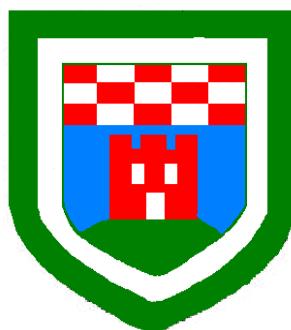




# **Dalton St. Mary's Church of England Primary School**

## **SEND Inclusion Policy**



January 2026

## DSM SEND Inclusion Policy – 2026

### AN OfSTED DEFINITION OF EDUCATIONALLY INCLUSIVE SCHOOLS

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs'

Dalton St Mary's C of E OfSTED report January 2023

'Leaders quickly identify pupils who need additional help. Skilled staff support these pupils successfully. Pupils with SEND access all that school life has to offer. The use of efficient technological equipment enables them to learn alongside their classmates. The help that pupils with SEND receive enables them to achieve well across a broad range of subjects.'

As an inclusive community we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the SENDCO in collaboration with the Senior Leadership Team. We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs. The ways we have created this are:

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- We have a SENDCO who ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have an inclusion register to include all children who are receiving additional support.

The register is up-dated half-termly and enables all the children to be tracked and support adjusted if necessary. Our school's tracking system (Arbor) allows us to compile essential data such as the levels of attainment of various groups, attainment/support by gender and enables us to monitor how successful our inclusive education is. The SENDCO and SLT keep abreast of developments nationally to support their work.

- School Support Plans (SSPs) are written at the end of September giving the child's new teacher chance to liaise with the SENDCO and the child's previous teacher around appropriate support strategies. The SSPs are reviewed and a new one written at the beginning of February which is reviewed again at the end of the year. These documents are discussed and shared with parents termly. The SENDCO will make herself available should the parent want to meet to discuss provision for their child at any time. PEPs are monitored and updated by the Headteacher or SENDCO in accordance to individual timescales. The targets are monitored so that the plans are effective in meeting children's needs. The children's progress is tracked throughout and data added to the tracking system on Arbor.

- The SENDCO, Headteacher and SLT meet regularly to review the inclusion register and staff can access this on Arbor. School Support Plans can be accessed for all children on the register within the SEND folder on Google Drive.
- The SENDCO meets regularly with external agencies to review individual cases and ensure provision is effective.
- All staff involved with particular cases are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated person responsible for child protection; Mrs Michelle Hughes, Headteacher and in her absence; or the other senior leaders: Lisa Woodburn, Bryony Cain or Esther Ryder, who are

all trained to Level 3 Child Protection.

We work closely with Social Care to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs.

■ All children's learning and progress is carefully tracked through our school's tracking system (Arbor) or PIVATs when measuring smaller steps of progress. In our Early Years we use Tapestry to monitor progress of our young learners and implement the Cherry Garden assessment to measure small steps. This is regularly analysed by leaders in school to identify groups of children who may require support or additional provision beyond what is offered in our high quality classroom practice.

The Headteacher and SENDCO meet in response to the needs of individual children and we invite in the appropriate professionals when relevant, including representatives of social care. We have a breakfast club, after school care and some after-school activities on school premises and we provide funding (through Pupil Premium where appropriate) for our vulnerable children to attend these provisions and clubs. We are fully aware of and responsive to the needs of our exceptionally skilled learners and make use of appropriate strategies to support this group. The school also liaises closely with receiver secondary schools to enable smooth transition takes place.

All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

Indicators of Success at Dalton St Mary's C of E Primary

- everyone is made to feel welcome
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share a philosophy of inclusion
- the school strives to eliminate any discriminatory practices
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- local communities are involved in the school
- there are high expectations of all pupils
- differentiation supports each individual pupil's needs
- Teachers and all support staff are concerned to support the learning and participation of all pupils
- teachers plan, review and share good practice
- staff collaborate with each other and schools within our cluster
- staff development activities help staff to respond to pupil diversity
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- special needs policies are inclusion policies
- the 2014 Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated with learning

support when there is a need

- we identify children who are exceptionally able learners and provide opportunities to meet their needs
- we are working to remove barriers to full attendance
- we maintain anti-bullying and single equality policies (we record incidents of racism and report these termly to the Local Authority)
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- we provide a range of support strategies delivered by teachers and support staff in order to meet individual pupil's needs
- lessons are made accessible to all through a fully differentiated curriculum and by support
- lessons develop an understanding and acceptance of difference

- pupils are actively involved in their own learning including self and peer assessment of learning
- pupils are aware of their next steps in learning
- pupils learn collaboratively
- assessment encourages and tracks the achievements of all pupils
- classroom behaviour is excellent, based on mutual respect
- homework contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom
- staff develop and secure resources to support learning and participation and distribute these fairly to support inclusion

Inclusion for all is at the heart of Dalton St Mary's and is reflected in the Children's Charter, written by the children, permeating all that we do as a learning community.

### Special Educational Needs

This section is based on the guidance of the 2014 Code of Practice for Special Educational Needs. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken. The legal framework for this policy is the Education Act 1996 and the SEN Disability Act 2001. We aim to identify children with special needs at the earliest opportunity and ensure that the appropriate support is in place to support learning.

### Principles

A child with SEND should have their needs met

The views of the child should be sought and taken into account

Children with SEND should have full access to a broad, balanced and relevant education

Parents and carers will be invited to work in partnership with the school to address the needs of SEND pupils

### Roles and Responsibilities

The Headteacher and SENDCO have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SENDCO monitors, reviews, evaluates and manages the support provided for children on the SEND register and is responsible for the day-to-day processes and procedures, supporting teachers and support staff in meeting the needs of children. The SENDCO may also work with individuals and groups of children on the SEND register.

All teachers will work to implement this policy and take the responsibility for planning to meet the needs of pupils in their care on a day-to-day basis (with reference to SSPs, advice from the SENDCO and external advice). The SENDCO will ensure that requirements set out

in the Code of Practice are being met.

This will be achieved by:-

Liaising with and advising colleagues

Reviewing SEND data

Monitoring the records of all pupils with SEND

Liaising with the parents of children with SEND

Contributing to and arranging INSET for all staff

Liaising with external agencies/professionals

Writing/reviewing School Support Plans with teachers

Ensure parents have the opportunity to contribute to SSP reviews

Seek the views of children on the Inclusion Register

## Admission Arrangements

Children are admitted throughout the school in accordance with the school's admission policy which states that those with SEND, where appropriate, will be given high priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on admission forms any special needs their child may have.

## Access

The school does not have any Specialist Resource Provision. We support pupils with a wide range of SEND needs including autism, ADHD, physical/medical difficulties and specific learning difficulties. The Nursery and KS1 classrooms are suitable for disabled access. Year 3 and Year 4 can be accessed from the playground however the Year 5 and Year 6 classrooms are located upstairs **though this is not inflexible should access for a child be required.** We work with all parents of pupils with an individual need to ensure they are able to be a part of our school community.

## The Graduated Approach

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of assess, plan, do and review. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

## Identification, Assessment and Provision for SEND

A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. The Education Act 1996 defines a child as having a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age or
- (b) Have a disability which prevents or hinders the child 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

Are under five and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for the child. A child must not be considered as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught.

## Allocation of resources

We aim to use resources to support staff and to provide appropriate resources for use with individuals or small groups of children. The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated.

## Identification and Assessment Arrangements and Review Procedures

Special educational provision means:

- (a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind. (Educational Act 1996, Section 312)

### Identifying the Need

Observations are made in the first term for each child in Nursery / Reception, and foundation stage profile activities take place. We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible. When a Class Teacher or parent expresses a concern about a child's development, the SENDCO is informed. The Class Teacher and SENDCO gather information and then decide whether the child's difficulties require special educational provision to be made. This is discussed with the parents/carers. Children who join Dalton St Mary's who have already been identified as having special educational needs, are discussed at liaison meetings and the team then ensures that appropriate arrangements are made for that child with Class Teachers and discussed with parents.

### Assessment

At Dalton St Mary's, teachers continually assess children's learning. Each term, every child completes assessments in reading, writing and maths. The results of these assessments are analysed by Class Teachers the SLT and SENDCO. The information gathered is used to monitor progress and informs future planning. Pupil progress meetings with the SLT and SENDCO ensure that response to underachievement is swift and robust. Dalton St Mary's School has adopted the procedure outlined in the Special Educational Needs Code of Practice. In many cases, action taken at one phase will mean that the child will not have to move on to the next. Only if a child's progress continues to cause concern at any one phase will the child be moved to the next phase. When there is no longer any cause for concern, the child will either move down a phase or will be removed from the Inclusion register.

### Procedures at Dalton St Mary's

Where a pupil is identified as having SEND the school will take action to remove barriers to learning and put special educational provision in place. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### Assess

The class teacher and SENDCO will together carry out a clear analysis of the child's needs. This will draw on teacher assessments, comparison to the child's peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child.

These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

### Plan

Where it is decided to provide a pupil with SEN support, the parents **will be notified**, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

### Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHCP, the local authority must review that plan as a minimum every twelve months. The school will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

### Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The SENDCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents can consider requesting an Education, Health and Care needs assessment.

An Educational Health Care Plan is drawn up stating the Special Educational Provision to be made for the child. School will provide the funding for the first 9.5 hours of support (per week) identified in any assessment. Any identified and agreed additional support above 9.5 hours will be funded by the LA and the child may be supported both in class and individually according to their perceived needs. All adults working with the child liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies. Every Educational Health Care Plan is reviewed annually. At this review, the child's progress is considered in light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the Educational Health Care Plan should be maintained, new targets are agreed for the coming year. Parents' comments are sought two weeks before the annual review. The views of the child are always sought and recorded before the review.

### Records of Special Educational Needs and Disabilities

There is a whole school SEND folder (subdivided into class groups) securely stored online. Within the class group folder there is a section containing information for each child who has special educational needs. Information contained will include up-to-date :-

#### School Support Plans and Reviews

Other SEND information eg reports from outside agencies

Information from previous academic years will be stored in a separate folder (for each child) in the SENDCO's secure, electronic folder. Any records kept by class teachers/support staff relating to SEND should be kept confidential and only shared with the SENDCO/SLT unless otherwise directed by them.

### Confidentiality

The confidential nature of special needs meetings, case conferences or children's records is understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

### Arrangements for providing access to pupils with SEND to a balanced curriculum

At Dalton St Mary's School, we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development. It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum. Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific teaching.

### Equal Opportunities

We believe that it is important that children with SEND are able to take a full part in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities

Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

## Governing Body

Through monitoring the operation of the policy, the governors must make sure that:  
The necessary provision is made for pupils with Special Educational Needs and Disabilities.  
Pupils' needs are communicated to all involved teachers  
Teachers are aware of the need to identify and respond to Special Educational Needs and Disabilities.  
There is a policy for pupils with Special Educational Needs and Disabilities.  
The policy is available on the school's website for parents to view.

A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term, as the current designated SEND Governor. In the event of the SEND Governor leaving during the year, the Chair of Governors assumes the role until the next Governors' meeting. Regular meetings will be held with the SENDCO for Inclusion and the Special Needs Governor to monitor the successful implementation of the school's Special Needs Policy. The SEND Governor will report to the Governing Body.

The Governing Body appointed **Miss Hannah Doran** as the SEND Co-Ordinator and she has day to day responsibility for co-ordinating SEND provision at Dalton St Mary's C of E Primary School. At our school we are passionate about ensuring all our pupils can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need. There is no difference in the admission arrangements for pupils with special educational needs who do not have a statement to the arrangements for other pupils. The school does not have any Specialist Resource Provision. Currently there are pupils with a range of SEND needs including autism, physical/medical difficulties, specific learning difficulties and visual impairment. The Nursery and KS1 classrooms are suitable for disabled access. Year 3 and Year 4 can be accessed from the playground however the Year 5 and Year 6 classrooms are located upstairs. We work with all parents of pupils with an individual need to ensure they are able to be a part of our school community.

## INSET

The SENDCO in conjunction with the SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The SENDCO attends training sessions in order to fulfil the requirements of the Code of Practice and monitor and maintain the policy of the school Effectively.

## Outside Agencies

The SENDCO meets regularly with adults working with children with Special Educational Needs or Disabilities. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a whole school register. Meetings are organised with parents, teachers, outside agencies and the SENDCO as required and stated on the register. For those children with specific medical special needs, there is regular liaison between the Health Authority and the school. All outside agencies are invited to send a report or attend review meetings for those children transferring from another school to Dalton St Mary's, there is a regular contact prior to the changeover. The SENDCO will be responsible for integrating children into Dalton St Mary's School.

External Agencies

External agencies include:-

Educational Psychology Service

Education Social Work Service

Behaviour Support Service

Specialist Teachers

Dalton Children's Centre

Physiotherapy Service

Occupational Therapy Service

School Nursing Team

Speech and Language Therapy Service

Children and Adolescent Mental Health Service

*Discussed and agreed by staff:*

*February 2026*

*Signed:*

*Headteacher*

*Discussed and agreed by governors on*

*Signed*

*Chair of Governors*