



# Inclusion Policy

## Policy Statement

Our Inclusion policy and SEN information report (which can be found on our website) aims to:

- Set out how our school will support and make provision for pupils with special educational needs or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators/ Inclusion Managers (SENCOs) and the SEN information report.

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them in order to promote inclusion within school.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

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.

## Our Aim

Marnel Infant School provides a stimulating, secure and caring environment in which each child can be successful, to give them the best chance in their future lives. In order to do this many steps are taken to support children through their learning journey.

At the heart of our school is the belief that all children can 'learn without limits!' whatever their ability. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. We are committed to offering an inclusive curriculum to ensure the best possible progress from all our pupils, whatever their needs and capabilities, ensuring that we do not discriminate.

All children with SEND are valued, respected and equal members of the school. As such, provision for all pupils is a matter for the school as a whole (Inclusion).

***Every teacher is a teacher of every child including those with SEND***

We aim to remove barriers so we can raise the aspirations of and expectations for all pupils and provide a high level of inclusivity by providing a focus on outcomes and not just hours of provision or support.

In supporting children with SEND we strive to:

1. Identify and provide for pupils who have SEND and additional needs.
2. See each child as an individual and think about what they need and what would benefit them.
3. Provide support and advice for all staff working with special educational needs.
4. Support the family of any child experiencing difficulties.
5. Plan and budget for the maximum use of the school's additional resources.

### **Roles and Responsibilities**

The Inclusion Leads (formerly SENDCo) are Katie Sayer and Nicola Langdon

The Inclusion Governor is Kitty Yarwood

The SLT Advocate for Inclusion is Susan Giles-Cox, Headteacher

#### ***The Inclusion Lead***

The Inclusion Leads are Mrs Katie Sayer and Miss Nicola Langdon.

They will:

- Work with the headteacher and Inclusion governor to determine the strategic development of the Inclusion policy and provision in the school.
- Have day-to-day responsibility for the operation of this Inclusion 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.

#### ***The Inclusion governor***

The Inclusion governor will:

- Help to raise awareness of Inclusion issues at governing board meetings.
- Monitor the quality and effectiveness of inclusion procedures and disability provision within the school and update the governing board on this.
- Work with the headteacher and Inclusion Lead to determine the strategic development of the Inclusion policy and provision in the school.

#### ***The headteacher***

The headteacher will:

- Work with the Inclusion Lead and Inclusion governor to determine the strategic development of the Inclusion 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 Inclusion Lead to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion policy.

## **SEND Arrangements**

Further details regarding these arrangements can be found in our SEND Information Report.

### Admission arrangements

Pupils with SEND will be admitted to the school in accordance with the requirements of the 1996 Education Act and the LA admission policy. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those who have not previously been identified.

### Areas of need

We will not label or fit a pupil into a SEND category; to facilitate the appropriate intervention we assess children in accordance with the 4 broad areas of need identified in the Code of Practice (updated 2020),

:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and or Physical needs

### Our Graduated approach to SEND

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions adjustments and high quality first teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality first teaching.

Quality of teaching is regularly reviewed for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers'

understanding and knowledge of strategies to identify and support vulnerable pupils. This involves the teacher and Inclusion Lead considering all the information gathered from high quality and accurate formative assessment within the school about the pupil's progress, alongside national data and expectations of progress.

For higher levels of need, we will draw on specialised assessments from external agencies and professionals.



Decisions are made to place children on the SEND register using the Assess – Plan – Do – Review cycle.

Children and parents are encouraged to be involved in this process with open communication between school and home.

### Intervention

Regular discussions are held with the Inclusion Lead and Class teacher to review children's learning, assess interventions, plan targets and talk about strategies to implement them.

Children who have needs that are causing some concern, but require minimal differentiation in the classroom, are placed on an early intervention class and year group list. This outlines their needs and is monitored on a regular basis.

### Special Needs Register

Once a child has been identified as having special educational needs that are impacting on their learning, the parents are informed and following discussion with them s/he is put on the SEND Register. In some cases, outside professionals may already be involved with the child. Parents will always be kept informed of any action taken to help their child.

### Statutory Assessment – Education, Health and Care Plan

Occasionally it may be decided that it is in the best interests of a child to apply for an Education, Health and Care Plan in order to provide them with the level of support that they need. Request for Statutory Assessment will generally be made by the school to the LA. Occasionally parents refer their children directly for Statutory Assessment. Children with an EHCP will have an annual review, to which parents and all other relevant professionals are invited and children's views listened to.

### Exiting the SEND Register

Through discussions between the Inclusion Lead, Class teacher, children and parents, children may be moved off the SEND register if it is felt that the child's needs are no longer impacting on their learning.

### Resources and Funding

These are managed as follows:

- The headteacher and governing body allocate and monitor funds to support special educational needs based on the school's audit allocation and any additional funds that may be required.
- The headteacher reports to the governing body on the efficient use of the special needs allocation.
- The Inclusion Lead is responsible for the operational management of resources.

### Monitoring and Evaluation

- The School regularly and carefully monitors and evaluates the quality of provision offered to all pupils. This is done by regular meetings, sampling of parent, pupil and staff views and meetings with the school Inclusion Governor.

### **Medical and Disability Arrangements**

The school recognises that pupils at school with medical conditions should be properly supported so that they 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 may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision.

We detail the accessibility of our school in our SEND Information Report.

### **SEND Training**

As a school we consider it important that all involved with SEND in our school, the Governors, teaching and non-teaching staff, are provided with adequate in-service training. School development is on-going and aspects will be highlighted in the School Development Plan, SEND Action Plan, and staff meetings.

### **Supporting Families**

We recognise that children's learning is more effective if parents are fully involved. Our arrangements for supporting parents are outlined in our SEN Information report which includes information on the LA local offer and other outside agencies.

### **Dealing with Feedback**

At Marnel Infant School, we aim to provide a positive, successful and caring environment. We aim to provide the best quality of education for our community therefore it is vital that worries and problems are dealt with fairly and quickly. Any comments, compliments and complaints should be addressed to the class teacher in the first instance and should matters need to be taken further referred to the website for the complaints procedure.

*Approved by FGB: Autumn 2025*

*Review date: Autumn 2026*

