

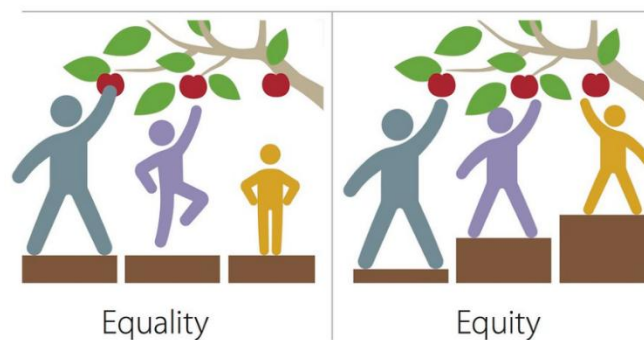
## **St Luke's C.E. Primary School Inclusion & Special Educational Needs and Disabilities (SEND) Policy**

Policy for Inclusion and SEND  
Full Gov Body  
Reviewed: Summer 2026  
For review: Summer 2027

### **Introduction**

All children and young people should be enabled to achieve their best, become confident individuals and be prepared for adulthood. Most children will have these opportunities through the quality first teaching of everyday practice. However, some children and young people need additional or adapted provision which is beyond differentiated and personalised, quality first teaching. St. Luke's School's Inclusion and SEND policy explains how we plan to meet children's needs.

Our vision for learners with SEND is founded on the principle of equity of educational experience for all learners. We believe that the educational experience for learners with SEND should be consistently as good as it is for those without SEND.



To fulfil our vision for learners with SEND, we aim to:

- Include children with SEND in every way that we can in the wider school
- Promote participation in extracurricular clubs and activities
- Minimise disruption to learning by keeping pupils with SEND in the classroom, for as much of the time as possible
- Closely monitor and celebrate progress in all aspects of a pupil's development
- Ensure access to a broad and balanced curriculum in which development in all areas is stimulated and nurtured
- Use evidence informed interventions
- Continually seek to improve our practice with regard to developments in relevant research
- Provide support to enable pupils to take part in residential trips
- Collaborate with parents and external agencies
- Give our staff the training and support they need to help fulfil our vision

Through the implementation of this vision, not only will we fulfil our duty to provide access to an appropriate education for all children, we will also promote high standards and allow all pupils to fulfil their potential.

To enable effective support for SEND pupils, we wish to identify any barriers to learning as early as possible. Barriers to learning are categorised into four broad areas of need, as laid out in the SEN and disability Code of Practice (2014), which are:

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

Some pupils have difficulty accessing the curriculum because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are addressed in our policy for teaching English as an Additional Language.

### **Objectives in making provision for pupils with SEND**

- To value all the pupils in our school equally.
- To ensure that all our pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. This will be achieved through creating a positive learning environment reflected in practice, management and allocation of resources.
- To support all teachers and members of staff in their work, by identifying and meeting the needs of pupils with SEND. In this they can draw on the resources of the whole school.
- To monitor progress of all pupils so that pupils with SEND are identified as early as possible and that necessary and available support is provided.
- To offer high quality support and quality first teaching to ensure that all needs are met.
- To maximise the opportunities for pupils with SEND to join in all the activities of the school.
- To ensure all pupils experience success.
- To ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- To seek the views of the pupil and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy aims to achieve these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assess, plan, do, review.

## **Roles and Responsibilities**

### **Governing Body**

The school governors have specific responsibility to ensure that necessary provision is made for any pupil who has SEND. In doing so, Governors have regard for the SEND Code of Practice and the Disability Rights Code of Practice for schools. There is an appointed governor with responsibility for SEND and they meet with the SENDCo each term.

### **The Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head Teacher keeps the governing body fully informed and works closely with the school's SENDCo.

### **The School Staff**

All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All members of staff are involved and responsible for the development and delivery of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

### **The Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The SENDCo has responsibility for the operation of the school's Inclusion and SEND policy. These responsibilities include:

- Co-ordinating provision for pupils with SEND.
- Liaising with, supporting and advising teaching staff in relation to SEND issues.
- Managing teaching assistants who support pupils with SEND.
- Liaising with parents of pupils with SEND.
- Liaising with nursery, primary and secondary school SENDCOs, educational psychologists, school nurse, speech and language therapists and other health professionals.
- Preparing reports for pupils undergoing assessment in relation to Education and Healthcare plans (EHCP).
- Preparing annual reviews for pupils with an EHCP.

The SENDCo attends termly SENDCo forum meetings. This enables them to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

## **Admissions**

The school has an admissions policy which covers admission for pupils with SEND.

## **Special facilities**

The school believes in the inclusion of all pupils including those identified as having SEND. The design of the school ensures access to the school building and classrooms is as easy as possible. There are two toilets with wheelchair access. The playgrounds and outdoor learning environments are planned to suit the needs of pupils with SEND.

## **Allocation of resources**

The local authority (LA) provides the school with funding for pupils with SEND. In addition, the school also plans and provides for pupils with SEND from its main budget. The allocation of resources is based on an annual audit of need carried out during the Spring term. At present the school spends this money on:

- The SENDCo role.
- Learning support/teaching assistant time.
- The first £6,000 of funding for all children with an EHCP.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively.
- Specialist books, resources and equipment.

The details of how individual pupils receive support is recorded on the school's Provision Maps. The school recognises the importance of assistive technology and digital tools in supporting pupils with SEND, and ensures that any online or remote learning is made accessible, with adaptations provided where needed to enable full participation.

The school may receive additional funding for pupils with an EHCP or pupils assessed at 'SEN Support' e.g., SCIP funding. This funding is used specifically to support the learning needs of these pupils.

### Identification and assessment of pupils with SEND

| <b>Action</b>                           | <b>Who is involved?</b>   | <b>What is involved?</b>   | <b>Next steps</b>  |
|---|---|--|--|
| Quality First Teaching /Differentiation | The class teacher is responsible for adopting a quality first teaching approach, and where necessary, differentiating work for all the pupils.  | The teacher plans for the activities to be made accessible to the pupils at the appropriate level of need for success and progress to be achieved.   | If, after observations in a variety of contexts and in discussion with parents, a pupil is not making adequate progress, placing the child on the SEND register at 'SEN Support' is considered. The teacher responsible for the child informs the SENDCo of the concern using the online 'SEND Cause for Concern' form.  |
| SEN Support                             | The child is placed on the SEND register at SEN Support. Appropriate interventions are identified and parents are informed. The SENDCo may request advice from an external agency. Additional guidance is given and is agreed with parents. The teacher involved delivers the plan of action. | Whilst ensuring that a quality first teaching approach is embedded in practice, additional and/or different activities/ resources may be used to meet the needs of the pupil. Targets are implemented in the class using the strategies and additional/different resources suggested by external agencies. Support from home is considered. All pupils at SEN Support will be reviewed at least termly and a formal meeting will be held with parents. | Most pupils should make progress with the additional help and the implementation of quality first teaching, but if adequate progress is not made, advice may be requested from outside agencies. The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for an EHCP. |

If a pupil demonstrates significant cause for concern and meets the relevant threshold, the school may request an EHCP Needs Assessment (EHCNA).

In line with current legislation, St. Luke's School pupils may have an EHCP. In addition to the regular review of their progress, the specific support outlined in their assessment is reviewed at least

annually and a report provided for the LA. Planning for transfer to secondary school may start in Year 4 or 5, to give time to devise a successful transition plan from Key Stage 2 to Key Stage 3.

Prior to secondary transfer, transition meetings may also be held for pupils at School Support if necessary. The SENDCo attends the transition day for all pupils with SEND who are transferring to RBK secondary schools. In addition to this, separate meetings may be held with non RBK schools if necessary. The SENDCo and school staff also liaise with feeder nurseries, early years settings and other primary schools ahead of a pupil's admission to St. Luke's, ensuring that relevant information is gathered early and appropriate provision can be in place as quickly as is possible.

If a pupil makes sufficient progress, and with the agreement of parents, an EHCP may be discontinued by the Local Authority, or the amount of provision specified may be reduced.

### **Complaints procedures**

St. Luke's School provides opportunities for parents and teachers to meet both formally and informally. It is intended that concerns regarding SEND issues are identified at an early stage so that matters can be resolved as quickly as possible. The school encourages initial concerns and contacts to be made through the class teacher, however, matters may be raised by parents directly to the SENDCo or Head Teacher. The school has a complaints policy which parents will be given on request. Under the SEND Code of Practice (2014) parents may seek advice on resolving disagreements with the LA. The school will make further information about this process available on request.

### **Arrangements for training and development of staff including Learning Support Assistants**

St. Luke's School makes an annual assessment of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to Early Career Teachers and new members of staff. SEND is included within all school training. All staff are encouraged to attend training for SEND organised by the LA and other agencies.

Staff attend meetings termly with the SENDCo to develop skills and knowledge of SEND practice. They also share information from courses they have attended with each other. In addition, all staff are able to request specific training as part of the annual appraisal process.

Apart from attending the LA's SENDCo forum each term, the SENDCo also attends the Annual SENDCo conference run by the LA. This ensures that the school is aware of current developments in SEND. The SENDCo also attends relevant training courses and supports staff in accessing training for SEND.

## **Arrangements for partnership with parents**

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. Parents' views are valued and they are expected to play an active role in their child's education.

When a pupil is identified as having SEND, their parents are informed. They will be aware of the provision made for their child and expected to support their child. Parents are invited to meetings to review progress. These will take place at least termly.

Strategies used in school to support parents as partners:

- A copy of the school's Inclusion and SEND policy can be obtained from the Head Teacher or accessed on the school's website.
- Parents will be given advice on the support available for their children within the school from the Headteacher, SENDCo and class teacher.
- Parents are invited to review meetings.
- Parents will be invited to meet external agencies involved, whenever possible.
- All records will be available to parents, as requested.
- Some pupils may have home/school diaries to aid communication and to share information.

The school can provide information about the Richmond & Kingston Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) to parents of pupils with SEND. This is a free and impartial service that supports parents with SEND advice and through the EHC process.

<https://www.rksendiass.co.uk/>

## **Pupil participation**

Pupils with SEND have their views sought on their needs and progress. They are encouraged to participate in decision-making processes including the setting of learning targets and their review, discussions about choice of schools and transition. Pupils are encouraged to make verbal or written contributions to reviews as appropriate to their age and abilities. At annual reviews, pupils are expected to contribute a self-evaluation as appropriate.

## **Links with other mainstream schools and special schools**

Advanced planning for pupils with SEND transferring to secondary school is essential to allow enough time for appropriate options to be considered. The SENDCo liaises with the SENDCos of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred

to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

At present St. Luke's School does not have formal links with special schools but members of staff are encouraged to seek expertise and observe good practice in these schools when appropriate. Usually, informal visits or meetings can be arranged through the SENDCo.

### **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

The Educational Psychology Service allocates 6 sessions per year to St. Luke's School equating to 18 hours of support. The Educational Psychologist works with pupils with an EHCP, but they also provide the SENDCo and staff with additional strategies to raise pupils' levels of achievement. They may meet with parents of pupils at School Support and contribute towards targets and strategies for provision. They may also be involved in staff training.

The Speech and Language Service allocates therapists to visit the school to work with referred pupils. Pupils in the nursery may receive speech and language therapy through the local clinic. The therapists consult with school staff and suggest targets and strategies as necessary.

The SENDCo seeks the support of the Emotional Health Service for pupils with emotional and behavioural difficulties.

The school nurse regularly visits the school and liaises with the Headteacher.

The SENDCo liaises with many other external agencies when appropriate, including health visitors, Social Services and the CAMHS services accessed through the Single Point of Access (SPA).

### **Success Criteria**

The success of the education offered to children with SEND will be judged against the principles set out in the policy. The policy will be reviewed regularly and the success criteria for each year is set out in the School Improvement Plan. Key indicators include the progress and attainment of pupils with SEND relative to their starting points, the proportion of pupils meeting their individual targets, the quality and timeliness of EHCP reviews, and the level of parental satisfaction as measured through annual surveys and review meetings.

### **Summer 2026**

**Appendix 1**

The following legislation and guidance are also relevant to this policy:

|   |   |
|---|---|
| Education Act 1996                      | This legislation is amended by The Children and Families Act 2014. The SEN Code incorporates references to relevant sections of the Act.          |
| School Standards and Framework Act 1998 | Section 42 requires that a governing body's annual report includes information on the implementation of the Inclusion and SEND policy.            |
| The Children and Families Act 2014      | Amends the Education Act 1996 and provides all the necessary guidance on the SEND Code of Practice.   |
| Equality Act 2010                       | Legally protects people from discrimination in the workplace and in wider society. It replaces previous anti-discrimination laws in a single act. |

## Appendix 2

### SEND Code of Practice Definition of Special Educational Needs

For the purposes of this policy, we have used the term Special Educational Needs and Disabilities as defined by the SEND Code of Practice.

The SEND Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- I. Have a significantly greater difficulty in learning than the majority of others of the same age
- Or
- II. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area (See Section 312, Education Act 1996).

### Definition of Disability

A person is disabled if they have a physical and/or a mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal day-to-day activities.

Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.