The staff and governors of St Thomas's Church of England Primary School are committed to providing all our children with the opportunity and support to develop their full potential through a rich, broad and balanced education, and through experiencing the love and security of belonging to a caring Christian community. We aim to enable all pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure, and happy whilst experiencing success in a stimulating, caring and Christian learning environment where we achieve, believe and care.

**Name and contact details of SENDCO:**

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This policy complies with the statutory requirements of the SEND Code of Practice 2014 0–25 September 14 3.65 and has been written with reference to the following guidance and documents:

• SEND Code of Practice 0-25 2014

• Equality Act 2010: advice for schools DfE Feb 2013

• The Special Educational Needs and Disability regulations 2014

• Children and Families Act 2014.

The policy was written in consultation with the Headteacher Coordinator, Miss L Crompton; the senior leadership team; the school Governor with responsibility for SEN, Mrs C Whiting (Chair of Governors).

All members of staff in school at St. Thomas's have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Every teacher is a teacher of every child, including those children with Special Educational Needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

## AIMS

The aims of our inclusion policy and practice at St Thomas's are:

- To provide curriculum access for all
- To secure outstanding levels of progress for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To involve parents at an early stage with their child's education
- To work with the special educational professionals in partnership with parents and children to take into account the views of individuals and the views of the child in respect of a child's particular needs
- To map provision carefully for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## OBJECTIVES

- To admit all pupils to the school on the basis of the school's published admissions procedures and welcome all pupils, including those with SEN.
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014 • To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO)
- To provide support and advice for all staff working with special educational needs pupils.

## SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### Definition of SEND

A child or young person has SEND 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, or
- 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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for

other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
Disability is defined as "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". 'Longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four
broad areas of Special Educational Needs;

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, emotion and mental health difficulties**
4. **Sensory and/or physical needs**

**The SEND Code of Practice 2014 suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.**

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents • the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At St Thomas's CE Primary School we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a

special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher.

We recognise that there are factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of active Serviceman/woman
- Being a member of a Travelling community

## SECTION 3 A GRADUATED APPROACH TO SEN SUPPORT

All children and young people at St Thomas CE Primary School have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff;

**Inclusive Quality First Teaching** focuses on making learning purposeful and enjoyable. It is learner-centred and personalisation is paramount. High achievement for all through explicit high expectations and high aspirations

- The learning needs of all children and young people are considered, ensuring support and challenge for learners.

- Lesson planning, involving everyone working with the children and young people, takes account of prior learning based on assessment. This enables learning objectives to be specific, focused and differentiated appropriately with clear success criteria.

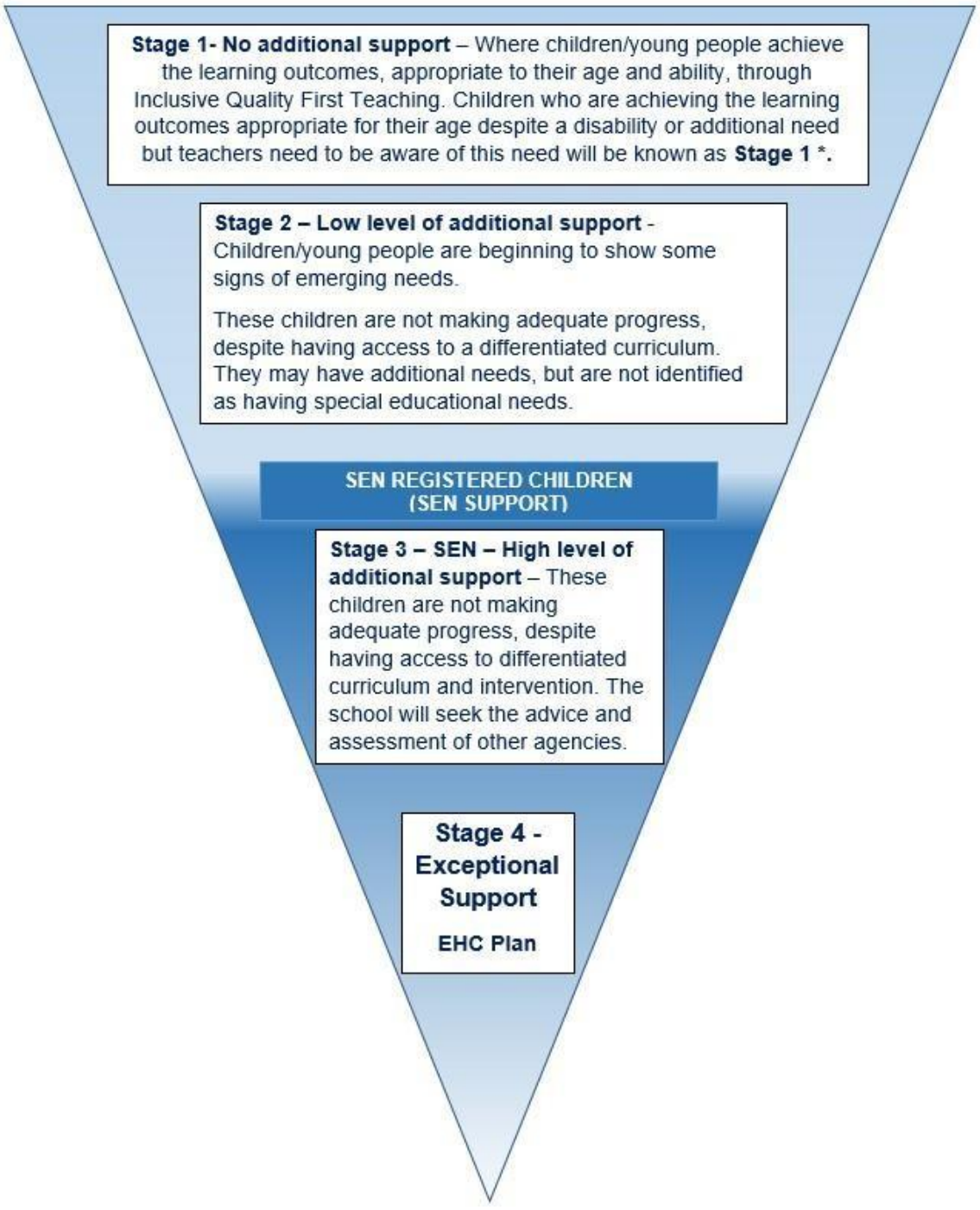
A purposeful, organised and well-resourced classroom environment which encourages independence

- A planned range of teaching skills, strategies and approaches are deployed to engage all learners.
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner.
- Adults model good practice by working together.
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Special Educational Needs provision and resources are provided using an "Assess, Plan, Do, Review" approach.

Motivated learners are fully engaged in learning, having opportunities to work both independently and collaboratively

- Focused praise and effective feedback (i e: positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which needs to be timely and specific)
- Everyone involved in teaching is deployed appropriately and knows how to support learning

## The Graduated Approach




- Stage 1: No additional support
- Stage 2: Low level of additional support
- Stage 3: High level of additional support
- Stage 4: Exceptional Support

To enable children and young people to achieve their learning outcomes, St Thomas's CE primary School uses a graduated approach to support.

- **Stage 1 - No additional support** – Where children/young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

- St Thomas's CE Primary School recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of this need in order to provide the appropriate support. These children are known as **Stage One *.**

- Stage 2 - **Low level of additional support** - Children/young people are beginning to show some signs of emerging needs.

These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs, but are not identified as having special educational needs.

These children will have access to time –limited, teacher planned interventions or resources such as, extra guided reading sessions, 1:1 reading, Project Code X, Talking Maths, RM Maths,Social interventions E>G Time to Talk, COOL.

Timely intervention would ensure that they move back to the 'No Support' category in the majority of cases

For some children there may be a period of time when the support gradually intensifies, until 'Lots of Support' is considered.

- Stage 3 - **High level of additional support** –

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

The school will seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. It could include sessions of 1:1 support. An IEP or Challenge Plan will be drawn up and the child will be described as SEN Support.

They may be children/young people for whom there is the possibility of an EHC Referral.

- **Stage 4 - Exceptional Support** - Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future.
- If a pupil is not making good progress despite receiving good quality first teaching and carefully differentiated activities, the class teacher and the SENDCO will consider all the information gathered from within the school about the pupil's progress, alongside national data, FFT and expectations of progress. From this information, teachers will complete an initial concern form;

- Parents and families are invited in to school to have a discussion with both the class teacher and the SENCO to decide next steps for their child

- Children wherever possible are involved in the decision making process when deciding what provision will be provided for them;

- If a pupil displays a higher level of need, (usually where a specific need has been identified or a child has reached the 'Lots of support' stage) specialist provision from

external agencies and professionals may be called upon to carry out more specialised assessments to help to further identify the provision required.

This may include:

**Targeted Education Support Service (TESS)**

TESS provides targeted educational support where learning and/or behaviour are a concern and may have an effect on achievement.

**Educational Psychology Service (EPS)**

This service provides advice and support for children and young people to help them with progress in education, positive mental health, personal and social development.

**Specialist Sensory Education Team (SSET)**

SSET supports learners who have sight and hearing difficulties

**Ethnic Minority Achievement Service (EMAS)**

EMAS provides support for learners whose first language is not English

**Schools Outreach Service**

The Schools' Outreach Service is provided by special schools working in partnership with the Special Educational Needs and Disability Service

(SENDS) and the Educational Psychology Service (EPS) to promote change and strengthen the inclusion of children and young people with SEND in mainstream settings.

### Children and Young People's Occupational Therapy Service

This service aims to provide a high quality Occupational Therapy service as part of a multidisciplinary team to meet the needs of children and young people.
**Children's Physiotherapy Service**This service aims to provide a high quality physiotherapy service as part of a multidisciplinary team to meet the needs of children and young people aged 0-16 or 0-19 if attending a special school.

### Children and Young People's School Nursing Service

School Nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people.

### Children and Young People Speech and Language Therapy Service

The service aim is to provide a high quality speech and language therapy service to children and young people with speech, language and communication difficulties and/or eating and drinking difficulties in the Ashton, Leigh and Wigan area.

### SEND Information and Advice and Support Service (SENDIASS)

The benefits of the active participation of parents and young people in decisions about special educational provision are crucial to the systems and processes as they exist in Wigan. SENDIASS, which was formerly known as Wigan Parent Partnership and Participation Service, will provide access to impartial and relevant information and support to promote effective partnership working.

• After assessments have taken place and parents, families and children have been involved in discussion, all stakeholders will make a decision about the next steps for the child. This could mean placement on the SEN register and an individual education plan being drawn up.

## SECTION 4 MANAGING THE NEEDS OF PUPILS ON THE SEN REGISTER

At St Thomas's we ensure that pupils who are on the SEN register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school tracking system & B Squared for below NC. Level
- Termly progress meetings with Senior Management Team
- Termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the RAP plans or recommendations.

- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services.
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs
- Any agency referral documentation is completed by the SENDCO. This could include referrals to speech and language, TESS, EPS, Outreach services, counselling, OT.
- Annual review of EHC plans as prescribed in the SEND Code of Practice 2014. All stakeholders are invited to be involved in the Annual review.

## SECTION 5 CRITERIA FOR EXITING THE SEN REGISTER

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEN register.

## SECTION 6 SUPPORTING CHILDREN AND FAMILIES

St Thomas's CE Primary School will support pupils and their families by:

- Ensuring that parents and pupils have easy access to the LA local offer through the schools own webpage.
- Providing a SEN Information Report on the schools webpage.
- Ensuring that families are provided with links with other agencies to support both the family and the pupil when appropriate.
- A newsletter for parents of children with disabilities (CDN: Children's Disability

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Newsletter) is produced by the LA three times a year and available to parents.
• Parents are sign posted to services that will meet the needs of their own child.

- Ensuring that families are able to access information about admission arrangements  Ensuring that families are informed about access arrangements for tests when necessary.

- Planning effective transition between phases and key stages.

- Ensuring parents are able to access the policy for managing medical conditions of pupils

## SECTION 7 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Any children with medical conditions at St Thomas's are supported and have fullaccess to all aspects of education, including school trips, physical education and any afterschool activities. Any children who have a disability in conjunction with amedical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition at St Thomas's also has a special educational need (SEN) and a EHC plan or Statement of Special Educational Needs,we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- Procedures are in place for medical emergencies.

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- All staff have briefings about children's needs. Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi – pen, epilepsy, diabetes and visual support training

## SECTION 8 MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the senior leaders;
- Learning walks by the SENDCOs
- The assessment of progress made by intervention groups;
- Tracking pupil progress using assessment data.
  Parent and pupil views through annual reviews of EHCPs and Statutory Assessments
- RAP Plans and recommendations from outside agencies.
- Bi annual meetings between Educational psychologist, TESS team, Headteacher and SENCOs.
- Termly SEN report to Governors.

## SECTION 9 TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at St Thomas's are encouraged to undertake training and development.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, executive skills.

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    - Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the HOPE Outreach Service or the sensory support team
    - The SENCOs keep fully up to date about SEN issues through attendance at LA training and cluster meetings.

## SECTION 10 ROLES AND RESPONSIBILITIES

### SEND Governor: Carol Whiting

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENDCOs, analysis of data and learning walks.

### Head teacher: Miss L Crompton

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SENDCO: Claire Fairclough**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:

1. involved in supporting their child's learning;
2. kept informed about the support their child is getting;
3. involved in reviewing how they are doing;

- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc…
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

**Class/subject teacher** Responsible for:

- Checking on the progress of all child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least twice per year and planning for the next term.
- Ensuring that all staff working with children in school are helped to deliver the planned work/programme , so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

## SEN Teaching assistants

Keep records up to date;
Feed back to the teacher so that this can be fed into planning and target setting;
Display targets for pupil and class teacher to ensure that everyone is working together; Contribute to pupil progress and annual review meetings.

## SECTION 11 STORING AND MANAGING INFORMATION

All documents are stored in a locked cabinet near the School Office.

All electronic documents are password protected;

All documents no longer required are shredded prior to disposal;

## SECTION 12 REVIEWING THE POLICY

This Policy will be updated annually and presented to Governors.
The SEN Governor will receive termly reports from the SENDCO **This Policy was last updated in October 2026**
**This Policy will be reviewed annually.**

## SECTION 13 ACCESSIBILITY

Accessibility of the school environment

- All buildings are accessible to children with physical disability via ramps. Where there are parts of the building that are not accessible, detailed plans are put in place to ensure all children have full access to the curriculum.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND. Eg additional support may be considered.
- Visual improvements continue to be made following assessment and consultation with the sensory support team as appropriate to meet the needs of individual children.
- All furniture is of the correct size for the children.
- There are two accessible parking spaces
- All areas of the school have also been risk assessed.
- School policies are available to view via the school website as well as hard copies on request;
- Curriculum information is available on the school website.
- Specialised equipment is purchased and provided for those children who have been identified as needing specific provision including chairs
- Resources to alleviate visual stress including overlays, reading rulers.
- Pencil grips or writing slopes to alleviate pain for those children with hypermobility or dyspraxia.

## SECTION 14

Glossary of terms
ASD autistic spectrum disorder
EHC education health care plan
IEP individual education plan
LA local authority

SENDCO special educational needs and disability co-ordinator
SEND special educational needs and disability
TESS targeted educational support service