
SEND and Inclusion Policy

Autumn 2025

Summary

This policy outlines how Fieldhead Carr Primary School supports pupils with Special Educational Needs and Disabilities (SEND). It explains the school's approach to identifying and meeting individual needs, ensuring inclusion in all aspects of school life, and working in partnership with families and external professionals, in line with the SEND Code of Practice and the Equality Act 2010.

Author's Role	Assistant Headteacher (Inclusion)
Date	Autumn 2025
Internal Review Date	Autumn 2026
Review date	Annually

Contents

Our Vision and Values.....	2
Our Inclusion Statement	3
Definition of SEND.....	3
Purpose and Aims of This Policy	4
Roles and Responsibilities	4
The SENDCo's)	4
The Headteacher	4
The Governing Body	5
Identification of SEND.....	5
Training and Professional Development	5
The SEND Information Report	5
Monitoring and Review.....	5

Our Vision and Values

At Fieldhead Carr Primary School we are committed to:

As a school community, we have worked together to shape a Vision that reflects our shared values and aspirations. We want every child to experience a learning journey that builds a strong sense of self-worth and identity, while also preparing them to be effective, active, and articulate citizens of the world around them.

At FHC, our vision is that everyone will:

- feel valued as an individual
- feel part of a supportive community
- take ownership of their choices

And that every learner will:

- build the confidence to try new things
- develop effective communication skills
- take ownership of their learning
- be supported to recognise and celebrate their skills and strengths

Our Inclusion Statement

We are proud to be an inclusive school. Our aim is to ensure that every child, including vulnerable learners and those with Special Educational Needs and Disabilities (SEND), feels valued and supported.

Staff at Fieldhead Carr Primary School follow the SEND Code of Practice (2015), recognising that *every teacher is a teacher of SEND*. The SENCo coordinates provision across school, supporting teachers to identify, understand, and meet children's individual needs. Together, staff plan and deliver high-quality provision so that all children can access the curriculum, achieve their potential, and feel included in school life.

Teachers adapt learning opportunities for all children and use resources suited to individual needs, interests, and abilities. We are committed to narrowing gaps in attainment between vulnerable groups and their peers, with progress viewed as the key measure of success.

We also recognise the difference between *underachievement* and SEND:

- Some children may be underachieving but not have SEND. It is our duty to identify this early and provide interventions to help them catch up.
- Some children may have SEND, which can impact attainment, but with the right support they can still make strong progress.
- English as an Additional Language (EAL) is not a SEND, although children learning EAL are supported as part of our vulnerable learner provision.

Above all, we believe that children with SEND must be given the maximum opportunity to achieve alongside their peers, with tailored support, accurate assessment, and carefully planned interventions. Parents and carers are fully involved in this process, and children are encouraged to share their views so their voices are heard.

Definition of SEND

A child has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, requiring provision that is different from or additional to their peers.
- Have a disability which prevents or hinders them from accessing educational facilities generally available for others of the same age.
- Are under compulsory school age but are likely to fall within these categories without additional support.

The SEND Code of Practice (2015) identifies four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Physical and Sensory / Medical

4. Social, Emotional and Mental Health

Children will not be identified as having SEND solely due to differences in language or background.

Purpose and Aims of This Policy

This policy ensures that Fieldhead Carr Primary School provides the best possible support for children with SEND. It is informed by the Children and Families Act (2014), the SEND Code of Practice (2015), the Equality Act (2010), and SEND Regulations (2014/15).

Our aims are to:

- Provide equal access to a broad, balanced curriculum.
- Secure high levels of progress and achievement for all pupils.
- Meet individual needs through high-quality provision and intervention.
- Involve parents and carers as partners in their child's education.
- Encourage independence and resilience in all learners.
- Ensure effective use of resources, staffing, and interventions.
- Identify and assess SEND quickly and effectively.
- Equip staff with expertise through training and professional development.
- Work collaboratively with outside agencies.
- Promote wellbeing, self-esteem, and positive relationships.
- Ensure that children and families have a voice in the SEND process.

Roles and Responsibilities

The SENDCo's (Mrs Widnall and Mrs Robinson)

The SENCo is responsible for the day-to-day implementation of this policy. This includes:

- Maintaining and monitoring the SEND register.
- Coordinating provision and liaising with staff, parents, and outside agencies.
- Supporting teachers to identify needs and plan effective provision.
- Overseeing records and progress of children with SEND.
- Leading staff training and supporting professional development.
- Managing reviews for pupils with EHCPs and supporting applications when needed.
- Supporting smooth transition for children with SEND, especially at key stages.
- Evaluating the impact of interventions and provision.
- Keeping the SEND Governor informed of developments.

The Headteacher

The Headteacher monitors the progress of all pupils and makes strategic decisions to ensure all children succeed. The Headteacher works closely with the SENDCo to track outcomes and provision for vulnerable learners.

The Governing Body

The Governing Body has a legal duty to ensure provision for pupils with SEND is in place and effective. A named SEND Governors (Steven Hilton-Pass and Amy Dickinson) provides oversight of SEND and Inclusion and works with the SENDCo to evaluate provision.

Identification of SEND

Early identification is key. Information is gathered from:

- Liaison with nurseries or previous schools.
- Teacher assessments, observations, and monitoring.
- Feedback from parents, carers, and pupils.
- Information from outside agencies and professionals.
- Screening and assessment tools.

We follow the Graduated Approach: *Assess → Plan → Do → Review*.

Training and Professional Development

Staff receive regular SEND training. The SENCo ensures training needs are met through in-house CPD, local networks, and external agencies (e.g. Speech and Language Therapy). Training links to school priorities and the needs of individual pupils.

The SEND Information Report

All SEND provision is monitored by the Senior Leadership Team (SLT) and overseen by the SENDCo. Provision and outcomes are evaluated termly and reported to governors. Parents can access clear information on how SEND funding is used to support children.

Monitoring and Review

The SENCo, Headteacher, and Governing Body evaluate the effectiveness of this policy annually. Evidence from staff, pupil, and parent feedback is used to inform future planning and provision.