



## **Special Educational Needs and Disabilities Inclusion Policy**

### **DEFINITION**

The SEND Code of Practice 2014 (updated 2024) sets out statutory responsibilities with regard to pupils with special educational needs and/or disability. We ensure all pupils with special educational needs and/or disability have the support and resources to fully access the school curriculum and achieve their full potential. We encompass the diversity of each pupil; his or her background, previous experiences, special interests and possible barriers to learning.

Child definition: All pupils, regardless of their abilities or disabilities, are included in all aspects of school life.

### **AIMS**

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To work with all relevant partners and agencies to ensure the best outcomes for the children
- To enable smooth transitions between each Key Stage and from pre-school settings to ensure minimal disruption to the children's learning and meet the needs of their social and emotional development
- To promote high levels of social and emotional wellbeing, so that the mental health needs of all children are being met

### **LEGISLATION AND GUIDANCE**

Special Educational Needs Code of Practice: 0-25 years 2014 updated 2024

Special Educational Needs and Disability Act 2001

Children and Families Act 2014

Equality Act 2010

### **PLANNING**

The SEND leader will support staff in ensuring that pupils with SEND participate effectively in curriculum and assessment activities and are given the level of support and guidance needed on an individual basis. They will develop the teacher's knowledge of children with SEND, ensuring they understand that individual children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

### **ROLES AND RESPONSIBILITIES**

#### **SEND Leader: Julie Wood**

The role of the SEND leader is to promote the inclusion of all pupils across all areas of the school curriculum in line with the school's values, vision and aims.

They must ensure the curriculum matches the needs of different pupils and monitor the impact on each pupil's achievements and progress. They must also ensure there is an effective system of assessment that oversees the progress and achievements made by each pupil with SEND. They will also support staff in making accurate assessments.

The leader will consult pupils, parents and staff about the related SEND needs and the effectiveness of individual pupil passport targets and Educational Health Care Plans as appropriate.

The SEND leader audits and manages resources to ensure they are up to date and match pupil and curriculum needs.

The SEND leader will liaise with outside agencies to ensure each individual child is provided with the support needed.

They will cascade up-to-date SEND information and training to staff.

The SEND leader will ensure children on the SEND register are given equal opportunity to take part in all school activities and have equal access to positions of responsibility.

### **Governors**

The SEND link governor is responsible for taking an oversight on special educational needs and disabilities, as appointed by the Local Community Governing Body. The link governor role makes pre-arranged visits to the school, with a clear focus on the SEND curriculum.

### **INCLUSION**

At Jackfield Infant School we are committed to providing all of our children with the opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background.

In our school we create a culture that offers a secure, accepting, collaborating, stimulating community in which everyone feels valued.

### **HEALTH AND SAFETY**

Pupils always work in a safe environment, both inside and outside of the classroom. All staff are responsible for checking that equipment and resources used within lessons are safe, as well as ensuring the environment is safe and purposeful for learning.

### **PARENT PARTNERSHIP**

At all stages of the special needs process, we will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages of the Assess, Plan, Do, Review cycle and encourage parents to make an active contribution to their child's education.

### **RESOURCES**

The SEND leader will ensure staff and children have access to physical and online resources to support special educational needs. For example, SALT programmes and the related resources, adapted cutlery, laptops, reading and writing aids, updates to SEND training.

### **ASSESSMENT, RECORD KEEPING AND REPORTING**

The SEND leader will ensure that children:

- are regularly assessed, so that SEND needs are quickly and accurately identified
- are provided with a graduated and structured response cycle to ensure that additional provision can be implemented assessed, planned and reviewed
- have full participation in learning and in physical and practical activities
- learn to manage their behaviour and/or emotions and take part in learning effectively and safely

## **MONITORING AND EVALUATION**

The SEND leader will monitor the teaching and learning of individual pupil with SEND at data points, through classroom observations, pupil passport targets and book scans.

They will gain the pupil voice of SEND children who will be given the opportunity to discuss and demonstrate their learning.

## **LINKS TO OTHER POLICIES**

PSHE  
Behaviour  
Curriculum policies

## **SUPPORTING DOCUMENTS**

Education and Health Care Plans  
Pupil Passports  
Provision Maps  
SEND register

**Last reviewed on:** January 2026

**Next review due by:** January 2027