

Penistone St John's Primary School

SEN/Inclusion Policy

PSJP55



Approved by:	Governors	Date:	Summer 2026
Last reviewed on:	Summer 2026		
Next review due by:	Summer 2027		

SEN/ Inclusion Policy

“We are a Church of England School and God is at the centre of our school life and his presence is found in all that we do.”

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in our school.

To see it in practice- see the SEND information Report

<http://www.penistonestjohns.co.uk/page/s.e.n.d/40812>

St John the Baptist primary School aims to be an inclusive school. Inclusion is the process of increasing the participation of children and young people into their communities. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We aim to ensure that the individual needs of children are quickly identified and met in order that all children can access appropriate educational provision. The culture, practice, management and deployment of resources in our school should be designed to ensure all children’s needs are met.

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010
- Special Educational Needs Code of Practice 2015

THE PURPOSE OF OUR SEND POLICY

This policy reflects the values and philosophy of St John the Baptist primary School in relation to SEND. It gives a framework to which all staff, teaching and non-teaching, and Governor’s work. It should be considered in conjunction with:

- Teaching and Learning Policy
- Gifted & Talented Policy
- Behaviour Policy
- Pupil Premium Policy

Vision for Inclusion

Rooted in the Church of England Vision for Education — *“Deeply Christian, serving the common good”* — our school is committed to nurturing every child so that they may flourish academically, socially, emotionally, and spiritually and have a strong sense that they belong to our school family.

We believe that every child is uniquely created, valued, and loved. Guided by our school values of **Love, Honesty, Faithfulness, Forgiveness, and Kindness**, we strive to create an inclusive community where all children feel safe, respected, and empowered to achieve their full potential.

We celebrate diversity and recognise the strengths and needs of every individual. Through high-quality teaching, supportive relationships, and strong partnerships, we ensure that every pupil is given equal opportunities to participate, belong, and succeed.

Our inclusive approach encourages compassion, resilience, dignity, and mutual respect, enabling children to grow in confidence and character as responsible citizens who care for others and contribute positively to the world around them.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training
- (Code of Practice 6.1)

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

Our vision for supporting children with SEND focuses on:

- Being child/young person centred
- Being inclusive
- Every teacher is responsible and accountable for all children in their class wherever or with whoever the child/young person is working.

SEN definition

“Special educational needs (SEN)

xiii. 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.

xiv. 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 or mainstream post-16 institutions***

1. ***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. For a child under two years of age, special educational provision means educational provision of any kind.***

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(SEND Code of Practice 2015: pg. 15)

School

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction— eg speech and language difficulties, autistic spectrum disorder

Cognition and learning— eg dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health— eg children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

Sensory and/or physical impairment— eg visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability 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 (Code of Practice Xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting child's at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

Barnsley's Local Offer

<https://www.barnsley.gov.uk/localoffer>

Our school documents & policies linked to this policy

- Supporting children with medical conditions policy
- Accessibility policy & plan
- Behaviour policy
- Safeguarding policy
- Admissions policy

- EAL policy
- GDPR policy
- Anti-bullying policy
- Mental health & wellbeing policy

Roles & Responsibilities

At our school, we believe in working collaboratively with family members, outside agencies and the child to ensure that we have a child centred approach in all that we do.

Class teacher/ teaching assistant

Each class teacher is responsible for:

- The progress and development of every child/young person in their class through high quality teaching/ quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person-centred principles

SENCO

The SENDCo at our school and is responsible for:

- The overall responsibility for the provision and progress of learners with SEN and/or disability.
- Working with the SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that the child/ young people with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet the child's/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure the child/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all children/young people up to date.

SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the SENCO / Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (*Code of Practice 6.45-6.56*).

Early Help Assessment (EHA)

Early help is the support we give to children, young people and their families where they have additional needs that aren't being met by universal services (services that are available to everyone, like health and education).

When a family has additional needs, we should make sure they have access to the support they need at the earliest possible stage. This prevents their needs becoming so great that they require a higher level of more specialist support further down the line.

Early help is about agencies working together to prevent escalation of need by intervening at the right time, with the right level of service.

It aims to prevent or reduce the need for specialist interventions such as child protection and intensive physical and mental health services.

Transition

When a child starts our school in Reception, we work closely with the nursery setting to ensure a smooth transition, we attend any review meetings and organise extra visits if appropriate. We liaise with any external agencies at this time.

As a school we liaise closely with local secondary schools to ensure that any transition is as smooth as possible for both the child and the family. Representatives from the secondary school are invited to attend the summer review meeting and actions to support a positive transition are put in place, and may include additional visits or activities. All paperwork is passed up in a secure manner in line with the school GDPR Policy.

When a child transitions at other points in their school life, we will work to the best of our ability to support an effective and positive transition and liaise with professionals at the new school.

If a child with SEND transitions into school post EYFS, the SENCO will liaise with the previous provision to get as much information as possible and develop an action plan with the family and class teacher as soon as reasonably able, through a review meeting.

School trips/residentials.

For children who have an identified Social, emotional and mental health need or a behavioural need, an individual risk assessment will be completed prior to attending a school trip or residential and parents informed of the policy and procedure agreed. If it is deemed unsafe for an individual to attend the child a plan will be agreed where the individual will be provided with alternative arrangements within school.

Outside Agencies

Our school buys into the LA BESST team (Advisory Service) and educational psychology service through an SLA.

School also works with the Speech and Language Service, community paediatric team, physiotherapy and occupational therapy service and CAMHS service provided by the Health Service.

Complaints

The school complaints procedure can be found via the school website or the school office.

Date policy was developed and agreed by staff and governors – May 2026.

This policy will reviewed annually in line with SEND Information Report.

