

# ST JOHN FISHER PRIMARY SCHOOL

When You Love To Learn  
You Learn To Love



## SEN & INCLUSION POLICY

March 2025

Next Review: March 2027 or sooner if required

**Persons Responsible:** SENCo, Headteacher, Governors, and all staff

**Linked Policies:** Child Protection & Safeguarding, Medical Needs, Teaching & Learning, Behaviour, Physical Restraint, Feedback & Marking, Accessibility Plan

# Mission Statement

**"We stand united in our faith with the courage to build a loving world of truth, justice, peace and wisdom."**

This mission inspires our commitment to recognise the dignity and uniqueness of every child, to celebrate diversity, and to remove barriers so that all pupils—especially those with Special Educational Needs and/or Disabilities (SEND)—can flourish academically, socially, emotionally and spiritually within our Catholic community.

---

## 1. Purpose

At St John Fisher Catholic Primary School, every child is valued as a unique child of God. We aim to remove barriers to learning and participation so that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), can thrive academically, emotionally, socially and spiritually.

We provide an inclusive environment where:

- All pupils have equitable access to high-quality teaching
- Diversity and individuality are respected
- Pupils with SEND are supported to achieve their full potential

Our practice aligns with the **SEND Code of Practice (2015)**, **Children and Families Act 2014**, and the **Equality Act 2010**.

---

## 2. Broad Aim

To ensure all pupils, including those with SEND, are fully included in our school community and provided with the support necessary to reach their full potential.

---

## 3. Pupils

We encourage all children to take responsibility for their learning and personal development. In the EYFS, this begins with play-based decision making and

social development. Throughout the school, we promote pupil voice, self-assessment and participation in reviewing progress and setting targets.

---

## 4. Parents

We recognise the vital role parents play in their child's education. The school:

- Seeks to build strong, trusting relationships with parents
  - Ensures parents are informed, consulted and involved in decisions
  - Values parental insight as essential to identifying needs early
  - Signposts families to the **Bexley Local Offer**
- 

## 5. Staff

All staff contribute to an inclusive ethos. High-quality teaching ("Quality First Teaching") is the foundation of SEND provision. Staff are trained to identify needs early, adapt teaching appropriately and nurture pupils' strengths.

---

## 6. Identification and Assessment of SEND

Definitions of SEND follow **Section 20 of the Children and Families Act 2014**.

A child has SEND if they have a learning difficulty or disability requiring special educational provision beyond what is typically available for pupils of the same age.

Children must **not** be identified as SEND solely due to having English as an additional language (EAL).

### 6.1 Early Identification

Identification may arise from:

- Ongoing teacher assessments
- Standardised tests and progress tracking
- Behavioural or emotional indicators

- Parental concerns
- External agency information

Teachers gather evidence and consult with the SENCo. Parents are involved at this stage.

## **6.2 Graduated Approach (Assess-Plan-Do-Review)**

We follow the statutory four-part cycle:

### **Assess**

Review the child's needs using a range of evidence.

### **Plan**

Agree reasonable adjustments and interventions with parents and the pupil.

### **Do**

Class teacher implements the support with SENCo guidance.

### **Review**

Evaluate progress and update plans at least termly.

## **6.3 SEN Support**

A child is placed on SEN Support when:

- Progress remains limited despite high-quality teaching
- Difficulties persist in one or more areas: communication, learning, SEMH, sensory or physical
- Targeted interventions are required beyond normal classroom differentiation

Provision may include small group support, targeted programmes, curriculum adaptations and advice from specialists.

## **6.4 Requesting an Education, Health & Care Needs Assessment (EHCNA)**

If a child's needs require long-term, multi-agency involvement, the school may request an EHCNA from **Bexley Local Authority**. Parents and external professionals may also request one.

Evidence includes:

- Parent and pupil views
- Progress data
- External agency reports
- Records of targeted interventions
- Assess-Plan-Do-Review cycles

If agreed, an **Education, Health & Care Plan (EHCP)** is issued.

## **6.5 Annual Reviews**

Every EHCP is reviewed annually with parents, the pupil, SENCo and professionals. Transition reviews (e.g., Reception, Year 6) are prioritised.

---

## **7. Intervention**

Targeted interventions are provided for pupils needing support beyond classroom differentiation. These interventions:

- Are evidence-based
  - Are time-limited
  - Are reviewed frequently
  - Remain the responsibility of the class teacher
- 

## **8. Care Plans and Medical Needs**

Care Plans and the **Bexley Medical Needs Alert Book** support pupils with medical conditions. Plans are updated annually or sooner if needed.

We comply with **Supporting Pupils with Medical Conditions (DfE)**.

---

## **9. Outside Agencies**

The school works with the following agencies when appropriate:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- ASD Outreach
- Physiotherapy
- Specific Learning Difficulties Service
- Behaviour Support Service
- EMAS
- Hearing and Vision Impairment Services
- Early Years SENCo Team
- School Nurse
- Parent Partnership / IASS
- Bexley SEN Case Officers

Their recommendations inform planning and provision.

---

## 10. Inclusion Policy

### 10.1 Introduction

Our Inclusion Policy reflects our Catholic mission and commitment to valuing every child as a unique creation of God.

### 10.2 Inclusion Principles

We aim:

- To remove barriers to learning
- To value diversity as a strength
- To promote positive attitudes toward disability and difference
- To comply with the **Equality Act 2010** by making reasonable adjustments
- To ensure full participation in all school activities

Inclusion applies to teaching, playtimes, worship, trips, after-school clubs and parental engagement.

---

# 11. Roles and Responsibilities

## 11.1 Governing Body

The Governing Body:

- Oversees SEND provision
- Ensures compliance with statutory duties
- Monitors funding and resources
- Appoints a SEND Governor (*currently Ms P. Osabase*)
- Ensures the **SEND Information Report** is published annually

## 11.2 Headteacher

Responsible for:

- Day-to-day management of SEND
- Ensuring staff training
- Ensuring inclusive practice across school
- Working closely with the SENCo

## 11.3 SENCo

The SENCo:

- Holds or is working towards the **NASENCo Award**
- Leads strategic SEND provision
- Oversees the graduated approach
- Liaises with outside agencies
- Maintains SEND records
- Supports staff development
- Works closely with parents

## 11.4 All Staff

Staff must:

- Understand SEND procedures
- Provide Quality First Teaching
- Adapt lessons for pupils with SEND
- Use marking and feedback effectively
- Promote self-esteem and motivation

---

## 12. Partnership with Parents

We recognise parents' rights and responsibilities and aim to:

- Communicate clearly and supportively
- Focus on strengths as well as needs
- Explain processes in accessible language
- Offer flexible meeting times
- Respect differing viewpoints

Parents may access:

- **Bexley Local Offer**
- **School SEND Information Report**
- **IASS** for independent support

---

## 13. Pupil Participation

Children are encouraged to be active participants in their learning.

Opportunities include:

- Self-assessment
- Target setting
- Sharing views in meetings
- Celebrating achievements

We support pupils with SEND to express their views confidently.

---

## 14. Identification, Assessment and Provision

We support pupils with:

- Moderate or severe learning difficulties
- Specific learning difficulties
- Speech, language & communication needs
- Social, emotional & mental health needs
- Autism spectrum condition

- Sensory impairments
- Physical or medical difficulties

Assessment is ongoing and informs planning.

---

## 15. Early Years

EYFS staff play a key role in early identification. They work closely with parents and external professionals.

SEND does not automatically apply to pupils who:

- Are young for their cohort
- Are learning English as an additional language

Interventions are implemented only when needs persist despite appropriate differentiation.

---

## 16. Training

Training needs are identified through the School Development Plan. Staff receive training on:

- Specific types of SEND
  - Effective intervention strategies
  - Medical and safeguarding updates
  - KCSIE 2024/25 requirements
- 

## 17. Complaints

Complaints about SEND provision follow the school's Complaints Policy. Parents may also:

- Request mediation
- Access IASS
- Appeal to the **SEND First-tier Tribunal**

---

## **18. Accessibility**

Under the **Equality Act 2010**, we publish an Accessibility Plan outlining how we:

- Improve access to the curriculum
- Improve the physical environment
- Improve access to written information

Reasonable adjustments are made based on individual needs.

---

## **19. Review**

This policy will be reviewed every two years or earlier if guidance or legislation changes.