



St Thomas's
CE Primary School

Inclusion Policy

September 2025-26

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Date of Sign Off: 4th September 2025
Date of Review: September 2026





“We are a Christian Faith school with a happy, caring, sharing atmosphere that recognises the worth of everyone in our multicultural, multi-ethnic community. We recognise the centrality of the spiritual development of our pupils and promote this through the whole of our curriculum.

It is our intention that the children should experience the wonders of God’s world. They should respect each other and learn to live in peace with themselves and their neighbours. This is fostered through good links with the community that the school serves.

Our aim is to enable the children to realise their full potential through the quality of education we give them. This is achieved through a professional dedicated staff, each of whom seeks to provide the highest standards of teaching and learning.”

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School's Vision and values:

Our vision is to inspire, believe, and achieve through a strong foundation of Christian values. With God, all things are possible. We provide enriching experiences, believing in the potential of every learner. Through trust, friendship, respect, and kindness, we create a learning community where children flourish academically, socially, and spiritually.

Our vision is built on our strong Christian Values and that "With God all things are possible" Matthew 19:26. Our offer is closely aligned to the Church of England vision to live 'Life in all its fullness' John 10:10.

Aims

At St Thomas's our strong vision support a curriculum that aims to

Inspire-All learners through the places they visit and the people they meet

Believe-That even in the face of adversity, anything is possible.

Achieve-Through what we know, learn and understand

Values

We are a learning community built on our core values of:

Trust, Friendship, Kindness and respect

We aim to:

1. Provide a bespoke curriculum entitled "Where are we going and who will we meet?" that is designed to support the learning of all children regardless of their barriers to learning and support them in achieving their potential and develop their abilities to the full.
2. We aim to offer children and young people the opportunity to thrive with access to the right support, in the right place, at the right time, so that they can fulfil their potential and lead happy, healthy and productive adult lives.
3. To provide all children with high quality Ordinarily available inclusive provision (OAIP) that will enable them to make the best possible progress.
4. To raise the aspirations and expectations of all pupils with a learning and living difference.
5. To broaden the life experiences of children to allow them to flourish
6. To work in partnership with families on entry to our school and as they move onto the next phase of their education to become confident learners.

Objectives:

- To raise the aspirations and expectations of all pupils with SEND.
- To ensure all pupils with SEND have access to wider opportunities
- To rigorously monitor attendance for all SEND learners.

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- To request, monitor and respond to parents/carers and pupil's views to make clear the expectations of all partners in the process of person centered reviews.
- To ensure that all our pupils are involved in decisions made about them and their education.
- To ensure all staff are fully aware of their roles and responsibilities for supporting vulnerable pupils.
- To ensure all staff are aware of the notice, check and try pathway as well as the graduated approach cycles, which will allow us to respond in a timely manner.
- To identify children's needs promptly, with appropriate support put in place at the earliest opportunity.
- To value the uniqueness of each member of the school and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To work in cooperation and partnership with the LA and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
- To ensure all recommendations from outside agencies are actioned and outcomes reviewed regularly.
- To ensure rigorous transition programs are in place to support the move to another school or class.
- To deliver training and support for staff working with pupils with SEND to develop our practice within the guidance set out in the Code of Practice, July 2014.

Staff in school who work with pupils with Special Educational Needs and their Parents:

St Thomas Primary School has a named SENCo- Mrs Haughton who is also the Deputy Head teacher. She ensures that the Special Educational Needs and Disabilities policy works within the guidelines and requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010, the new SEND Code of Practice September 2014 and the safeguarding document "Keeping children safe in Education" September 2025

Head of school Mrs Emma Butler and SENCO Mrs Caroline Haughton, ensure that the school's provision for children with additional needs is met and children's progress tracked and evaluated on a regular basis. The SENCO meets with the LAC SEND Governor Mrs Caroline English Mather and the Inclusion Trustee Mrs Janet Adams on a termly basis to discuss programmes of support and individual needs.

The SENCO is responsible for:

- The SEND policy and its implementation
- Keeping up to date with current legislation and implementing change
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil records
- Monitoring the quality of provision and the impact of support.
- Attending network meetings and delivering effective CPD to strengthen staff knowledge.
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating person centered reviews
- Supporting staff in identifying pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools and pre schools
- Liaising with SEND LAC Governor and inclusion trustee at key points throughout the year.
- Work in partnership across the trust.

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- Raising any concerns around Safeguarding of children with SEND with the Multi Agency Safeguarding Hub (MASH)

The class teacher is responsible for:

- Early identification and responding to need through notice, check and try pathway.
- The progress and development of all pupils including those with SEND
- Ensuring that targets / support are implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying the provision, they are making for pupils with SEND on individual learning plans
- Monitoring and evaluating provision and recording and updating learning plans
- Making reasonable adjustments to support children with SEND to access the curriculum
- Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO
- Raising any concerns around Safeguarding of children with SEND with the DSL or deputy DSL

SEND Governor/Inclusion Trustee is responsible for:

- Monitoring and evaluating provision and reports to the governing body.
- Meets with the SENCO to provide challenge and rigour
- Ensures that pupils with SEND participate fully in our wider curriculum offer.

Identifying Special Educational Needs

Provision for pupils with SEND is a matter for the whole school. The trustees, the governing body, the Headteacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities. Every teacher is a teacher of every child or young person including our most vulnerable pupils.

Pupils are identified as needing additional support if they do not make adequate progress in their learning once they have had access to Inclusive quality first teaching, adjustments in the curriculum and the right interventions.

Children new to our school:

In Nursery or Reception, our foundation stage teachers visit pupils at home before they start, to talk to their parents and identify any concerns they may have. Through our links with the local Nursery's and a strong partnership with the health visitors, we can identify children who may require more support well before they join our Early years setting.

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Members of our Inclusion team carry out home visits for children who arrive mid-way through school. This helps us to identify any concerns they may have before they start. We will also contact the previous school to gather further information.

In School:

Early identification and early intervention.

The SEND code of practice states: “All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

The Green Paper states “they should have their needs identified promptly, with the appropriate support at the earliest opportunity”

Staff are aware of the importance of early identification and intervention as a way of improving long term outcomes. At St Thomas the process of Notice, check and Try is used to support this.

Step one- NOTICE

- Record any changes in a child’s presentation over a two week period
- Involve all staff/welfare assistants in this to ensure a collaborative approach
- Upload “Notice” sheets onto CPOMS to start to build up a picture of evidence.

Step two- CHECK

- Hold a meeting with parents and the child to ascertain their views- upload views onto CPOMS
- Discuss changes in presentation with the child’s friend/previous class teacher
- Gather any historical information
- Decide if any involvement from social care/health is required- make contact and seek support from the SENco

Step three- TRY

- With support from the SENco identify child’s main category of need
- Refer to Bury’s graduated Approach Toolkit (GAT) for ideas on what could be tried
- Record strategies on “What I have tried” sheet and upload onto CPOMS
- Review outcomes every 2-3 weeks
- Keep parents informed of any impact
- If strategies are not successful, move onto the graduated approach in consultation with the child. Parents and SENco

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Graduated approach

If after Notice, Check and Try has been implemented over the course of a term and no impact is evident, a child or young person may be considered to have a special educational need and must be recorded on the school's SEND register in consultation with the parent/carer and young person. This is when extra support that is "**additional to and different from**" that accessed by others of the same age is put in place and recorded on the class provision map.

Children identified as having a special educational need will follow the cycles of assess, plan, do and review as outlined in the code of practice (2014) entitled "the graduated approach" (2014) The school has a clear referral pathway for each identified area of need that is followed by all staff in discussion with the SENco

Children must not be regarded as having SEND solely because the language or form of language used at home is different from the language in which they are taught. If language is a barrier to learning, this should be addressed through our OAIP offer and not be regarded as a special educational need.

Our approach to offering support.

- Ordinarily Available Inclusive provision (OIAP) with an emphasis on inclusion, is the first step in providing support for pupils at St Thomas's. This may involve making reasonable adjustments to the curriculum for individual pupils to meet their learning needs or provide them with 1:1 support for their social, emotional and mental health needs.
- Class teachers are responsible and accountable for the progress and development of pupils in their class. The progress of pupils with a learning and living difference forms part of the agenda in pupil progress meetings held each term with members of the senior management team.
- The school's robust monitoring systems will quickly highlight pupils whose progress is not in line with curriculum expectation. After discussions with staff, this might lead to the conclusion that an individual pupil requires help "additional to or different from" other pupils in their class.
- Parents and pupils are notified and involved in the discussions, setting outcomes with their child as part of the assess, plan, do and review cycle.
- For higher level of need, pupils are discussed at the Trust consultation meetings, where other professionals from the Trust offer support and guidance on the best way forward. If more specialised assessments and support are needed, these services are bought in to provide valuable recommendations and evidence in applying for an Education, Health and Care plan if deemed appropriate.

Managing pupils needs.

- Any pupil who requires support "additional to or different from" their peers will be identified as needing "targeted support."
- This type of support may include:
 - Different learning materials or specialist equipment.
 - Some small group or individual support on specific intervention programmes to support their level of need eg additional phonics, Emotional literacy, Wellcomm etc.

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- Specialist provision is carried out for an agreed period of time (4-6 weeks) and follow the assess, plan, do and review cycle. All interventions are recorded on the pupil's class provision map.
- Pupil progress meetings are held termly with the SENCO and Headteacher. Discussions focus on impact and next steps for the child.
- If the child has made good progress and is achieving in line with their peers, the decision is made to remove them from the register and continue to monitor progress through quality first teaching.
- If more support is required, it may be decided to continue to run for a second period of time, or try a different type of provision. Once again this is recorded on the class provision map by the class teacher and forms part of the assess, plan, do and review cycle.
- Provision is costed by the assessment lead and data is inputted onto Insight by the class teacher with input from the TA where appropriate.
- Liaise with outside agencies in response to a child need's

School's request for Early Years/support plus funding: (up to and including £3000)

- This is a short term interim measure for children with significant need. School requires at least 2 cycles of assess, plan, do and review. Support plus funding is for a maximum of a term where progress is then reviewed. At this meeting a child's needs will either be met through OAIP or decisions made around application for an EHCP plan.

School Request for an Education, Health and Care Plan:

- If school feel as though additional support for a child is needed, application for an EHCP is submitted. Paperwork and supporting evidence is sent, along with a costed provision map of the support already put in place.
- The LA review the evidence and decide if an EHCP is appropriate. If granted, provision is identified from the outcomes in the EHCP and progress towards them is monitored and recorded.

Partnership with parents:

Partnership plays a key role in enabling children and young people with a learning and living difference to achieve their full potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents/carers of our most vulnerable pupil's will be treated as partners given support to play an active and valued role in their child's education.

At all stages of notice, check and try as well as the graduated approach, the school keeps parents/carers fully informed and involved. Details of interventions and outcomes are sent home. Class teachers discuss progress bi-annually at parent's evenings and the SENCO is always available for further discussions if needed. Parents/carers are encouraged to be part of their child's

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person centered review held on an annual basis or more frequently if considered appropriate. Views of parents/carers are collected annually in a questionnaire and the findings actioned.

Parents/carers also have access to the school's SEND information report on the school website as well as this policy. They can also contact the school to arrange an appointment with the SENCO if they need to discuss any issues in more deta

Pupil centered reviews:

These are held annually, or more frequently if deemed appropriate, for those children with an Education, Health and Care Plan or on support plus funding. Children and young people often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, either orally, through pictures, or in a written form, as well as be actively involved and present at their own review when possible.

Transition meetings from class to class are held annually, with class teachers sharing information about pupil progress and targets. For any child involved in a transition review for High school, the SENCO from the receiving school is invited so information can be passed on and both pupil and parents have an opportunity to ask questions or discuss any issues they may have. Pupils are actively involved in creating their own pupil passport and designing a powerpoint to talk about their needs to a new member of staff.

Supporting pupils at school with medical conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, school will comply with its duties under the equality act 2010.

Where a child has a medical condition that affects them on a day to day basis, school will apply for medical funding to support that child through their time of illness. School will ensure that the SEND code of practice (2014) is adhered to in all circumstances. Medical care plans are written in consultation with parents and the child and shared with all staff.

Support from health will be requested as well as other professionals when deemed appropriate.

The school's medical register is updated termly and shared with all staff.

Monitoring and Evaluating SEND

The class teacher as well as the SENCO are responsible for monitoring the progress of all pupils, including those that may need additional support. This information is shared with the SEND link Governor, Mrs Stroud, and Mrs Adams (inclusion Trustee) on a regular basis. The SENCO supports teachers where necessary, in drawing up SMART outcomes and deciding on the most appropriate interventions to support the pupil's needs.

The SENCO shares information on pupil progress with the Headteacher and other members of the inclusion team on a regular basis.

Parents/carers and pupils are encouraged to evaluate the provision on offer in the school through completing person centered review forms prior to any meeting. Their views and opinions on the school's offer for SEND is collected in the form of a questionnaire and any issues raised followed up promptly.

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The evaluation and monitoring systems that are in place promote an active process of continual review and support priorities in our School Improvement Plan as well as on an individual action plan.

Training and Resources

To maintain and develop the quality of teaching for pupils with a learning and living difference, all staff are encouraged to undertake training and development. This training is either provided by the LA or organised within school. Records of training attended are kept and used to disseminate good practice across school.

Training organised in school links to school improvement priorities and outcomes of monitoring reports carried out throughout the year. Training for Teaching Assistants is carried out by the SENCO or Higher Level Teaching Assistants within school and links to the CPD of teaching staff. A programme of CPD is developed with trust to ensure our offer is consistent and all staff feel upskilled and knowledgeable about supporting the needs of our pupils.

The impact of any training is discussed and feeds back into the school improvement cycle and action planning. The SENCO regularly attends the LA's SEND network meetings in order to keep up to date with current policy and practice.

Storing and managing information

All documents and confidential reports on pupils are kept electronically on the school's safeguarding system.

All information on past pupils are held on the school system until the child's 25th birthday.

All records are past up to the feeder high school after the pupil's final person centered review or hand delivered by the SENCO if no one is available at the meeting. Information on pupils that move schools are sent electronically and further information is usually discussed with the receiving school over the phone or through the 6 into 7 portal. Any safeguarding records are signed for when they are handed over to a receiving school.

Class provision maps are stored centrally on the school server. Access to this is through individual teacher laptops which are password protected.

Confidential information is sent to the school office where it is shredded when no longer required.

Accessibility

Access to the Curriculum:

The school provides all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. All pupils are fully included in all aspects of the curriculum including Physical Education and after school sporting activities. (see curriculum statement for further information)

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Physical environment

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes. School is equipped with a disabled toilet with accessible facilities and fittings. External doors are fitted with ramps for easier access for wheelchair users.

Provision of information

All letters are also posted on our parent hub page and on the school website which has translation facilities in several different languages. Bilingual staff are available each day to communicate with parents whose home language is not English. All children in school are supported through a visual timetable to aid communication and develop their independence in accessing the curriculum and following school routines.

Dealing with complaints

Any matters of complaint from parents try to be dealt with effectively and efficiently. In the first instance, parents are encouraged to speak to their child's class teacher where hopefully the issue can be resolved. If parents are still unhappy an appointment is made with the SENCO and/or the Headteacher where the issue can be discussed further.

In the event of the issue failing to be resolved, the chair of Governors Mrs J Lyesko will happily meet with parents where hopefully the issue will be rectified. If not, the school's complaints procedures will be followed as outlined in the complaints policy found on the school website.

Minutes of all meetings are kept in school as a record of what has been discussed and uploaded onto CPOMS.

Reviewing the policy

The policy will be reviewed annually in consultation with parents, governors and staff. The policy is available to view through the school website.

Policy Review date September 2026

SENCo- Mrs Caroline Haughton

LAC SENCo Governor- Mrs English Mather

Inclusion Trustee: Janet Adams