



St Paul's Cray
CE Primary School

Act Justly, Love Mercy, Walk Humbly

INCLUSION POLICY

	Name	Date
Policy written by	Mrs E Bennett	1 st November 2023
Approved by	LGB	
Reviewed	<i>Mrs F Morris</i>	<i>November 2025</i>
Signed		

INCLUSION POLICY FOR ST PAUL'S CRAY CE PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3: Children and Family act 2014
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's Special Educational Needs Co-ordinator (SENCO) with the SEN Governor, in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with Special Educational Needs and Disability (SEND) in the spirit of co-production as emphasised throughout the new legislation.

The Inclusion Team at St Paul's Cray CE Primary School

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Fran Morris – SENCO

Please make an appointment with the school office if you wish to speak to the SENCO.

Every pupil with Special Educational Needs has the right to succeed and reach their full potential, our expectations for them, as for any pupil, are high. Our belief as a school community is that we must act as enablers to their success by identifying the barriers to their learning. We then have a duty to provide the support and employ the necessary strategies to overcome these barriers to help them reach their goals, not just academic ones but also social and emotional ones.

Class Teachers are central to the initial identification of need, and will be the ones who need to implement and monitor strategies to support these needs.

Section 2

OUR AIM:

Our aim is to identify all pupils within the school who are in need of additional support, and to provide them with targeted support directed at breaking down the barriers that are impacting on their development and progress. It is fundamental that all teachers within the school clearly understand that they are a key and integral part of that process, and will need to be skilled at recognising these difficulties and be flexible in their approach to ensure the curriculum they are delivering is accessible to all. It is therefore critical that teachers maintain high aspirations and expectations for all pupils with SEND, thereby closing the gap between the attainment of pupils with SEND and their peers over the course of their primary education.

OUR OBJECTIVES:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard by operating a “whole pupil, whole school” approach to the management and provision of support for additional educational needs through high quality teaching
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

SECTION 3: Identifying Special Educational Needs

Definition of SEND: A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the additional educational needs of the child / young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child

A rigorous system of progress monitoring across the school which takes place on a half termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. In this instance we will liaise with families and use the learning mentors to carry out 1:1 or small group work to resolve issues that could be impacting on behaviour.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. St Paul's Cray CE Primary is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Playground ambassador
- Social skills groups
- Mentor support
- Family worker
- Positive behaviour policy

SECTION 4: ROLES AND RESPONSIBILITIES

SENCO: Fran Morris

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Headteacher: Liz Bennett

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Governor: Gill Malthouse

Special Educational Needs (SEN) Governor champions the issue of special educational needs within the work of the governing body and has specific oversight of the school's arrangements and provision for meeting special educational needs. Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.

Teaching assistants

There are 3 different types of Teaching Assistants working within the school

1. Individual Support Assistants: work with individual pupils

2. Teaching Assistants: work with small groups either within the class or as part of an intervention group outside the classroom
3. Higher Level Teaching Assistants: cover whole classes or work with small groups either within the class or as part of an intervention group outside of the classroom

Teaching Assistant Line Manager: Fran Morris

- Designated teacher with specific Safeguarding Responsibility: Jo Zegeling
- Members of staff with responsibility for Pupil Premium / LAC funding: Jo Zegeling
- Member of staff responsible for managing school's responsibility for meeting the medical needs of pupils: Liz Bennett/Ann Brindle

Section 4: A Graduated Response to SEN Support

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

The quality of teaching is monitored termly for teaching staff and half termly for support staff to ensure the delivery is appropriate for all pupils including those with SEND. Where training needs are identified for individuals, support plans and mentors are identified to ensure teacher knowledge improves and subsequent strategies deployed are effective. Where these may be more widespread whole staff training needs are identified and suitable training put into place both in house and via the use of external specialists, with the focus areas monitored via the use of learning walks, drop ins and subsequent observations.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: and delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SENCO, in consultation with the class/subject teacher, pupil and parents will draw up a support agreement and put onto an individual provision map or pupil support agreement.

Assess: Detailed formative assessment made to identify individual barriers to learning, these could be made by external agencies

Plan: Advice and recommendations incorporated into individual provision map/pupil support agreement, drawn up by SENCO in consultation with class teacher and parents

Do: Interventions put in place, following recommendations. Time limited.

Review: Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored on a 1/2 termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

Whole school provision planning takes place at the half termly pupil progress review meetings, with meetings between the class teachers, Head Teacher, Senior Assistant Head Teacher and SENCO. Pupil progress is reviewed and discussed, with key groups including those with SEN tracked and prioritised for further intervention according to need, rate of progress and individual circumstances taken into account. Responsibility for pupil progress lies with the whole team from SLT to class teacher and support staff level.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Funded Inclusion Plan will be put in place by the school's Educational Psychologist or Specialist Teacher from the Inclusion Support Advisory Team (ISAT), in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The SENCO twice a year will review the pupils on the SEN register against the criteria as determined by the LA, using all assessment data available and in close discussion with the class teacher. If a pupil has made sufficient progress so that they no longer meet the criteria to require a higher level of support, then a letter will be written to their parents to explain this.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

- *LA Local Offer:* <https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs>
- *SEN Information Report:*
- *School policy on managing medical conditions*

Admission Arrangements

Applications for a primary school place at St Paul's Cray CE Primary are processed centrally by the London Borough of Bromley (LBB) Admissions Team. Applications will be processed in order of the following criteria:

1. Looked after children (children in public care)
2. Siblings of children already in school
3. Proximity - Children who live closest to the school.

Please refer to the relevant page on our website for further details.

Access Arrangements for SATs Tests

All adjustments should have been considered well in advance of the tests and should be based primarily on a recorded history of need and the normal classroom practice for the pupils concerned. In general, access arrangements maybe appropriate for:

- Pupils with a statement of educational needs or local equivalent i.e. a Funded Inclusion Plan (FIP).
- Pupils for whom provision is being made at Threshold or Funded Inclusion Plan level whose learning difficulty or disability significantly affects their ability to access the tests.
- Pupils who require alternative access arrangements because of a disability which may or may not give rise to a Special Educational Need.
- Pupils who are unable to sit and work at a test for a sustained period because of a disability or because of a behavioural, emotional or social difficulties.
- Pupil for whom English is an additional language and who have limited fluency in English.

For any other pupils for whom the school feel that access arrangements would be appropriate, guidance in the Assessment and Reporting Arrangements handbooks should be followed. An application by the school can be made to apply for and implement concessionary arrangements in the SATs, as determined by set criteria outlined by the NCA. The application will be considered and the school notified as to the outcome. Further details can be gained by looking at the standards and testing agency website.

These applications will be made by the Head Teacher in consultation with the Year 6 teacher and SENCO.

Transition Arrangements

From Pre School to Reception

When the school is notified of its Reception pupil lists from the Local Authority once the allocation of primary school places is complete, the EYFS Leader will ring all the feeder Pre Schools to find out if there are any pupils with any additional needs transferring into the new Reception Classes. We will ask about the nature of their difficulties and if there are any external professionals involved with the pupil. If their needs are at a higher level so as to warrant a Pupil Support Agreement or a Funded Inclusion Plan a transition meeting will be arranged by the Educational Psychologist or Area SENCO for the Pre School, inviting the professionals involved, parents of the pupil, Pre school staff and school staff to attend. This will enable the school to put in place the necessary support and arrangements for their start in September when the meeting has been scheduled early enough before the end of term.

Between Classes

Towards the end of the summer term the class teachers will identify any pupils whom they feel would benefit from some additional support around transition to a new class. The pastoral team will make a transition booklet for these pupils, under guidance by the SENCO, which will explain what will be the same and what will be different about their new year group. These will be shared and discussed with the pupils in school as part of a small group, before being sent home to parents to share and discuss over the summer holidays.

Year 6 to Year 7

The SENCO will attend the Bromley SENCO forum in the summer term to meet with the Inclusion/Transition staff available from all the attending Secondary Schools in the borough to discuss any pupil with additional needs or support requirements transferring to Year 7 in the autumn term of the same year. In addition, a member of staff from the Secondary School will be invited to annual review meetings or summer term Pupil Resource Agreement meetings arranged.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. The SEN Governor comes in to review the provision and progress of the pupils with additional educational needs with the Head Teacher regularly to keep up to date with the current status of these pupils.

The school undergoes an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

SECTION 11: STORING AND MANAGING INFORMATION

All folders relating to pupils with additional educational needs are stored in a locked filing cabinet in the Senior Assistant Head Teacher's Office. Any documents which are no longer needed and have personal information relating to individual pupils are shredded. Sensitive details relating to pupils additional educational needs are stored electronically within the personal login of the SENCO. Strategies and advice shared by external specialists is put on the class provision map, which all staff can access via the shared drive to ensure continuity of approach. This is done in line with our data protection policy.

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities Statutory Responsibilities

The Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools to plan to increase, over time, the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce an Accessibility Plan. Refer to the school website for further information, including current targets.

How do we remove barriers to learning?

- Liaison with parents
- Pupil Progress Review Meetings
- Training
- Keeping up to date with the latest techniques and strategies
- Implementing recommended strategies as far as possible

How do we increase and promote access for disabled pupils to the school curriculum?

- 1 x portable soundfield Systems
- Hall soundfield system.
- 6 x fixed soundfield systems
- Disabled toilet facility
- Ramps

How do we improve the delivery of written information to disabled pupils?

- Individual copies of chromebook presentations as required
- Differentiation in planning e.g. cloze procedures, wordbanks
- Use of ICT e.g. iPads, Communicate in print
- Tinted screens on the IWB recommended
- Adapted SATS papers ordered as required

If parents/carers need to contact their child's class teacher they can speak to them informally at the beginning or the end of the school day when they are out on the school playground, or they can book a more formal time with them by leaving a message for them with the school office.

SECTION 14: DEALING WITH COMPLAINTS

Any parent wishing to make a complaint with regards to SEN, they should in the first instance speak to the SENCO. If this does not resolve their complaint they should then request a meeting with the Head Teacher.

If complaints are still unresolved parents may wish to use the Bromley Information Advice and Support Service (IASS) for Special Educational Needs and Disability or engage with the school's complaints procedure.

SECTION 15: BULLYING

See school 'behaviour' policy

SECTION 16: APPENDICES

- *LA Local Offer:* <https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs>
- *SEN Information Report:*
<https://www.stpaulscray.apat.org.uk/send>