Policy for Inclusion

2026-27

Reviewed – October 2026

Next review – October 2027

"All things are possible with God."
Mark 10:27

Mission Statement:
All things are possible with faith, understanding and forgiveness; everyone can flourish together.

At St Anne's CE Lydgate we want our children to be independent and resilient, but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Moral of this story: *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always!*

Vision:
We aim to create successful citizens of the future who have a growth mind set and are resilient and prepared for their journey through the ever-changing world in which we live.
We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical enquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

School Values:
Community Faith Forgiveness Perseverance Respect

At St Anne's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.
The school will actively promote equality and foster positive attitudes and commitment to educational equality.

Legislative Compliance

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings. It complies with the statutory requirement set out in the SEND code of practice 0-25 (2014.)
To see it in practice- see our school's SEND information Report

At St Anne's CE Lydgate we recognise that each child has individual needs and may have additional educational needs at some stage in their school career. These may arise from learning or behavioural difficulties, communication difficulties, physical disability or they may even be identified as Gifted and Talented.
In implementing this policy, we believe children will be helped to overcome their difficulties and reach their full potential, making good progress from their starting points.

Aims of our Inclusion Policy

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure pupils receive a differentiated curriculum appropriate to their individual needs and ability, which allows all children to make good progress from their individual starting points.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND are included as far as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment, strengths and next steps.
- To ensure that pupils with SEND are involved, where practical, in decisions affecting their future provision.
- To regularly plan, do and then review the progress of children, to evaluate the provision in place, set SMART targets and work in collaboration and partnership with outside agency providers as outlined in the SEN Code of Practice September 2014.
- 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)

This policy reinforces the need for teaching that is fully inclusive for all pupils and is adapted to meet the changing needs of individuals. The Governing Body will ensure that appropriate provisions will be made for all pupils with Disability and Special Educational Needs.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice.

Definition of Special Educational Needs

A child has SEN if their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. As a school, we believe that by making higher quality teaching normally available to the whole class it is likely to mean that fewer pupils 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 four areas, frequently more than one.

The four areas of Special Educational Need are:

1. Communication and interaction.
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

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.

St Anne's Lydgate will have due regard for the Special Needs Code of Practice September 2014, when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child through 'SEN Support.' Children with an Education Health and Care Plan (EHCP,) those on School Support deemed to have a high level of complex needs, or those children who have been identified as needing to be 'monitored' will have termly Person Centred Review meetings. (please see below)

Objectives:

Through achieving these objectives, the school will try to meet the needs of its pupils.

- To provide the best possible support necessary to fulfil the educational needs of all children.
- To ensure that all children have access to a broad and balanced curriculum inclusive of the National Curriculum
- To ensure that pupils will have the opportunity, and be expected, to contribute to the work and life of the school.
- To develop pupils' self-confidence, self-esteem and respect for individual differences.
- To foster an environment where diversity is valued and respected.
- To follow a specific school and "Code of Practice" procedure for identifying, monitoring and maintaining appropriate S.E.N. support in line with the New Code September 2014.

Identification, Assessment, Monitoring and Provision. *(see School Offer)*

At St Anne's CE Lydgate we have adopted a whole- school approach to inclusion. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of the school. This may involve the use of specialist support, 1:1 provision, equipment, or small group work. The Code of Practice (September 2014) makes it clear that all teachers are teachers of pupils with additional educational needs and this underpins the ethos of inclusion at St Anne's Lydgate.

All teachers are responsible for identifying and supporting pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

Early Identification (see School Offer)

Early identification of pupils with SEND is a priority. Early identification is key wherever possible to provide the correct level of support to meet the needs of individuals.
For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- A graduated response.
- Information collated from parents and carers.
- Evidence obtained by teacher observation/ assessment.
- Attainment judged against end of year expectations
- Pupil progress in relation to the progress children make over a period towards the end of year expectations.
- Standardised screening or assessment tools.
- Diagnostic testing
- Previous data following transitions
- P Levels or PIVATS
- Concerns regarding children who make little or no progress even when teaching approaches are targeted, particularly in an identified area.
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent social, behavioural and emotional difficulties which are not adequately met by the behaviour management techniques usually employed in the school
- Demonstrating sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and advice;
- Communication and/or interaction difficulties with little or no progress made despite the provision of a differentiated curriculum.

Assessment

On entry to St Anne's CE Lydgate each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainment, and will be used to provide continuity in learning. This and any other records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievement / experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupils' own perceptions of difficulties
- Information from health/social services

School Support

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher will seek help from the SENDCo. The class teacher will remain responsible for working with the child daily and for planning and delivering an individualised programme i.e. interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. Where appropriate, advice from specialist agencies will be sought. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action. Children with an Education Health and Care Plan (EHCP) and those on School Support with high complex needs will have access to an individualised provision plan, focusing on the holistic needs of the child with the parents having an important role in the provision and future needs of their child.

Provision maps are in place for SEN Support children. These identify the interventions and strategies in place that the child is accessing and specific targets to ensure that the gap is narrowed.

Progress will be reviewed half termly by the Head Teacher and SENDCO in line with the school's policy for tracking progress of all pupils and the information will form part of the half termly pupil progress meeting.

The SENDCO will have regular informal discussions with staff about children, will involve external agencies as appropriate and monitor the progress of all children and identify those who need to be monitored. Additional evidence used will be:

- Evidence obtained by class teacher observation/assessment
- Assessment data tracking
- Standardised screening or assessment tools e.g. reports/observations, records from previous settings, information from parents.

At St Anne's we have a "Graduated Approach" to SEN Provision

Wave 1 (First Quality Teaching)

This is available to all children within the class and involves good quality inclusive teaching. This takes into account the learning needs of all the children in the classroom, providing differentiated work and creating an inclusive learning environment.

Wave 2 (Interventions)

Wave 2 outlines specific, additional and time limited interventions provided for some children who are falling behind the age expected level. Interventions are often targeted at a group of pupils with similar needs and look to 'Close the Gap' between peers. At this stage, person-centred review meetings may begin to take place.

Wave 3 (Highly Personalised Curriculum, External Agency Involvement)

Wave 3 is where, after a period of differentiated curriculum and support, the child is not making adequate progress and a more personalised, highly differentiated curriculum will be put into place. Wave 3 then looks to 'narrow the gap' between the child and their peers.

Parents /carers will be kept informed at all stages and consulted about further steps. Documents created will contain a summary of the child's additional needs, including targets and the action required to meet them. Person Centred meetings will be held at least three times per year. The SENDCo will coordinate the review process. Parents/carers and wherever possible, the child, will be invited to be part of the review process.

If Wave 3 is needed to support a child, it may be that an EHCP Assessment is submitted.

Education, Health and Care Plan (EHC Plan) Assessment

This is a request by the school to the Local Authority (LA) for a statutory assessment of an Education, Health and Care Plan (EHC.) It will be made where there is significant cause for concern about a child's progress despite prolonged and sustained support at SEN Support. The school will provide a variety of evidence to the LA of the child's needs, the actions taken to support these needs and their outcomes, including evidence from outside agencies and evidence from the Person Centred meetings.

The decision to make a referral for an EHC Plan will be taken at a progress review in consultation with parents/carers.

The application for an EHC will combine information from a variety of sources including:

- Parents
- Child (where appropriate)
- Teachers
- SENDCo
- Outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision will be made by the LA panel about whether the child is eligible for an EHC Plan. The panel will make a judgement about whether the child's need can continue to be met by the resources normally available to the school. This judgement will be made using the LA's current criteria for making a statutory assessment.

School will continue planning, provisioning, monitoring and reviewing processes as before while awaiting the outcome request.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plan EHC

If the Statutory Assessment is successful, an EHC Plan may be provided by Oldham LA. This will bring each child's education, health and social care needs into a single, legal document.
School, alongside parents/carers will be involved in developing, producing and implementing the plan.

If an EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least three times per year (including an annual review) by the SENDCo, staff, parents and if appropriate, the child.

An Annual Review will be chaired by the SENDCo yearly, this will review the appropriateness of the provision and recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

As part of the "Graduated Response" if a child is beginning to work below age related expectations, we conduct Person Centred Review meetings termly with Parents.
Here an Assess, Plan, Do, Review approach is adopted and we work in partnership with parents to implement strategies that will support the child.

Assess

This involves clearly analysing the pupils' needs using the class teacher's assessment and experience of the pupil, details of previous progress and attainment, comparisons with peers and national data. The views and experience of the pupil, their parents and external agency advice will also be considered.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that is required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis and in implementing the adjustments, interventions and support required. They will retain responsibility even where the intervention may involve group or one to one teaching away from the main class teacher. They will work closely with learning support assistants to plan and assess the impact of support and interventions taking place.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also consider the view of the parents/carers. The SENDCo and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

The Role of the SENDCo

The SENDCo at St Anne's CE Lydgate is Miss K Thomas.

The role of the SENDCo is to:

- 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 coordination of specific provisions made to support individual pupils with SEN, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Evaluate process and practice improving outcomes
- Advise on the deployment of the school's delegated budget and other resources to meet pupils'/young people's needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils/young people up to date.

The Headteacher will:

•Work with the SENDCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.
•Have overall responsibility for the provision and progress of learners with SEN and/or disability.

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 SENDCO and the Head teacher 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

Integration within the school of pupils with SEND
At St Anne's, children with SEND are fully integrated within the school. Extra support is given in the classroom, if deemed necessary, so that the children work alongside their peers most of the time and generalise the skills they have learnt. Learning support assistants work closely with class teachers in planning and delivering the curriculum and in monitoring and reviewing progress. Children with EHC plans or are vulnerable also have a PEP (Pupil Evacuation Plan) if appropriate.

Arrangements for SEND training
The SENDCo regularly meets with the link advisor from QEST and the Educational Psychologist to discuss training needs. All staff are made aware of the SEND training booklet and specific training is provided for staff supporting children with needs. This training could also be linked to performance management and appraisal targets. Staff meetings are set aside each academic year to update staff on new developments and to review and read the policy. LEA courses on SEND are open to any member of staff.

Parental Engagement (see School Offer)
We believe that parents should be involved in their child's education from the earliest stages and, when the child has SEND, this is even more vital. Parents are always informed of teachers' concerns, and we strive to create an atmosphere where parents feel able to voice their concerns. Parents can often provide

information about medical, social or emotional factors that may be affecting the child's learning or behaviour. Parents are encouraged to take an active part in supporting their child's learning and are kept informed about progress made. Parental consent is received before a child is discussed at a planning meeting and before requesting advice from or referring a child to external agencies.

Able, gifted and talented (See Able, Gifted and Talented Policy)

Transition

We pass on all records of a child's SEND on transfer to secondary school or to any other school. We have links with the SENDCo's at the main secondary schools attended by our pupils. The SENDCo from the receiving secondary school will be invited to review meetings to share information and to draw up a transition plan. A date will be arranged for parents and children to visit the secondary school to support induction. Vulnerable children and SEN children will have access to additional transition visits if they are attending local schools. We request advice from special schools in the local authority when we encounter problems with pupils who require specialist knowledge.

Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally, and the school will take measures against those who do not abide by this ethos.

Complaints Procedure (See Communication and Complaints Policy)

Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis. Good practice is reviewed annually in line with the SEND Information Report. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.