Sudley
Primary School

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Inclusion Policy
2026-27

Motto

Aim High and Smile for a Brighter Future

School Vision
At Sudley Primary School we aim to create a safe, happy environment in which all children are encouraged to be independent, reach their goals and feel valued and special.

We believe all children are entitled to an education that is appropriate to their needs and that supports them to fulfil their potential, achieve their best and become confident individuals living fulfilling lives.

Everyone at Sudley Primary School is dedicated to:
• Developing the highest standards of teaching and learning
• Enabling every pupil to achieve his or her true potential
• Enabling every pupil to become a responsible member of society.

Equal Opportunities
Sudley Primary School is an inclusive school providing equal opportunities for its pupils regardless of background, ethnicity, disability, ability, gender or religion.

Definition of Special Educational Needs and Disability (SEND)
The definition of SEND as stated in the SEND Code of Practice states:
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. This special provision is '**additional to'** or '**different from**' that which is available to all children.

A child of compulsory school age or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of children the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
(SEND Code of Practice 2015 paragraph xiv)

Children finding access to the curriculum difficult solely because of a difference of language between home and school are not considered as having learning difficulties. However, these children are closely monitored.

Disability
The SEND Code of Practice: 0 to 25 (2015, p16, section xviii) states:
Children who have a disability under the Equality Act of 2010 have a physical or mental impairment which has a long-term and adverse effect on their ability to carry out normal day-to-day activities, including sensory impairments such as those affecting sight or hearing and long-term health conditions. A child with such a

condition may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, they will also be covered by the SEN definition.

The Aims of our Inclusion Policy

• To identify pupils with special educational needs and disabilities and ensure that their needs are met.
• To ensure that parents are informed of their child's special needs and the provision being made.
• To ensure that learners express their views and are fully involved.
• To involve outside agencies, when appropriate, to provide the best provision for all our children with SEND.

Parents are encouraged to discuss any issues and concerns with the class teacher, Head of Year (HOY), SENCO or Inclusion Manager.
We believe that all pupils should receive class based, adapted quality-first teaching according to their needs.

Promoting and Supporting Inclusion

It is the responsibility of the Head Teacher, Senior Leaders and the Governing Body to ensure that Sudley Primary School is an inclusive school. We aim to promote inclusion through all of our policies, systems and practices.

Commitment to Inclusion

Sudley Primary School is committed to providing an inclusive learning environment where all pupils are valued, supported and able to achieve their full potential. In line with the SEND Code of Practice 2015, we ensure that pupils with SEND are identified early, provided with appropriate support, and fully included in all aspects of school life.

Quality First and Adaptive Teaching

High-quality, inclusive teaching is the first step in responding to pupils who have or may have SEND. Teachers at Sudley Primary School use adaptive teaching approaches to respond to the strengths and needs of all learners.

Provision for Pupils with SEND

Where additional support is required beyond high-quality teaching, we follow the graduated approach: assess–plan–do–review. Provision is personalised and may include targeted interventions or specialist support.

Education, Health and Care Plans (EHCPs)

The Inclusion Manager oversees all aspects of provision for pupils with Education, Health and Care Plans (EHCPs). This includes ensuring provision is implemented effectively, leading Annual Reviews, monitoring progress, and liaising with the Local Authority.

Identification of Special Educational Needs or Disabilities
Pupil assessment is ongoing. If concerns arise, additional support is identified and implemented. For new pupils, progress is discussed with their previous school. If you think your child has special needs and this has not been identified by the school, then please email contact@sudleyprimary.com and ask to speak to the Inclusion Manager Mrs O'Rourke or the SENCo, Miss Muchmore.

There are four broad areas identified within the SEN Code of Practice 2015, however, it is important to note that a pupil's needs may cross one or more of the following:

Areas of need:
• Communication and interaction
• Cognition and learning
• Social, emotional and mental health difficulties
• Sensory and/or physical needs

SEND Support
Class teachers and support staff collaborate to ensure early identification and support. Some pupils may require an Individual Plan (IP), developed and reviewed with parents and the child.

Outside Agencies
Where appropriate, we seek involvement from Education Psychology, SENISS, OSSME, YPAS, Beautiful New Beginnings, MHST and specialist schools.

Monitoring and Review
In exceptional cases the school may request additional funding from the Local Authority. The Inclusion Manager leads on securing, reviewing and managing provision.

Practice
We continually evaluate our approach by asking key questions such as whether all pupils are achieving their potential and whether strategies are effective.

Personalising the Curriculum
Leaders ensure that the curriculum is personalised to meet needs. Teachers plan adaptive activities aligned with the National Curriculum.

Roles and Responsibilities – SENCO
• Coordinating SEND provision
• Liaising with parents and external agencies
• Supporting staff practice
• Monitoring interventions and IPs

Roles and Responsibilities – Inclusion Manager
• Oversees provision for all pupils with EHCPs
• Monitors progress
• Works with outside agencies
• Leads Annual Reviews
• Ensures statutory provision is in place

IP Review Meetings
IP review meetings are held with the SENCO/class teacher and parent or carer. These meetings complement termly Parent/Carer Evenings.

IPs are working documents and are regularly updated throughout the year to ensure provision remains responsive to each child's needs.

Review meetings recognise and celebrate progress, achievements and personal strengths, helping children build confidence, motivation and wellbeing.