



LITTLE HOUGHTON CE PRIMARY SCHOOL

SEND and INCLUSION POLICY

Incorporating Special Educational Needs (SEN) Information Report

in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014)

Our Vision for Little Houghton CE Primary School 'Learning for Life'

Through:

- ❖ **Growth – realising our potential**
- ❖ **Community – sharing and contributing**
- ❖ **Spirituality – reflecting and thinking deeply**
- ❖ **Environment – appreciating local and global environments So
that each child can flourish – like a flower of the field (Psalm 103:15)**

Mission Statement:

We aspire to attain high academic and moral standards, and to encourage emotional and spiritual development, based on the values of the Christian faith.

Our sense of community is reflected in our Ethos Statement:

- We are a Christian school working in partnership with parents and the wider community:
- Which maintains a welcoming, secure and inclusive environment
- Where God's love is demonstrated and taught and where the emphasis is on the value God places on each individual
- Where we promote personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards based on the teachings of Jesus Christ
- Where we aspire to attain high academic standards, enable pupils to achieve their full potential and develop a lifelong love of learning
- Where true faith and sound learning flourish within the traditions of the Church of England
- That reflects on the spiritual values of the Christian church
- That epitomises core Christian values

1. Introduction

At Little Houghton CE Primary School, we are committed to fostering an inclusive learning environment where every child can thrive, regardless of their individual needs. Our aim is to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the support and opportunities they need to succeed and to make meaningful progress.

This policy is compliant with:

National Guidance

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)**
- **Children and Families Act (2014)**
- **Equality Act (2010)**
- **Ofsted School inspection toolkit / School monitoring operating guide** — part of a suite of updated inspection guidance which came into force from November 2025.

Local Guidance

- **West Northamptonshire Local Authority SEND Guidance**
- **The West Northamptonshire Guide to the SEND Ranges**

This policy outlines how we identify, support, and monitor pupils with SEND to meet both statutory requirements and the needs of our school community.

2. Policy Aims

The aims of this policy are to:

1. Ensure the early identification of SEND and the timely provision of support to remove barriers to learning.
2. Promote high-quality teaching and inclusive practices across the school.
3. Work collaboratively with pupils, parents/carers, staff, and external professionals to create tailored plans that support pupils' individual needs.
4. Monitor and evaluate the impact of SEND provision to ensure all pupils make progress and achieve positive outcomes.
5. Align with national and local frameworks to ensure consistency and compliance with current best practices.

3. Legal Framework

This policy adheres to the statutory and regulatory requirements outlined in:

National Guidance:

- **SEND Code of Practice (2015):** Providing statutory guidance for identifying, assessing, and supporting SEND pupils.
- **Equality Act (2010):** Ensuring equality of opportunity and reasonable adjustments for pupils with disabilities.
- **Ofsted School inspection toolkit / School monitoring operating guide** — part of a suite of updated inspection guidance which came into force from November 2025.

Local Guidance:

- **West Northamptonshire SEND and Alternative Provision Strategy 2023–2026**
- **West Northamptonshire SEND Ranges**
- **West Northamptonshire Accessibility Strategy (2024–2027)**

4. Definition of SEND

A child is identified as having SEND if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability that prevents or hinders them from making use of educational facilities provided for their peers.

SEND needs fall into four broad categories:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional, and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

5. Identification and Assessment of SEND

Early Identification

We are committed to identifying SEND as early as possible, using:

- Regular teacher assessments and observations.
- Termly pupil progress meetings and SEND reviews.
- Parent/carer consultations to gather a holistic view of the pupil.
- Specialist assessments and advice from external professionals where required.

Graduated Response

We follow the *West Northamptonshire Guide to the SEND Ranges* to provide a graduated response:

Range 1: Universal Provision (Quality First Teaching)

- High-quality, adaptive teaching meets the needs of most pupils.

Range 2-3: Targeted Support

- For pupils requiring additional support, short-term interventions are implemented, monitored, and reviewed.
- Pupils have Individual Education Plans (IEPs) outlining specific targets and strategies.

Range 4-6: Specialist Support

- Pupils with significant or complex needs may require an Education, Health, and Care Plan (EHCP).
- Specialist support may include therapy services, assistive technology, or one-to-one support.

6. Inclusion and Curriculum Access

Principles of Inclusion

We ensure:

- All pupils have access to a broad, balanced, and ambitious curriculum.
- Reasonable adjustments are made to remove barriers to learning, in compliance with the Equality Act (2010).
- Support is provided to promote participation in school activities, including extracurricular opportunities, school trips, and events.

Adaptation and Accessibility

Teachers adapt their teaching strategies and resources to meet individual needs. This may include:

- Adjusting lesson content or delivery methods.
- Providing assistive tools or specialised resources.
- Creating sensory-friendly learning spaces or alternative timetables.

7. Roles and Responsibilities

The Governing Board

- Ensures compliance with statutory SEND requirements.
- Oversee the school's SEND provision and monitors the implementation of this policy.

The Headteacher

- Ensures that SEND provision is prioritised within the school's development plan.
- Allocates resources to deliver effective support for pupils with SEND.

The SENCo (Special Educational Needs Coordinator)

- Manages the SEND register and ensures it aligns with the *West Northamptonshire SEND Ranges*.
- Develops and monitors IEPs and EHCPs.
- Coordinates external support services, including but not limited to, Educational Psychologists and NHS therapists.
- Provides training for staff on SEND practices and strategies.

Teachers and Support Staff

- Deliver Quality First Teaching and implement strategies outlined in IEPs/EHCPs.
- Regularly review and adapt teaching methods to meet individual needs.

Parents/Carers and Pupils

- Parents/carers are key partners in planning and reviewing SEND provision.
- Pupils are encouraged to share their perspectives and contribute to their own learning plans.

8. Collaboration with External Agencies

We work closely with external professionals to provide specialist support and advice, including:

- Educational Psychology Service(s).
- Speech and Language Therapy (SALT).
- Occupational Therapy and Physiotherapy Services.
- Child and Adolescent Mental Health Services (CAMHS).
- Access to Specialist SEND Teachers (SST)
- Inclusion and Intervention Support Team (IIST)

9. Monitoring, Evaluation, and Review

We monitor the effectiveness of SEND provision through:

- Termly reviews of pupil progress and IEP/EHCP outcomes.
- Observations of teaching and learning to ensure inclusion and adaptive strategies
- Feedback from pupils, parents/carers, and staff.
- Self-evaluation aligned with **Ofsted School inspection toolkit / School monitoring operating guide**

The SENCo regularly reports to the Headteacher and the Governing Board on SEND outcomes and improvements.

10. Accessibility

- We are committed to ensuring that:
- The school site is accessible to all pupils, staff, and visitors, in compliance with the Equality Act (2010).
- Information is available in accessible formats for parents/carers and pupils with disabilities.

An Accessibility Plan is reviewed annually to address any identified barriers.

11. Staff Training and Development

We invest in staff training to ensure all members of the school community are equipped to support SEND pupils. Training priorities are informed by:

- Updates to national and local guidance, including *West Northamptonshire SEND Ranges*.
- The specific needs of our pupils and staff development plans.
- Specialist input from external professionals.

12. Complaints Procedure

Concerns about SEND provision should be addressed as follows:

1. Initially, speak with the class teacher or SENCo.
2. If unresolved, escalate to the Headteacher.
3. As a final step, follow the school's formal complaints procedure.

Parents may also seek independent advice from the West Northamptonshire SEND Information, Advice, and Support Service (SENDIASS).

13. Policy Review

This policy will be reviewed annually to reflect changes in national and local guidance, including updates to the **Ofsted School inspection toolkit / School monitoring operating guide** and **West Northamptonshire SEND Ranges**.

Policy Approval

Approved by: Linda Browett

Role: Chair of Governors

Date: 11/12/25

This policy reflects our ongoing commitment to providing high-quality, inclusive education for all pupils at Little Houghton CE Primary School.