

Heathlands

C of E Primary School

Helping everyone shine their light

Policy	INCLUSION POLICY
Author	Mel Cork – Deputy Headteacher
Adopted by	Governing Board – Dec 2025
To be reviewed by	Dec 2026

At Heathlands Primary School, we are committed to providing a safe, caring and nurturing environment where every child feels valued and secure.

School Values

At Heathlands, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community through our school core Christian Values of Trust, Respect, Enjoyment, Courage and Kindness.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

These, alongside our Core Christian Values, are interweaved in all that we do.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are an inclusive and caring community, whose values are built on mutual trust and respect for all.

Our Inclusion policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their local and global community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Definition of Special Educational Needs

'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.'

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.'

(SEND Code of Practice 0-25 years, Jan 2015)

PURPOSE OF THE POLICY

Our SEN policy and information report aims to:

- The purpose of the policy is to outline the aims and objectives of how Heathlands C of E Primary School supports pupils with Special Educational Needs (SEN) and Additional Learning Needs (ALN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

AIMS & OBJECTIVES

Our aim is to support pupils with SEN and ALN within Heathlands. We believe that every child is entitled to full access to the school curriculum. We will endeavour to support our children in their ordinary, school environment, sometimes with the help of outside specialists.

The Head Teacher, Staff and Governors are committed to the provision of the best possible education for every child within the resources made available to the school. We will:

- Provide equal opportunities for all children irrespective of ability, gender or race.
- Provide a caring well-ordered environment within which all pupils can learn and develop to their full potential.
- Recognise that pupils are individuals with differing interests, knowledge and skills who are working together within a school community.
- Value the contribution and achievements of all so that through successful outcomes children's self-esteem is raised.
- Staff members will identify the needs of pupils with SEND as early as possible. Information will be gathered from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Progress of all pupils will be monitored to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Appropriate provision will be planned to overcome barriers to learning and ensure pupils with SEND will have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Working closely with parents to gain a better understanding of each child, and involve parents in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Follow National Curriculum requirements ensuring that all pupils have a broad, balanced and differentiated curriculum.
- Assess needs in consultation with relevant staff, outside agencies, parents and pupils as appropriate.
- Involve all staff in maintaining high standards from pupils.
- See support as an entitlement for pupils who need it rather than as a special addition to their education.

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 coordinators (SENCOs) and the SEN information report

ROLES AND RESPONSIBILITIES

Within Heathlands, it is the responsibility of the SENCO to oversee the provision, planning and assessment of Special Educational Needs.

It is the responsibility of individual class teachers to provide planning, resources and support for children with a SEN or ALN within their class and to ensure the progress of all pupils.

Teaching staff are ably supported by a team of Learning Support Assistants across the school. The team of Support Assistants have specialist training to run interventions and support specific needs.

The Governing Body receive regular updates regarding provision within school from the SENCO. And through the designated Governor monitoring visits.

A Governor is assigned to be the designated Special Educational Needs Governor and the SENCO is in regular contact with them to give formal updates on subject development.

The SENCO is a member of the school Senior Leadership Team, and the team regularly share updates regarding SEN provision within school.

At Heathlands, our SENCo is Mrs Melanie Cork (BA, PGCE in SEN, PGDE in SENR, Accredited Advanced SENCo, Master of Education in Leadership and SEN, SLE – SEND Primary, Level 4 Accredited National Mental health Senior Lead), NPQLBC.

The role of the SENCO 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 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, including the use of Ordinarily Available, and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Embed a person-centered approach throughout the whole of school life.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensure that all statutory responsibilities are met
- Be the point of contact for external agencies, especially the local authority (LA) 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
- Inform and update Governors through the Head teacher's report.

Heathlands C of E Primary school SEND GOVERNOR is Mrs Judith Harvey.

The Role of a SEND Governor is:

- 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The role of the Class teacher is:

- to ensure that learning and teaching are differentiated effectively to meet the needs of all pupils, including through the use of Ordinarily available
- to ensure that records are annotated, at least half termly, in order to review individual outcomes
- to communicate effectively and regularly with parents regarding pupil progress and support
- to liaise with Learning Support Assistants to share outcomes and differentiation within lessons
- to work with all children to ensure continued progress in their learning
- to use a variety of teaching methods to engage all children
- to use ICT effectively to support and challenge all pupils

- to share 'next steps' through marking and verbal feedback so that children are aware of their learning journey
 - to liaise with the Inclusion Leader to discuss pupil progress, appropriate support and provision
- to maintain detailed records of pupil progress so that early identification can help provision for individual children

CURRICULUM ORGANISATION AND PLANNING

Our aims are that:

- The curriculum will be suitably supported at the planning stage to cater for individual learning needs.
- Parents will be seen as equal partners in the development and support of their child.
- Each child will have access to the National Curriculum at their level and ability.
- Each child will be enabled to achieve their potential in all areas of school life.
- Each child will be supported in their success and it will be properly celebrated.
- Every child will receive positive reinforcement in their learning i.e. identifying what they can do alongside next steps in their learning.
- Children on the Special Educational Needs register will receive support that is 'different from and additional to' the support that they receive in the classroom.

Children with a special need will be regularly assessed and planned for by the class teacher in liaison with the SENCO. Support and additional guidance are constantly under review at Heathlands C of E Primary School. All targets set on Consistent Management Plans, One Plans and EHCPs will be adhered to by school staff.

We make the following adaptations to ensure all pupils' needs are met:

- **The use of Ordinarily available to support learning and teaching**
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

INCLUSION DEFINITIONS

When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.”

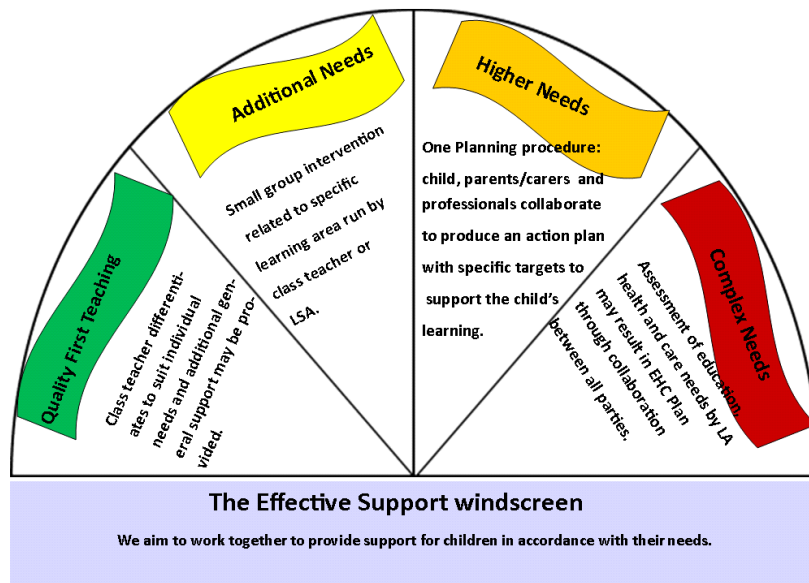
Section 20, Children and Families Act 2014

The revised Code of Practice states four broad categories of need:

- Communication and interaction
- Cognition and learning
- Sensory/physical needs
- Social, emotional and health needs

Following an identification of need by parent, staff or child – provision and outcomes will be planned, considering all of the needs of the child.

The graduated approach (as below) is used:



All pupils learning is the responsibility of their class teacher and differentiation is part of High-quality teaching to meet all pupils' needs. This will include targeted support from the teacher or learning support assistants.

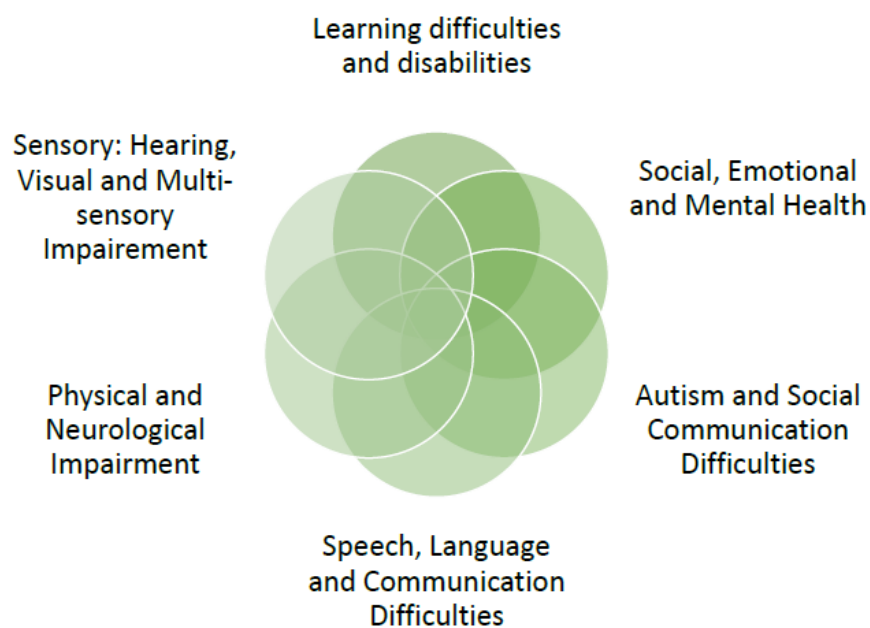
At Heathlands, we hold termly Pupil progress meetings to review teaching, progress and attainment for all children. Within the pupil progress meetings additional intervention and provision is discussed, as well as strategies for identifying and supporting pupils within the classroom.

We have a range of interventions to target more specific areas of need which may be run by Learning support assistant, Higher level teaching assistant (HLTA) or teacher.

TEACHING AND LEARNING

Children with Special Educational Needs will be supported to the best of our ability at Heathlands C of E Primary School. Teachers plan lessons to ensure that all needs of learners are met. In addition to this, we work with identified individuals to support their development and progress. Where possible, we provide up to date training for adults, so that they can provide the best possible opportunities for children to learn and achieve.

Children with specific needs are supported in a variety of ways, by staff who have specific training. This may include Speech and Language Difficulties, Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Social, Emotional and Mental Health (SEMH), Dyspraxia and Motor Coordination Difficulties and other learning difficulties, such as Dyslexia. We are constantly reviewing our provision to ensure that the children's needs are being met to the highest standard that we are able to deliver. We regularly consult with parents, specialists and outside agencies to ensure that we have a full and complete picture of the child. We believe that a holistic view of the child gives us the best picture of the difficulties they face, as well as their individual strengths and interests.



The Leadership Team, Teaching Staff and Learning Support Assistants are committed to providing the best provision for all children. Where a child has an Educational Health Care Plan the school will follow the guidelines of the plan; the class teacher and SENCO will work together to ensure that planning is relevant and correctly differentiated for all needs. Each year there will be an Annual Review that is shared with the Local Authority. We will also ensure Transfer Reviews take place for those children leaving us in Year 6, ready for their Year 7 placement.

Use of the Graduated Approach at Heathlands

High Quality Teaching (and/or Initial Support plans

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to ascertain barriers to learning and support to be put in place.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or through planned meetings. Initial support plans may be used to identify outcomes and provision during transition times for pupils.

SEND support

Where it is determined that a pupil does have SEND, following discussion with the parents, class teacher and SENCO the pupil will be placed on the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process (please see Appendix for further details):

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Educational Health Care plans

If a child has lifelong or significant difficulties they may undergo the Statutory Assessment Process which is often requested by the school, but can be requested by a parent. As a school, we will support parents in completing the request where appropriate.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a One Plan review.

The application for Education, Health and Care Plans combines information from a variety of sources including:

Parents, Teachers/SENCO, Health professionals, Educational professionals – Specialist teachers, Educational Psychologist and other services as the need arises.

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 a

group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.essexlocaloffer.org.uk

ASSESSMENT AND REPORTING TO PARENTS

The children are regularly assessed by their class teacher. All the levels are passed on to the Head teacher and the SENCO, who monitor the progress of all children. If there are concerns about a child's progress, academic or emotional, then staff work closely to identify these children, formally assess their needs and plan appropriate provision. We will always do this in conjunction with Parents and Carers.

When we have identified that a child has additional or special educational needs, we will always have open conversations with parents and carers, taking in to account their views and feelings. At Heathlands C of E Primary School, we believe it is crucial for a good working relationship between school and home. If we have concerns that your child has a learning difficulty then we will always share these in a timely and transparent way.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
3. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision, health care provision and social care provision:

(1) "Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

(2) "Special educational provision", for a child aged under two, means educational provision of any kind.

(3) "Health care provision" means the provision of health care services as part of the comprehensive health service in England continued under section 1(1) of the National Health Service Act 2006.

(4) "Social care provision" means the provision made by a local authority in the exercise of its social services functions.

(5) Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (instead of health care provision or social care provision).

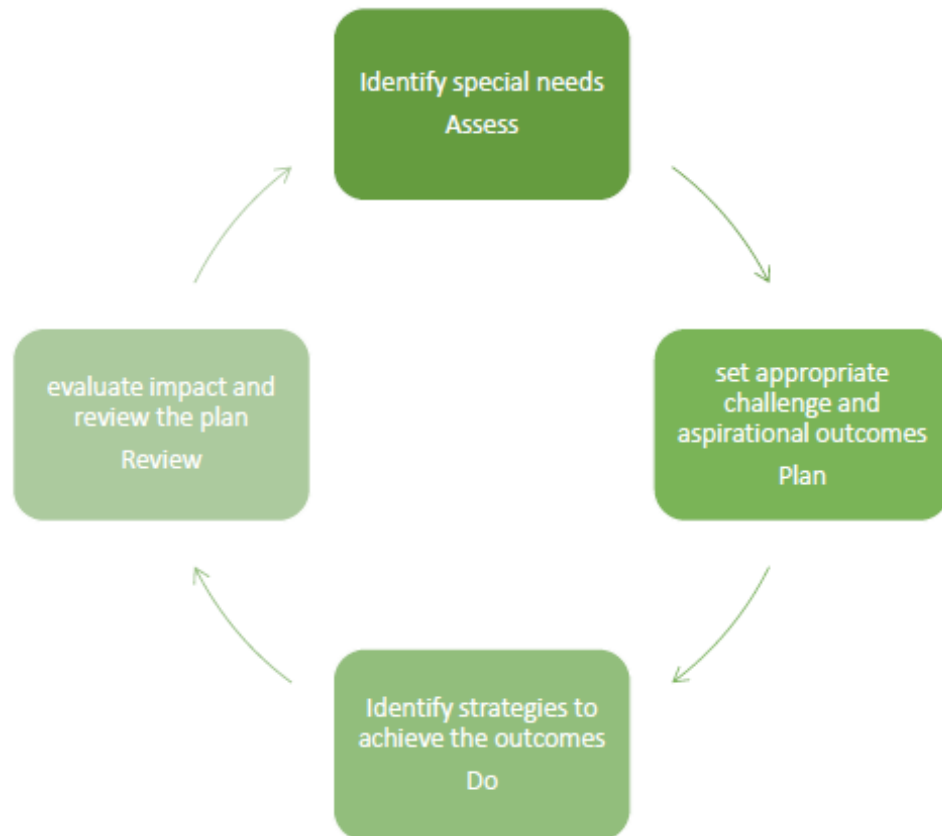
(6) This section applies for the purposes of this Part.

Section 21, Children and Families Act 2014

Children can be added to the Special Educational Needs Register as and when required. Before placing a child on the SEN Register, Heathlands will always have an open discussion with families. Reasons, support and next steps will be fully explained to families.

Confidentiality is maintained at all times with information about individual pupils being shared only with those people who need to know and are involved with the child. Information will only be shared with outside agencies with parental consent and in line with GDPR rules.

Each term, Heathlands will invite parents and carers of children on the Special Educational Needs register to a One Plan meeting. At this meeting there may also be other outside agency professionals in attendance if they are actively working with the child. The purpose of this meeting is to **assess** progress and needs, **plan** for future outcomes, report back on intervention and provision **completed** with the child, and **review** the success of this. The One Plan environment is outlined in the Special Educational Needs Code of Practise 2015 document, which the school adheres to. Following each One Plan meeting the school will share paperwork and reports with parents.



For those children with an Educational Health Care Plan (EHCP), there will also be an Annual review meeting. This meeting is to ensure that short term outcomes taken from the EHCP are being met, to review progress for the individual's needs and to make any changes to the EHCP which may now be relevant to the child as their needs may have changed or grown since the previous review. Parents will be invited to this meeting alongside the SENCO, the class teacher, and any other professionals working with the child, for example an Educational Psychologist or the school Inclusion Partner from Essex County Council.

Once a child with an EHCP reaches upper Key Stage 2, we will also hold a Transfer Review. This meeting has the same purpose as an Annual Review, but also registers the transfer from one school to the new Key Stage 3 provision selected.

RESOURCES

Funding for the school SEND provision is in the schools' budget and is calculated through a set formula by the Local Education Authority. The Head teacher alongside the SENCO, will manage the funds allocated to meet SEN. This covers two main areas, staff and teaching resources.

LSA's work under the direction of the SENCO/ class teacher. Time allocated to classes will depend upon the number of pupils on the SEN register in that class and the severity of their need. The SENCO will advise and support the class teacher so that appropriate strategies

and resources are in place. This will involve being involved in planning, monitoring, assessment, support teaching or working with groups. The SENCO will inform all staff of resources available for use with SEN pupils to help with differentiated teaching including a quiet base/teaching area. The SENCO also arranges for specific training for school staff – this training may be strategy based, or it could be training on how to run particular interventions to support individual needs.

Do we need to add about the oak provision?

The school works alongside a variety of specialists to ensure that pupils receive the best possible care and provision. The SENCO will remain in contact with these outside agencies on a regular basis, acting as a point of contact for parents and carers.

The Special Educational Needs provision is co-ordinated by the SENCO, in conjunction with the Class Teacher. All decisions on staffing are made in conjunction with the Headteacher. Across the school, training is being provided for all members of staff.

Where possible, the SENCO will seek extra resources and funding from other bodies e.g. accessing alternate provision or specific resources.

FURTHER INFORMATION

Heathlands C of E Primary School is part of the 'Local Offer' set out by Essex County Council. The 'Local Offer' is published as part of the Special Educational Needs and Disability (SEND) reforms under the Children and Families Act 2014 and:

- Gives you information about education, health and care services;
- Gives you information about leisure activities and support groups;
- Holds all the information in one place;
- Is clear, comprehensive and accessible;
- Makes service provision more responsive to local needs and aspirations;
- Is developed and reviewed with the service providers and service users.

The Local Offer is for children and young people with special educational needs and/or disabilities (SEND); children and young people from birth to 25 years; their parents and carers and for practitioners and professionals. You can find the Essex Local Offer at www.essexlocaloffer.org.uk. Heathlands Primary School's provision within the Local Offer is set out in this policy and in our SEND Information Report, also found on our website.

ADMISSION ARRANGEMENTS

No pupil will be refused admission on the grounds of his or her SEN. In addition to general school admission arrangements, outlined in the admissions policy, the following procedure will operate for children with SEN:

- When children entering the school have already been identified as having SEN the SENCO will collate and summarize all the information, which is sent from other sources e.g. reports
- If reports are not available, she will attempt to contact appropriate sources. She will also gather information from the parents and pupil and draw up a new One Plan.
- Will contact previous educational settings to acquire any background information that would support the child's admission and transition into Heathlands C of E Primary School.

MONITORING AND REVIEW

The Governing Body will review and monitor the information stated within this policy. The designated member of the Governing Body will discuss points with the SENCO. The SEND Policy will be reviewed annually. This is in-line with the School Policy Review.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.