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'Learn to love and love to learn; in God's love each one will shine'

St Andrew's Church of England (VC) Primary School Inclusion Policy

Rationale

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

St Andrew's Church of England (VC) Primary School is committed to providing a fully inclusive educational environment in which all pupils are valued, respected and supported to achieve their full potential. This commitment is rooted in St Andrew's Christian vision. It is reflected in a culture where inclusion is understood as the active removal of barriers to learning, participation and wellbeing. St Andrew's recognises that inclusion requires consistent, deliberate and informed practice across all aspects of provision. Our aim is to ensure that every pupil is able to access, engage with and benefit from education.

This policy should be read alongside the school's SEND Report and SEND School Offer, which provide further detail about provision and statutory responsibilities.

Legal and Statutory Duties

This policy is written in accordance with the statutory requirements set out in the SEND Code of Practice, the Equality Act 2010, and the Children and Families Act 2014, alongside guidance provided through the Hertfordshire Local Offer. St Andrew's recognises its duty to use its best endeavours to secure appropriate provision for pupils with special educational needs and disabilities and to ensure that such provision is informed by a clear understanding of individual need.

St Andrew's fulfils its obligations under the Equality Act by ensuring that no pupil is discriminated against on the basis of disability or other protected characteristics. Moreover, by making reasonable adjustments to prevent substantial disadvantage. St Andrew's also complies with the Public Sector Equality Duty by actively promoting equality of opportunity and fostering positive relationships within the school community.

St Andrew's also ensures that pupils with SEND or disabilities are able to participate fully in all aspects of school life, including school trips, clubs, performances and wider enrichment activities. Reasonable adjustments are made in advance to remove barriers and ensure equal access to opportunities.

St Andrew's also ensures that communication with parents and carers is accessible. This may include the use of plain English, translated materials or alternative formats where required, so that all families can engage fully with school processes.

When reviewing policies or making decisions about provision, St Andrew's considers the potential impact on pupils with protected characteristics to ensure equality of opportunity.

Definition of Special Educational Needs and Disabilities

A pupil is identified as having special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them. This may arise when a pupil experiences significantly greater difficulty in learning than others of the same age. It may also occur when a disability affects their ability to access the curriculum or learning environment.

St Andrew's recognises the four broad areas of need outlined in statutory guidance, namely communication and interaction, cognition and learning, social, emotional and mental health needs, and sensory and/or physical needs. These areas are used to inform planning and provision while recognising that pupils' needs may be complex and overlapping.

Not all pupils who experience difficulty will be identified as having SEND. Some pupils may require short-term support to address gaps in learning, which does not constitute SEND. Where a pupil is identified as having SEND, provision is 'additional to or different from' that normally available through high-quality teaching, in accordance with the SEND Code of Practice.

Under the Equality Act 2010, schools have an anticipatory duty to plan ahead for the needs of pupils with disabilities. This means St Andrew's must consider potential barriers in advance and take reasonable steps to remove or reduce them, even before a pupil with a particular need joins the school. This proactive approach ensures that the environment, curriculum and policies are accessible to all pupils. This includes planning for accessible classrooms, adapting resources, considering sensory needs and ensuring that policies and routines do not create unnecessary barriers for pupils with disabilities. Accessibility considerations are embedded across school policies, routines and the physical environment to ensure that pupils with SEND or disabilities can participate fully and safely.

Understanding Disadvantage and Barriers to Learning

St Andrew's acknowledges that pupils may face a range of disadvantages that create barriers to learning and participation. These barriers may arise from:

- SEND
- socio-economic disadvantage
- exposure to trauma or adverse childhood experiences
- involvement with social care
- medical conditions
- language barriers
- disrupted educational experiences.

Such factors may lead to:

- gaps in knowledge
- difficulties with communication
- challenges in emotional regulation
- reduced engagement with learning
- inconsistent attendance.

St Andrew's recognises that disadvantage is often cumulative. Pupils may experience multiple and interacting barriers. It is therefore essential that staff adopt a holistic and informed approach to identifying need and planning support, ensuring that provision addresses both academic and wider developmental needs.

St Andrew's identifies disadvantage through a combination of pastoral knowledge, assessment information and communication with families. Staff monitor attendance, behaviour, wellbeing and progress to identify patterns that may indicate unmet need. Information from parents, previous schools, social care, health professionals and the pupil themselves is used to build a clear picture of any barriers to learning. The Senior Leadership Team meet regularly to discuss pupils who may be vulnerable to disadvantage, ensuring that support is timely, proportionate and based on a holistic understanding of the child.

Staff remain alert to safeguarding concerns when identifying disadvantage or unmet need. The SEND and safeguarding teams work closely together to ensure that pupils receive coordinated support.

Hertfordshire Ordinarily Available Provision

St Andrew's approach to inclusion is underpinned by the expectations set out in Hertfordshire's Ordinarily Available Provision. This can be accessed here: <https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision>. This framework defines the provision that should be available for all pupils, including those with SEND, without the need for specialist or high-needs funding. St Andrew's ensures that this provision is consistently in place and forms the foundation of its inclusive practice.

Ordinarily Available Provision at St Andrew's includes high-quality teaching that is adapted to meet a wide range of needs, the use of appropriate scaffolding and modelling, structured support for language development, and the consistent application of inclusive classroom strategies. It also

includes the use of assessment to inform teaching, the provision of targeted interventions where required and the development of positive relationships that support pupils' emotional wellbeing.

Where a pupil is not making expected progress despite access to this level of provision, St Andrew's will consider whether additional support is required through the graduated approach. St Andrew's ensures that all staff are familiar with Hertfordshire guidance and are able to implement Ordinarily Available Provision effectively and consistently.

SEND support is considered where a pupil requires provision beyond Hertfordshire's Ordinarily Available Provision.

Inclusive Teaching and Universal Provision

In line with the SEND Code of Practice, St Andrew's recognises that high-quality teaching, differentiated for individual pupils, is the first response to meeting the needs of pupils with SEND.

High-quality teaching is the primary means of meeting the needs of all pupils and is a statutory expectation. Teachers are responsible for ensuring that teaching is inclusive, appropriately challenging and responsive to individual needs. This includes adapting teaching approaches, using assessment to inform planning and providing appropriate support to enable all pupils to access the curriculum.

Universal provision includes clear and structured teaching, opportunities for repetition and consolidation, explicit vocabulary instruction and the use of visual and practical resources where appropriate. It also includes the creation of a classroom environment in which pupils feel safe, valued and able to participate fully.

All provision is designed to achieve clearly defined outcomes, which are reviewed regularly to ensure that support is effective and that pupils are making progress from their starting points.

Reasonable adjustments are also made for assessments, enabling pupils with SEND or disabilities to demonstrate their learning without being unfairly disadvantaged.

Although our pupils are at the beginning of their educational journey, St Andrew's supports early preparation for adulthood by developing independence, confidence, communication skills and resilience. For pupils with SEND, we focus on building self-advocacy, understanding their own needs and developing the skills they will need to participate fully in their community as they grow older.

St Andrew's is committed to ensuring that all staff receive appropriate training to meet the needs of pupils with SEND. Training is reviewed annually and informed by pupil needs, staff feedback and local authority guidance. The SENCo identifies training needs across the school and coordinates professional development to ensure staff are confident and skilled in meeting a wide range of needs.

Model SEND Procedures for Staff (see Flow Chart below for clarity)

St Andrew's follows the statutory Assess- Plan- Do- Review (APDR) cycle when identifying and supporting pupils with SEND. This graduated approach ensures that support is responsive,

evidence-based and regularly reviewed. St Andrew's is committed to the early identification of SEND so that support can be put in place promptly and effectively.

In order to ensure consistency and compliance with statutory requirements, St Andrew's has established a clear process for identifying and supporting pupils with SEND. When a concern is first identified, the class teacher must take immediate responsibility for gathering evidence through observation, assessment and discussion with the pupil and their parents or carers. The teacher must consider whether the pupil's needs can be met through high-quality teaching and the consistent application of Ordinarily Available Provision.

If concerns persist, the teacher must consult with the Special Educational Needs Coordinator (SENCo) and share all relevant evidence. At this stage, a more detailed assessment of the pupil's needs will be undertaken, drawing on a range of information including attainment data, work scrutiny and, where appropriate, advice from external professionals.

Following assessment, the teacher, in collaboration with the SENCo, must plan appropriate support. This plan must include clearly defined outcomes, the strategies and interventions to be used and the expected impact on the pupil's progress. The plan must be shared with parents and, where appropriate, with the pupil.

The teacher remains responsible for implementing the agreed support and must ensure that any additional adults involved are effectively deployed and understand their role. The teacher must monitor the pupil's progress closely and gather evidence of impact.

The effectiveness of the support must be formally reviewed at least termly. Parents will be contacted by the class teacher either face to face or through email/ electronic communication. During this review, the teacher and SENCo must evaluate progress against the agreed outcomes and determine whether the support should be continued, adapted or intensified. Parents and pupils must be involved in this review process.

Where a pupil continues to make limited progress despite sustained and appropriate support, St Andrew's must consider involving external agencies or requesting an Education, Health and Care needs assessment. All decisions must be clearly recorded and based on evidence of need and impact.

All SEND records, including assessments, plans and review notes, are stored securely and in accordance with data protection requirements. Records are updated regularly to ensure an accurate picture of each pupil's needs and provision. Accurate and up-to-date records ensure continuity of support, inform decision-making and enable effective transition between year groups and settings.

Targeted and Specialist Provision

Where universal provision is not sufficient to meet a pupil's needs, targeted support is implemented to address specific difficulties. This provision is carefully planned, time-limited and regularly reviewed to ensure that it is effective. The aim is to enable the pupil to make progress and to access the full curriculum.

For pupils with more complex needs, specialist provision may be required. This may involve collaboration with external professionals and the development of an Education, Health and Care Plan. St Andrew's ensures that such provision is coordinated, evidence-based and focused on achieving positive outcomes.

Partnership with Parents and Pupils

St Andrew's recognises the importance of working in partnership with parents and carers and complies with its statutory duty to involve them in decisions about their child's education. Communication is regular, clear and constructive, ensuring that parents are fully informed and able to contribute to planning and review.

St Andrew's is committed to co-production, meaning that parents, carers and pupils are actively involved as equal partners in decisions about support. Staff work collaboratively with families to set outcomes, plan provision and review progress. This approach values the expertise of parents and the lived experience of pupils, ensuring that support is meaningful, personalised and effective.

Pupils are also actively involved in discussions about their learning and support, in a manner appropriate to their age and understanding. This supports the development of independence, self-awareness and engagement with learning. Pupil voice is central to our approach. Pupils are encouraged to share their views about what helps them learn and their contributions are recorded and reflected in planning and review processes. Where appropriate, pupil passports or one-page profiles are used to summarise a pupil's strengths, needs and effective strategies. These are shared with all staff working with the pupil.

Working with External Agencies

St Andrew's works collaboratively with external professionals to ensure that pupils receive coordinated and effective support. This includes engagement with health services, educational psychologists and social care where appropriate. Such collaboration ensures that provision is informed by specialist expertise and addresses the full range of a pupil's needs.

Referrals to external professionals are considered when high-quality teaching and targeted school-based support have not led to expected progress, or when specialist assessment is required to understand a pupil's needs. Referrals to external agencies are made in consultation with parents and are based on evidence of need and the impact of previous support.

St Andrew's places high importance on effective transitions. Additional support is planned for pupils with SEND when moving between year groups or transferring to secondary school. This may include enhanced visits, information sharing, pupil passports and meetings with receiving staff.

Monitoring and Evaluation

St Andrew's monitors the effectiveness of its provision through ongoing analysis of pupil progress, attendance and behaviour. Feedback from pupils, parents and staff also informs our evaluation. This information is used to inform continuous improvement and to ensure that provision is having a positive

impact. The impact of interventions is evaluated using entry and exit data, observations and feedback from pupils, parents and staff.

The governing body holds St Andrew's to account for fulfilling its statutory duties and ensuring that resources are used effectively to support inclusion.

Roles and Responsibilities

The Headteacher has overall responsibility for inclusion and SEND provision within St Andrew's. The SENCo leads the strategic development and day-to-day coordination of SEND support. Teachers are responsible for the progress of all pupils in their class and for implementing inclusive teaching.

Governors provide oversight and ensure that statutory requirements are met. Governors monitor inclusion through regular reports from the SENCo and Headteacher, review of SEND data and discussions with pupils, parents and staff.

Review of Policy

This policy will be reviewed annually to ensure that it remains compliant with statutory requirements and reflects current best practice.

Glossary

SEND (Special Educational Needs and Disabilities)

When a child has a learning difficulty or disability that means they need additional or different support from others their age.

Ordinarily Available Provision (OAP)

Support that all Hertfordshire schools are expected to provide for pupils without needing extra funding. This includes high-quality teaching, adaptations and targeted short-term interventions.

Graduated Approach

A cycle of support used in all schools: Assess - Plan - Do - Review. It helps staff understand a child's needs and check whether support is working.

Reasonable Adjustments

Changes a school must make so that pupils with disabilities are not put at a disadvantage (e.g., providing visual timetables, adapted equipment or extra processing time).

Education, Health and Care Plan (EHCP)

A legal document for pupils with significant and long-term needs that require specialist support beyond what a school can provide from its own resources.

External Agencies

Professionals outside the school who may support a child, such as educational psychologists, speech and language therapists or health services.

Co-production

Working with parents, carers and pupils as equal partners when planning support, rather than making decisions for them.

Adverse Childhood Experiences (ACEs)

Difficult or traumatic events in a child's life that may affect their wellbeing or learning.

Further Advice and Support

Parents and carers can access additional information and support through:

- Hertfordshire Local Offer- information about SEND services, support and guidance in the county. <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)- free, impartial advice for families. <https://www.hertssendiass.org.uk/home.aspx>
- Hertfordshire Family Centre Service- support for wellbeing, parenting and early help. <https://www.hertsfamilycentres.org/family-centres.aspx>
- School SENCo- first point of contact for concerns about learning or additional needs.
- Class Teacher- for day-to-day questions about progress and classroom support.

Model SEND Procedure Flow Chart

