



Inclusion Policy

St. Wilfrid's Catholic Academy

Special Educational Needs Co-ordinator: Mrs M Stonier

Academy Committee SEND Representative:

Our Motto: *"Love One Another As I Have Loved You"*

This Inclusion Policy outlines St. Wilfrid's Catholic Academy's commitment to providing an inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), are valued, respected, and supported to reach their full potential. Rooted in our school vision, "With kind hearts and a thirst for knowledge, we strive to build a community of love and service, by learning from and loving others as Jesus did," this policy ensures equitable access to a rich and ambitious curriculum, and all opportunities, for every child, regardless of their background, needs, or abilities.

St. Wilfrid's Catholic Academy is a larger-than-average mainstream school committed to fully including all pupils in every aspect of school life. We serve a community with above-average levels of deprivation and a growing number of pupils with English as an Additional Language (EAL). We recognise that these factors can intersect with SEND and present unique challenges and opportunities. Our approach is underpinned by the legal frameworks of the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice, and is evaluated through the principles of the OFSTED Inspection Framework. We are committed to ensuring high expectations for all learners, removing barriers to learning, and fostering their personal development and well-being.

Our Inclusion Aims:

Curriculum Access and Ambition: We ensure that all pupils, including those with SEND, have equitable access to a broad, balanced, and ambitious curriculum that is adapted to meet their individual needs and interests. We focus on developing their skills, knowledge, and understanding, promoting their full potential and spiritual growth, in line with the SEND Code of Practice and the Equality Act 2010's duty to make reasonable adjustments. This directly supports the OFSTED evaluation of the curriculum.

Personal Development and Well-being: We provide a safe, secure, and nurturing environment where every child feels valued and supported to achieve their highest potential spiritually, emotionally, and academically. We actively promote the development of pupils' character, resilience, and social skills, equipping them with the knowledge, skills, and attitudes necessary to succeed as responsible, valued members of the community, aligned with our Catholic values and OFSTED's emphasis on personal development.

Diverse Teaching and Learning: Our teaching incorporates a range of styles and strategies to meet the diverse learning needs and preferences of all children, including those with SEND, ensuring they can access and engage with the curriculum.

Removing Barriers: We actively identify and remove barriers to learning and participation that may hinder or exclude individual pupils or groups, in line with the SEND Code of Practice's focus on inclusive practice.

Partnership with Families and Pupils: We actively involve pupils and their families in planning and decision-making processes affecting their education and well-being, promoting collaboration and shared responsibility as advocated in the SEND Code of Practice.

Wider Community Access: We provide all children with opportunities to participate fully in the wider school community, including extracurricular activities, ensuring equitable access for SEND and disadvantaged pupils.

Early Identification and Intervention: We prioritise early identification of needs and timely, appropriate intervention to support children with SEND, giving them the best possible start and ongoing support throughout their school life.

Continuous Review and Collaboration: We regularly evaluate the impact and breadth of our support, collaborate with local authorities and other providers, and maintain a culture of high expectations for all children, ensuring compliance with statutory guidance and continuous improvement.

Definition of Special Educational Needs

Special Educational Needs and Disability Code of Practice: 0-25 years (2015) states:

"A pupil has SEND where their 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".

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible, ensuring timely assessment and intervention.
- To work within the guidance provided in the SEND Code of Practice (2015) and other relevant legislation, including the Equality Act 2010 and the Children and Families Act 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, regularly monitoring and evaluating the progress and outcomes for all pupils.
- To provide ongoing support, training, and advice for all staff working with pupils with special educational needs to ensure high-quality teaching and support.
- To work in partnership with parents and carers, involving them fully in planning, reviewing, and shaping SEND provision.
- To ensure that pupils with SEND are involved in decisions about their learning and support, respecting their views and aspirations.

- To make reasonable adjustments and remove barriers to learning and participation for pupils with SEND, promoting equality and inclusion.
- To collaborate effectively with external agencies, local authorities, and other education providers to meet the diverse needs of pupils with SEND.
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Identification and Assessment

At St. Wilfrid's Catholic Academy, all pupils are entitled to high-quality, ambitious, and inclusive first teaching that meets their diverse needs and enables them to make progress. Class teachers are responsible and accountable for the learning and development of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND), ensuring they have access to and engagement with the curriculum.

Broad Areas of Need

In line with the SEND Code of Practice (2015), we recognise the following four broad areas of special educational needs:

- **Communication and Interaction**
 - Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Cognition and Learning**
 - Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- **Sensory and/or Physical Needs**
 - Including Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and Physical Disabilities (PD).
- **Social, Emotional and Mental Health Difficulties**
 - Including challenges such as anxiety, depression, attention deficit hyperactivity disorder (ADHD), and attachment disorder.

Identification Process

- Teachers use a range of assessment tools and observations to identify pupils who may have SEND, considering academic progress, social and emotional development, and physical needs.
- Pupils' needs are identified through a graduated approach involving assessment, planning, intervention, and review, ensuring that support is tailored and responsive.
- Where concerns arise, the Special Educational Needs Co-ordinator (SENCO) is consulted to provide specialist advice, coordinate assessments, and liaise with parents and external agencies.
- The school works closely with parents and carers to gather a full picture of the child's strengths and needs, ensuring that identification is holistic and collaborative.
- For pupils who may require more specialist assessment or an Education, Health and Care (EHC) plan, the school follows statutory procedures in partnership with the local authority.

The SENCO: **Mrs Stonier** can be contacted through the school office.

Communication and Interaction

Pupils with Speech, Language and Communication Needs (SLCN) may face difficulties expressing themselves, understanding others, or using social rules of communication effectively. We recognise that:

- Pupils with Autism Spectrum Condition (ASC), often experience particular challenges with social interaction and communication.
- Each pupil's profile is unique, and their communication needs may change over time, affecting one or more aspects of speech, language, or social communication at different stages.

The SENCO works collaboratively with pupils, parents, and speech and language specialists to ensure tailored support is in place, enabling pupils with SLCN to achieve their full potential.

Cognition and Learning

We understand that pupils with learning difficulties require differentiated support to access the curriculum effectively. This includes:

- Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound and Multiple Learning Difficulties (PMLD).

Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, and Developmental coordination disorder, which affect particular areas of learning.

The SENCO ensures that all provision is personalised, evidence-based, and responsive to the evolving needs of each pupil, including targeted one-to-one support where appropriate.

Social, Emotional and Mental Health (SEMH) Difficulties

Pupils may experience a range of social, emotional, and mental health challenges which can manifest as withdrawal, isolation, or behaviours that are challenging or disruptive. We recognise that these behaviours may be indicators of underlying mental health issues such as anxiety or depression.

Our school implements a comprehensive SEMH Policy to support these pupils, ensuring that:

- Behavioural support is sensitive to underlying needs.
- Adjustments are made within the Behaviour Policy to manage the impact of SEMH-related behaviours, safeguarding the well-being and learning of all pupils.

Sensory and/or Physical Needs

Pupils with sensory impairments (such as vision or hearing loss) or physical disabilities may require specialist support or equipment to access learning fully. We recognise that:

- Not all sensory or physical impairments constitute SEND, but may still require reasonable adjustments and support.
- Some conditions may be age-related or fluctuate over time.

The following sources of assessment information are taken into account:

- Nursery; Baseline Assessment
- Foundation stage profiles
- Reading fluency
- Y2/Y6; SATs
- Standardised testing (BPVS, Vernon, Salford Reading Test)
- Y1-Y5; termly Mathematics and English tests
- Assessment of progression using teacher assessments and records.

English as an Additional Language

A child identified as having English as an additional language (EAL) is not automatically classified under the SEND Code of Practice as having a learning difficulty. However, we recognise that some pupils may have EAL and also experience SEND, or have learning difficulties not directly linked to their EAL. We are committed to identifying and addressing the diverse needs of all our learners, including those with EAL and SEND. It will not be assumed that a child who is not making expected progress has special educational needs; instead, the school will consider all contributing factors, including language acquisition, socio-economic background, and other potential barriers, and will work collaboratively with pupils and parents to address these areas.

A Graduated Approach to SEND Support

At St Wilfrid's Catholic Academy, all pupils are entitled to high-quality, inclusive first teaching that meets their diverse needs and enables them to make progress. Class teachers are responsible and accountable for the learning and development of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND).

Identification and Early Support

- Teachers set suitably ambitious challenges, differentiate or adapt teaching, and proactively remove barriers to learning to support all pupils.

- Where a pupil is identified as having SEND, the Special Educational Needs Co-ordinator (SENCO) works collaboratively with the class teacher to advise on effective provision and support positive outcomes.
- Early identification and timely intervention are priorities to ensure pupils receive the support they need as soon as possible.

Tailored Provision

- Pupils with SEND receive support tailored to their individual needs. This may include in-class support from teaching assistants, targeted small-group work, or one-to-one interventions, which may sometimes take place outside the classroom.
- The class teacher, in partnership with the SENCO, plans, monitors, and evaluates this support to ensure it is effective and responsive to pupils' evolving needs.

Pupil Passports and Communication

- Each pupil with SEND has a Pupil Passport or equivalent document that outlines their specific needs and the agreed support strategies. This document is kept in the classroom and shared with all relevant staff to ensure consistency.
- Parents and carers receive a copy of the Pupil Passport and are actively involved in discussions regarding their child's support and progress.

The Assess, Plan, Do, Review Cycle

- The school rigorously implements the graduated approach as set out in the SEND Code of Practice:

Assess: Gathering detailed information from teachers, parents, pupils, and specialists to understand needs, strengths, and the specific barriers to learning and personal development.

Plan: Agreeing clear, measurable outcomes focused on academic progress, personal development, and well-being, and the specific support and reasonable adjustments required to achieve them.

Do: Delivering the planned support and reasonable adjustments with fidelity, ensuring high quality teaching and targeted interventions.

Review: Regularly evaluating the impact of provision on academic progress, personal development, and well-being, and making adjustments as necessary.

The school uses ongoing assessment data, including curriculum-based assessments and evidence of personal development, alongside professional judgement to monitor the effectiveness of SEND provision. This ensures early identification of pupils who may not be making expected progress in their learning, personal development, or well-being, and enables timely adaptation of support to meet changing needs.

Curriculum Access and Inclusion

- All pupils access a broad and balanced curriculum that is adapted to meet their needs and interests, ensuring engagement and progression.
- Reasonable adjustments and differentiation are integral to teaching and learning, enabling pupils with SEND to participate fully alongside their peers.

Parental Involvement and Partnership

- Class teachers take responsibility for informing and involving parents promptly when additional support is identified.
- Intervention strategies and reasonable adjustments are agreed collaboratively with parents to ensure desired outcomes are clear and achievable.

Continuous Monitoring and Improvement

We ensure that all children are fully included in the wider school life, including school visits where appropriate, after-school clubs, and other enrichment activities. Risk assessments for all trips and visits will consider the needs of pupils with SEND to ensure appropriate staffing ratios, accessibility, and safety, with a focus on enabling participation and enjoyment for all. All areas visited are assessed for accessibility.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this the Senior Leadership Team or SENCO will monitor through:

- Formal and Informal lesson Observations
- Learning walks
- Book and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision, the SENDCO will monitor through:

- Intervention records
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- CPD

In addition to the existing monitoring activities, the school will implement a systematic analysis of SEND pupils' outcomes compared to their peers, including longitudinal tracking of progress, attendance, and behaviour data. This data will inform targeted interventions and be reported to the Academy Committee and wider school community annually.

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEND Representative termly and the SEND Action Plan will be updated to include new areas for development across the school.

Accessibility

St. Wilfrid's Catholic Academy is committed to ensuring that our physical environment, curriculum, and communication methods are accessible to all pupils, staff, visitors, and the wider community. A detailed Accessibility Plan, which outlines specific measures to remove barriers and promote equality of access, is maintained and reviewed regularly. Key areas of focus include physical access to the school buildings and grounds, provision of information in accessible formats, and the use of assistive technologies where required. (See accessibility plan)

Inclusion beyond the Classroom

St. Wilfrid's ensure that all children are fully included in the wider school life, including school visits, after school clubs and other events. All trips and visits are staffed with appropriate ratio of adults to children unless one to one is required. All areas visited are wheelchair accessible.

Social and Emotional Development for Pupils

At St Wilfrid's Catholic Academy, we prioritise the holistic wellbeing of all pupils through comprehensive pastoral, medical, and social support systems. Recognising the critical link between emotional wellbeing and academic success, we provide targeted support to nurture pupils' social and emotional development.

Our Family Support Worker, Mrs Green, plays a vital role in supporting the personal development and well-being of all pupils, including those with SEND, by:

- Offering individualised emotional support in a calm, confidential, and safe environment, where children feel comfortable to express their feelings and concerns.
- Providing supervisory support to pupils who may need additional reassurance or guidance during the school day, helping to manage anxiety, emotional regulation, or social challenges.
- Acting as a trusted listener and advocate, building positive relationships with pupils to foster resilience, self-confidence, and a sense of belonging.
- Collaborating closely with parents, carers, teaching staff, and external professionals to ensure a coordinated approach to each child's social and emotional needs and overall well-being.

Through these roles, the Family Support Worker helps to create an inclusive school culture where every child's emotional health is valued and supported, enabling them to thrive both personally and academically.

Pastoral Support

For additional information see Behaviour policy.

Medical Support

If a child requires medical support, the school will contact the School Nursing HUB to ask for support and a care plan will be completed alongside parents. Parents can also contact the HUB to arrange this. If a child is under the age of 5, their Health Visitor will be contacted for support.

Details of any medical conditions will also be recorded on the child's pupil passport, where required. For additional information see Supporting Children with Medical Conditions policy/Asthma policy.

Social Support

For additional information see the schools' Safeguarding policy.

Bullying

The school recognises that children with SEND are more vulnerable to become involved in incidents of bullying. For additional information, see Bullying policy.

Working Together with Pupils and Families

We are committed to fostering strong, collaborative partnerships with pupils and their families, recognising that such relationships are essential to meeting individual needs and promoting positive outcomes.

Supporting Looked After Children with SEND

We recognise that children who are looked after by the local authority have the same rights to an appropriate education as all pupils. Many of these children may have additional needs arising from attachment difficulties, early neglect, separation and loss, trauma, or multiple placement moves. These factors can impact their learning, personal development, and emotional wellbeing.

The school will maintain up-to-date Personal Education Plans (PEPs) for looked after children with SEND and ensure multi-agency collaboration to address their specific educational and emotional needs.

Our designated teacher for looked after children, **Mrs Stonier**, works closely with the academy committee to monitor the progress and provision for pupils with SEND who are looked after, ensuring their needs are met holistically and their voices are heard.

Parental Partnership and Communication

We value parents and carers as key partners in their child's education and personal development.

For all pupils, regular opportunities are provided for parents to engage through:

- Scheduled parent consultations, focusing on academic progress and personal development.
- An annual written report detailing progress and next steps.
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For pupils with SEND, we offer enhanced communication and collaboration through:

- Three formal review meetings per year to evaluate the impact of individual provisions on academic progress, personal development, and well-being, and collaboratively plan next steps.
- Regular informal communication as needed between parents, class teachers, and the SENCO.
- Half termly coffee mornings

We actively seek parents' views and experiences to inform our provision. SEND-specific questionnaires are sent to families to capture their feedback, helping us to continually improve our support.

Pupil Voice and Involvement

We believe that pupils should be central to decisions about their learning and support. Where appropriate, pupils contribute to their termly review meetings, sharing their views on what is working well and what they need to succeed.

Engagement and Accessibility

We encourage parents to engage openly with the school. Initially, parents are invited to discuss any concerns or observations with their child's class teacher. The class teacher will liaise with the SENCO or other relevant staff to ensure timely and appropriate responses. The SENCO can be contacted directly via the school office for further support or discussion.

Admission Arrangements

See admissions policy.

Transition Arrangements

Transition refers to the planned support and arrangements that help children and young people move smoothly between different stages of education, including starting school, moving between year groups, or transferring to new schools or settings. For pupils with Special Educational Needs and Disabilities (SEND), we recognise that effective transition planning is crucial to reduce anxiety, build confidence, and ensure continuity of learning, personal development, and well-being.

Key Elements of Transition Support

- **Early and Collaborative Planning:** Transition arrangements are planned well in advance, involving pupils, parents, current and receiving staff, and where appropriate, external specialists.
- **Meetings with New Teachers:** Opportunities are provided for pupils and parents to meet new teachers and key staff to build relationships and share important information.
- **Transition Afternoons/Days:** Pupils spend time in their new classroom and environment to become familiar with routines, peers, and expectations.
- **Induction Meetings:** Parents are invited to induction meetings with new class teachers to discuss their child's needs, strengths, and any additional support required.
- **Tailored Support:** Transition support is personalised to meet the individual needs of each pupil, recognising that children with SEND may require additional or adjusted arrangements.

Supporting SEND Pupils Through Transition

- Class teachers and the SENCO work closely with parents to identify and implement any specific arrangements needed to support pupils with SEND during transition.
- This may include additional visits, social stories, visual timetables, or liaison with external agencies to ensure a smooth and positive experience.
- Parents are encouraged to communicate any concerns or requests for additional support to the class teacher or SENCO, who will coordinate appropriate interventions.
- The school ensures that relevant information about each pupil's needs, support strategies, and progress is shared securely and sensitively with the receiving setting, with parental consent.

Transition Timing

- Transition activities and meetings are typically planned during the summer term to prepare pupils for the upcoming academic year.
- For transitions between key stages or to secondary education, the school collaborates with receiving schools and providers to facilitate effective information sharing and joint planning.

By implementing these comprehensive transition arrangements, St Wilfrid's Catholic Academy aims to promote positive continuity in learning and wellbeing, reducing barriers and supporting pupils to thrive at every stage of their education.

Training and Resources

Through the Assess-Plan-Do-Review cycle, provision will be put into place to meet an individual's needs in a graduated way, with a focus on high-quality first teaching, targeted interventions, and reasonable adjustments. For a child whose additional needs cannot be met within the school's delegated budget and resources, a request will be made for an assessment for an Education Health Care Plan (EHCP).

How are the training needs of staff identified and planned for?

St. Wilfrid's identifies training needs through audits or through the needs of a class or a child in order to provide the correct support.

Specialist Involvement

We recognise that some pupils with SEND may require additional specialist support to meet their individual needs effectively. Where parents, carers, or school staff identify that specialist involvement could benefit a pupil, the school will seek to engage appropriate external agencies.

- Specialist agencies will be consulted with the informed consent of parents or carers to ensure collaborative and transparent support.
- Agencies the school currently works with include, but are not limited to:
 - Educational Psychology Service
 - Occupational Therapy
 - Speech and Language Therapy
 - Child and Adolescent Mental Health Services (CAMHS)
 - School Nursing and Health Visitor Services
 - SEND Support Services
 - Counselling Services

- The school aims to ensure timely referral and communication with these agencies to facilitate early identification, assessment, and targeted intervention.
- Outcomes and recommendations from specialist assessments are shared with parents, pupils, and relevant school staff and are integrated into the pupil's SEND support plan.

Roles and Responsibilities of the SENCO

The Special Educational Needs Co-ordinator (SENCO) plays a pivotal role in ensuring the effective implementation of the school's SEND policy and provision. Key responsibilities include:

- **Overseeing the day-to-day operation of the school's SEND policy** to ensure compliance with statutory guidance and best practice.
- **Coordinating provision for pupils with SEND**, including organising interventions, monitoring progress, and maintaining up-to-date records.
- **Advising staff on the graduated approach** (assess, plan, do, review) to SEND support, promoting high-quality teaching and targeted interventions.
- **Managing the deployment of the school's delegated SEND budget and resources** to maximise impact on pupil outcomes.
- **Building strong partnerships with parents and carers**, ensuring they are fully informed and involved in decision-making about their child's education.

- **Collaborating with early years providers, other schools, educational psychologists, health and social care professionals, and voluntary or independent organisations** to provide holistic support.
- **Acting as the key point of contact with external agencies**, including the local authority and its support services, to coordinate specialist involvement and statutory processes.
- **Facilitating smooth transitions** by liaising with potential next providers of education and ensuring that pupils and families are well-informed about options and support.
- **Working closely with the Principal and school governors** to ensure the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and providing access arrangements.
- **Maintaining accurate and confidential records** of all pupils with SEND, ensuring information is shared appropriately with staff and external agencies to support effective provision.

The SEND Governor is Ursula Chadburn. The SEND Governor and the SENCO communicate regularly regarding the overview of the school's arrangements for SEND and disability. The SEND Governor offers support and challenge around the quality and impact of SEND provision, ensuring it aligns with the school's strategic goals and the OFSTED framework.

Complaints

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

Policy Review

This policy was reviewed December 2025

Next Review date: December 2028