

St Matthew's Bloxam C of E Primary School



SEND and Inclusion Policy 2026 - 2027

Our Vision

At St Matthew's Bloxam C of E Primary School, we strive to be a fully inclusive school where all children are valued, supported and enabled to reach their full potential, allowing them to let their light shine.

We are committed to providing an ambitious education that enables every pupil, regardless of need or disability, to thrive academically, socially, emotionally and spiritually within a nurturing Christian environment.

Legislation and Guidance

This policy is based on the statutory framework set out in:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education (current edition)
- Working Together to Improve School Attendance
- Warwickshire Local Offer

Aims and Objectives

Our aim is to provide high-quality learning opportunities for all pupils with SEND, with a clear focus on improving outcomes and promoting inclusion. The school will use its best endeavours to secure the special educational provision called for by a pupil's special educational needs, in accordance with the Children and Families Act 2014.

The aims of this policy are to ensure that:

- Children with SEND make strong progress from their starting points.
- All children have equal access to a broad, balanced and ambitious curriculum.
- Every child's achievements are recognised and celebrated.
- SEND is identified and assessed at the earliest opportunity.
- Parents and carers are involved in decision-making at every stage.
- Appropriate provision is provided through a graduated approach.
- Pupils are actively involved in planning and reviewing their support.
- Provision is monitored and reviewed regularly.
- Staff receive high-quality professional development.

- Strong partnerships are maintained with external agencies and services.
- Barriers to learning are identified and removed wherever possible.

Inclusive Practice and Adaptive Teaching

At St Matthew's Bloxam, we believe that every child has the right to access an ambitious curriculum that enables them to succeed.

High-quality adaptive teaching is the first response to meeting the needs of pupils with SEND. All teachers are teachers of pupils with SEND and are responsible and accountable for the progress and development of every pupil in their class.

Staff support inclusion through:

- Adaptive teaching
- Appropriate scaffolding
- Accessible learning environments
- High expectations
- Positive behaviour support
- Early identification of need
- Effective deployment of teaching assistants
- Collaborative working with families and professionals

The school recognises that children with SEND and disabilities may experience additional barriers to the recognition and reporting of abuse, neglect and other safeguarding concerns. Safeguarding arrangements for pupils with SEND therefore take account of individual communication needs, behaviour, changes in presentation and the risk that indicators of abuse may be attributed to a child's disability or additional need. Staff will follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Areas of Need

A child may have SEND for a variety of reasons. These needs may fall within one or more of the following areas:

Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including moderate learning difficulties, specific learning difficulties and general learning difficulties.

Social, Emotional and Mental Health (SEMH)

Including anxiety, emotional regulation difficulties, attachment needs and other mental health needs.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disabilities and sensory processing needs.

We view SEND as when a child's:

"learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (SEND Code of Practice)

Equality Act 2010 and Reasonable Adjustments

The school is committed to meeting its duties under the Equality Act 2010. We recognise that many pupils with SEND may also be considered disabled under the Equality Act. Reasonable adjustments will be made to ensure disabled pupils are not substantially disadvantaged.

Adjustments may include:

- Adapted learning materials
- Alternative communication approaches
- Sensory adaptations
- Flexible routines
- Access arrangements
- Environmental adaptations
- Modified behaviour support approaches
- Adjustments to educational visits and extracurricular activities

The school will work closely with pupils, parents and professionals to determine appropriate adjustments.

Identification of SEND

We embrace the broad spectrum of abilities and strengths within our school community.

Class teachers gather information through:

- Daily observations
- Formative assessment
- Standardised assessment
- Pupil voice
- Parent feedback
- Professional advice

Where concerns are identified, appropriate support and adjustments will be implemented.

Particular care is taken when identifying SEND in pupils with English as an Additional Language (EAL) to ensure language acquisition needs are not confused with SEND. Difficulties related solely to learning English as an additional language are not considered SEN. A pupil will not be identified as having SEN solely because their attainment or progress is lower than expected. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Monitoring

The school maintains a SEND Register which identifies pupils within three categories:

SEND Monitoring

Children whose progress is causing concern and who require additional monitoring. SEND Monitoring is an internal school monitoring category and does not constitute SEN Support. It enables the school to identify and respond early to emerging needs. Where a pupil is identified as having SEN, the school will ensure that the appropriate provision and graduated response are put in place.

SEND Support

Children requiring additional provision that is different from or additional to that ordinarily available within the classroom.

Education, Health and Care Plan (EHCP)

Children with statutory plans that identify significant and complex needs requiring coordinated support.

All pupils receiving SEND Support or holding an EHCP will have an individual Provision Map reviewed three times a year.

Provision and the Graduated Approach

Provision follows the graduated approach described in the SEND Code of Practice:

Assess - Information is gathered regarding strengths, barriers and need.

Plan - Appropriate targets and provision are agreed.

Do - Support and interventions are implemented.

Review - Impact is evaluated and next steps identified.

This process involves:

- Pupils
- Parents and carers
- Class teachers
- SENDCo
- External professionals where appropriate

Mental Health and Social, Emotional and Mental Health Needs

The school recognises the importance of promoting positive mental health and wellbeing.

We acknowledge that SEMH needs may impact learning, relationships, behaviour and attendance.

We adopt a trauma-informed and relational approach and recognise that behaviour can be a form of communication.

Support may include:

- Nurture approaches
- Emotional literacy support
- Individual support plans
- Early Help involvement
- External agency support
- Family support

Attendance and SEND

The school recognises the strong link between attendance, wellbeing and achievement.

We acknowledge that some pupils with SEND may face additional barriers to attendance including:

- Medical needs
- Anxiety
- Neurodivergence
- Social communication difficulties

- Sensory needs
- SEMH needs

The school will work in partnership with families and external agencies to identify barriers and provide support to improve attendance.

Evaluating Effectiveness

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data
- Provision Map reviews
- Attendance
- Engagement with learning
- Behaviour and wellbeing indicators
- Pupil voice
- Parent feedback
- Annual review outcomes
- External professional advice

The SENDCo monitors provision and outcomes across the school.

SEN Information Report

Further information about how the school implements this policy, including the provision available for pupils with SEND, arrangements for consulting pupils and parents, accessibility, transition, specialist services and the Warwickshire Local Offer, is contained in the school's SEN Information Report, which is published on the school website and reviewed annually.

Accessibility Plan.

The school's approach to accessibility, including increasing access to the curriculum, improving the physical environment and improving the accessibility of information for disabled pupils, is set out in the school's Accessibility Plan.

Referral for an Education, Health and Care Plan

Applications for an EHCP will draw upon evidence from:

- Parents and carers
- Class teachers
- SENDCo
- External professionals
- Educational Psychology
- Health services
- Social care services

Parents/carers and young people have statutory rights in relation to Education, Health and Care needs assessments and plans, including rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability) in respect of certain decisions made by the local authority. Information about mediation, disagreement resolution and appeal rights will be provided by the local authority where applicable.

The Role of the SENDCo

The SENDCo is responsible for coordinating SEND provision across the school.

Responsibilities include:

- Leading SEND provision and inclusion
- Monitoring pupil progress
- Supporting staff
- Liaising with families
- Coordinating annual reviews
- Maintaining records
- Managing resources
- Liaising with external agencies
- Supporting professional development
- Overseeing The Lighthouse Resource Provision

The school will ensure that the SENDCo meets the statutory qualification requirements applicable to the role.

The Role of Governors

The Governing Body retains strategic responsibility for ensuring that the school's statutory duties towards pupils with SEN and disabilities are met. It works with the Headteacher and SENDCo to ensure that appropriate arrangements are in place and that SEND is considered as part of the school's wider strategy, curriculum, safeguarding, attendance, equality and improvement work.

The SEND Governor provides strategic oversight of SEND provision and ensures governors understand:

- SEND outcomes
- Resource allocation
- Statutory responsibilities
- Inclusion priorities

Named SEND Governor: Mrs Verity Alabaster

Partnership with Parents and Carers

We believe that parents and carers are key partners in their child's education.

We will:

- Value parental knowledge and expertise
- Maintain open communication
- Share information clearly
- Involve families in decision-making
- Respect differing viewpoints
- Offer flexible opportunities for meetings
- Signpost families to support services

The school will support families to access Early Help and other relevant services where appropriate.

Partnership with Pupils

Children's views are central to decision-making.

Pupils will be encouraged to contribute to discussions regarding:

- Their strengths
- Areas of difficulty
- Support strategies
- Targets and outcomes
- Review meetings

By involving children in decision-making, we seek to develop confidence, independence and self-advocacy.

Preparing for Adulthood and Transition

The school/setting recognises that periods of transition can be particularly challenging for pupils with SEND. We are committed to ensuring that all transitions are planned carefully and tailored to individual needs so that pupils feel safe, confident and supported.

We will:

- Work closely with parents/carers, pupils and relevant professionals to plan transitions effectively.
- Share relevant information with receiving staff, schools or other settings to ensure continuity of support.
- Provide enhanced transition arrangements where required, including additional visits, visual supports, social stories, photographs and transition sheets.
- Involve pupils in transition planning and encourage them to express their views, wishes and feelings.
- Ensure that SEND records, support plans and relevant assessment information are transferred promptly and securely.
- Liaise with external agencies where appropriate to support successful transitions.
- Review the effectiveness of transition arrangements and adapt support according to individual needs.

Transition Between Classes and Key Stages

Teachers and support staff will work together to ensure pupils with SEND are familiar with new routines, staff and learning environments before moving to the next class or key stage.

Transition to Secondary School

For pupils moving to secondary education, the SENDCo will liaise with the receiving school to share information about needs, strengths and successful support strategies. Additional visits and transition activities may be arranged where appropriate.

Preparing for Adulthood

For older pupils, transition planning will include consideration of education, employment, independent living, community participation and health needs. Pupils and their families will be involved in planning future pathways and accessing appropriate support services.

Although St Matthew's Bloxam is a primary school, we recognise that preparation for adulthood begins early.

We aim to develop:

- Communication skills
- Independence
- Self-regulation
- Resilience
- Positive relationships
- Aspirations
- Community participation

Where appropriate these outcomes will be reflected within SEND Support Plans and EHCPs.

Children Looked After and Vulnerable Pupils

Particular attention will be given to pupils who may require enhanced transition arrangements due to vulnerability, changes in placement or other significant life events.

Allocation of Resources

The SENDCo is responsible for the operational management of SEND provision and resources.

The Headteacher and SENDCo work together to ensure funding is deployed effectively and delivers positive outcomes for pupils.

The Lighthouse Resource Provision

The Lighthouse is Warwickshire's Specialist Resource Provision located within St Matthew's Bloxam C of E Primary School.

It supports pupils with:

- Communication and Interaction needs
- Cognition and Learning needs

The provision offers:

- Specialist teaching
- Therapeutic approaches
- Adult-led interventions
- Purposeful play opportunities
- Individualised integration pathways

The Lighthouse is an 8-place resource provision for pupils in Reception and Key Stage 1. Placements are allocated through Warwickshire SENDAR processes.

Pupils remain integral members of the wider school community and are supported to access mainstream opportunities whenever appropriate.

Complaints

We encourage parents and carers to discuss concerns initially with the class teacher. Further concerns should be directed to:

Mrs H Francis (SENDCo)

Tel: 01788 542610

Email: Francis.H@welearn365.com

The Headteacher is also available to discuss concerns.

Formal complaints should follow the school's Complaints Policy.

Where a concern relates to a decision made by the local authority regarding an EHC needs assessment or EHC plan, parents/carers will be signposted to the appropriate disagreement resolution, mediation and appeal arrangements and to independent SEND information, advice and support.

Policy Review

This policy will be reviewed annually by the SENDCo, Headteacher and Governing Body.

Policy Review Date: September 2027

Responsible Officer: SENDCo

Approved By: Governing Body