ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

SEND and Inclusion Policy

Written by:	SENCO & Assistant Headteacher	**Date:**	Autumn Term 2026
Approved by:		**Date:**	
To be reviewed:		**Autumn 2029**	



Vision and Values

At Eltham Church of England Primary School, we believe that every child is uniquely valued and created in the image of God. We are committed to providing an inclusive environment where all pupils feel safe, supported and able to flourish academically, socially, emotionally and spiritually.

We have high aspirations for all pupils and are committed to identifying and removing barriers to learning and participation. Through high-quality teaching, appropriate support and strong partnerships with families, we aim to ensure that every pupil, including those with SEND, can achieve their potential and participate fully in school life.

We celebrate diversity and strive to create a culture of belonging where every member of our school community is respected, valued and included.

Aims and Objectives

The aims of this policy are to:

- Ensure all pupils have access to a broad, balanced and ambitious curriculum.
- Identify and respond to SEND as early as possible.
- Remove barriers to learning through high-quality teaching and appropriate support.
- Promote inclusion, independence and positive outcomes for pupils with SEND.
- Work in partnership with pupils, families and external agencies.
- Meet statutory responsibilities under the SEND Code of Practice (2015) and Equality Act 2010.

We achieve these aims through adaptive teaching, the graduated approach of Assess, Plan, Do, Review, effective deployment of resources and regular monitoring of provision and outcomes.

Legislative Framework and Definitions

This policy has been developed in accordance with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years (2015)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The statutory guidance *Supporting Pupils at School with Medical Conditions*
- The Teachers' Standards (2012)

This policy should be read alongside the school's SEND Information Report, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Safeguarding Policy, Attendance Policy and Supporting Pupils with Medical Conditions Policy.

A pupil has special educational needs and disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special

educational provision is educational provision that is additional to, or different from, that ordinarily available to pupils of the same age.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. A pupil may have SEND, a disability, or both.

The SEND Code of Practice identifies four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

These categories are used to support identification and planning. Many pupils may have needs that span more than one area, and provision will always be tailored to the individual strengths and needs of the child.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to SEND and disability. Governors monitor the effectiveness of SEND provision and ensure that appropriate resources are available to support pupils with SEND.

The SEND Link Governor works with the SENDCo to develop an understanding of the school's SEND provision and reports to the Governing Body as appropriate.

Headteacher

The Headteacher has overall responsibility for the provision and progress of pupils with SEND and for ensuring that the requirements of this policy are implemented across the school.

Inclusion Lead & SENDCo

The Inclusion Lead and SENDCo are responsible for:

- Overseeing the day-to-day operation of the school's SEND provision.
- Coordinating the identification of pupils with SEND.
- Supporting staff to meet the needs of pupils with SEND.
- Liaising with parents, external agencies and the Local Authority.
- Monitoring the effectiveness of SEND provision and interventions.
- Coordinating Education, Health and Care Plan (EHCP) reviews.
- Contributing to staff training and whole-school development of inclusive practice.

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support from teaching assistants or specialist staff.

Class teachers will:

- Deliver high-quality, adaptive teaching.
- Implement agreed SEND provision and reasonable adjustments.
- Monitor pupil progress and contribute to the Assess, Plan, Do, Review process.
- Work collaboratively with parents, the Inclusion Lead, SENDCo and external professionals.
- Read and implement recommendations contained within EHCPs and relevant professional reports.

Teaching Assistants

Teaching Assistants work under the direction of the class teacher to support pupils' access to learning, independence and participation in school life. They contribute to the delivery of provision and provide feedback on pupil progress and wellbeing.

Parents, Carers and Pupils

Parents and carers are valued partners in their child's education and are encouraged to contribute to decisions regarding SEND provision.

Pupils will be supported to share their views, participate in reviewing support and develop increasing independence and self-advocacy.

Identification and Assessment of SEND

At Eltham Church of England Primary School, we are committed to the early identification of pupils who may have SEND. Early identification enables appropriate support to be put in place and helps to prevent barriers to learning, participation and wellbeing from becoming more significant over time.

The identification of SEND is based on a range of evidence, including:

- Teacher assessment and observation.
- Progress and attainment data.
- Information shared by parents or carers.
- The views of the pupil.
- Information from previous settings.
- Advice from external professionals and services.
- Medical, social, emotional and behavioural information where appropriate.

The school recognises that slow progress or low attainment does not necessarily indicate SEND. When considering whether a pupil has SEND, other factors may also be considered, including attendance, English as an Additional Language (EAL), disability, health needs, social and emotional circumstances, or disadvantage.

Where concerns are identified, the class teacher and SENDCo will work together to assess the pupil's needs and determine whether additional or different provision is required. Parents will be informed and involved throughout this process.

Where a pupil is identified as having SEND, they will be placed on the SEND Register and supported through the school's graduated approach of Assess, Plan, Do, Review. For some pupils with more significant or complex needs, the school may seek advice from external agencies or request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

Quality First Teaching and Adaptive Teaching

At Eltham Church of England Primary School, high-quality teaching is the foundation of inclusive practice and the first step in meeting the needs of all pupils, including those with SEND.

All teachers are responsible and accountable for the progress and development of every pupil in their class. Through adaptive teaching, teachers ensure that all pupils can access a broad, balanced and ambitious curriculum.

Quality First Teaching may include:

- Clear explanations, modelling and scaffolding.
- Adaptations to teaching, resources and the learning environment.
- Explicit teaching of vocabulary and key concepts.
- Regular checks for understanding and responsive teaching.
- Appropriate use of visual supports, practical resources and assistive technology.
- Opportunities for overlearning, repetition and retrieval.
- Consistent classroom routines and expectations.

Where high-quality teaching and adaptive practice are not sufficient to meet a pupil's needs, additional support may be provided through the school's graduated approach. Any interventions or targeted support will complement, rather than replace, high-quality classroom teaching.

The Graduated Approach

Where a pupil is identified as having SEND, the school follows the graduated approach outlined in the SEND Code of Practice: **Assess, Plan, Do, Review**.

Assess

A clear analysis of the pupil's strengths, needs and barriers to learning is carried out using information from assessments, observations, parents, the pupil and, where appropriate, external professionals.

Plan

Where SEND Support is required, outcomes, provision and any reasonable adjustments are agreed in partnership with parents and, where appropriate, the pupil. Support is recorded within the pupil's Personalised Learning Plan (PLP).

Do

The agreed provision is implemented and monitored. The class teacher remains responsible and accountable for the pupil's progress, even where support is delivered by teaching assistants or specialist staff.

Review

The effectiveness of the provision is reviewed regularly, taking account of pupil progress, attainment, wellbeing and the views of the pupil and parents. Outcomes from the review inform the next cycle of support.

The graduated approach is an ongoing process that enables provision to be adapted in response to a pupil's changing needs and ensures that support remains appropriate and effective.

SEND Support

Pupils identified as having SEND, but who do not have an Education, Health and Care Plan (EHCP), will receive support through SEND Support.

Provision is determined according to individual need and may include:

- Adaptive teaching and reasonable adjustments within the classroom.
- Personalised Learning Plans (PLPs).
- Targeted interventions and support programmes.
- Specialist resources, equipment or strategies.
- Advice and support from external agencies and professionals.

The support provided will be regularly reviewed through the graduated approach of Assess, Plan, Do, Review to ensure it remains appropriate and effective in meeting the pupil's needs.

The school recognises that pupils' needs may change over time and provision will be adapted accordingly to support positive outcomes, independence and inclusion.

Education, Health and Care Plans (EHCPs)

Some pupils with SEND have needs that are significant, complex and long-term, and which cannot be adequately met through the resources and provision ordinarily available within a mainstream school. In these circumstances, an Education, Health and Care Plan (EHCP) may be required to identify and coordinate the additional provision and support needed to help the pupil achieve positive outcomes. The school will:

- Deliver the provision specified within the EHCP.
- Monitor progress towards identified outcomes.
- Work in partnership with parents, pupils and external professionals.

- Make reasonable adjustments to support access to learning and wider school life.
- Review provision regularly to ensure it remains appropriate and effective.

Where a pupil's needs are significant and complex, the school may, in partnership with parents and relevant professionals, request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

Annual Reviews

The school has a statutory duty to review all EHCPs at least annually.

Annual Reviews provide an opportunity to:

- Monitor progress towards EHCP outcomes.
- Review the effectiveness of provision.
- Consider any changes to needs or support.
- Plan for future transitions.

The SENDCo coordinates Annual Reviews and ensures that review documentation is submitted to the Local Authority within the required timescales.

Parents, pupils and relevant professionals will be invited to contribute to the review process.

Transition Planning

The school recognises the importance of effective transition planning for pupils with SEND and EHCPs. We work closely with families, receiving settings and relevant professionals to support successful transitions into school, between year groups and to secondary education.

Working in Partnership with Parents, Carers and Pupils

At Eltham Church of England Primary School, we recognise that parents, carers and pupils play a vital role in the successful identification, planning and review of SEND provision. We are committed to working in partnership with families and ensuring that pupils are involved in decisions about their education wherever appropriate.

We will:

- Work collaboratively with parents and carers throughout the SEND process.
- Keep families informed about their child's progress, needs and provision.
- Seek and value the views of pupils and parents when planning and reviewing support.
- Encourage pupils to participate in setting and reviewing outcomes, where appropriate.
- Involve parents, pupils and relevant professionals in reviews and Annual Reviews.
- Share information about support services available through the school, the Local Authority and external agencies.

The school works in partnership with a range of external agencies, including education, health and social care professionals, to ensure that pupils receive appropriate support and provision.

We aim to maintain open and positive communication and encourage parents and carers to raise any questions or concerns at the earliest opportunity.

Equality, Disability and Reasonable Adjustments

At Eltham Church of England Primary School, we are committed to ensuring that all pupils are valued, included and able to participate fully in school life. We promote equality of opportunity and seek to remove barriers that may prevent pupils from accessing learning, developing positive relationships and achieving their potential.

The school fulfils its duties under the Equality Act 2010 and does not discriminate against pupils on the grounds of disability or any other protected characteristic.

A pupil may have SEND, a disability, or both. The school recognises that some pupils may require reasonable adjustments to ensure they are not placed at a substantial disadvantage compared with their peers.

Reasonable Adjustments

The school will make reasonable adjustments, where required, to support pupils' access to:

- The curriculum and learning activities.
- The physical environment.
- Educational visits and extracurricular activities.
- School routines and procedures.
- Assessments and examinations.
- Information and communication.

Reasonable adjustments will be considered on an individual basis and may include adaptations to teaching approaches, resources, adult support, equipment, communication methods or the learning environment.

Accessibility and Inclusion

The school is committed to ensuring that pupils with SEND and disabilities can participate fully in all aspects of school life. We strive to create an inclusive environment in which diversity is celebrated and all pupils feel a sense of belonging.

The school's Accessibility Plan sets out how access to the curriculum, physical environment and information will be improved for pupils, parents and visitors with disabilities.

The school will work collaboratively with pupils, parents, carers and relevant professionals to identify and remove barriers to participation wherever possible.

Monitoring, Evaluating and Reviewing SEND Provision

The school is committed to regularly monitoring and evaluating the quality and effectiveness of SEND provision to ensure that pupils with SEND are able to achieve positive outcomes and participate fully in school life.

The progress, attainment and wellbeing of pupils with SEND are monitored through:

- Ongoing assessment and review.
- Personalised Learning Plan (PLP) reviews.
- Pupil progress meetings.
- Review of interventions and provision.
- Attendance, behaviour and wellbeing information.
- Feedback from pupils, parents and professionals.

The SENDCo works alongside school leaders and staff to evaluate the effectiveness of SEND provision and identify areas for further development. This may include learning walks, provision reviews, pupil voice activities, parent feedback and analysis of pupil outcomes.

The Governing Body monitors the effectiveness of the school's SEND provision through regular reports and discussions with the SENDCo and SEND Link Governor.

Information gathered through monitoring and evaluation is used to inform school improvement priorities, staff training and the ongoing development of inclusive practice.

Admissions and Inclusion

Eltham Church of England Primary School is committed to providing an inclusive education for all pupils. We welcome applications from families of children with SEND and will make every effort to ensure that pupils are able to access the opportunities, support and experiences available within our school community.

Admissions are made in accordance with the school's Admissions Policy and the School Admissions Code. Pupils with SEND are admitted on the same basis as other applicants.

Where a pupil has an Education, Health and Care Plan (EHCP), admissions are managed in accordance with statutory guidance and Local Authority procedures. The school will work closely with parents, the Local Authority, previous settings and relevant professionals to support a positive transition and ensure appropriate provision is planned.

The school is committed to ensuring that pupils with SEND and disabilities can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life, including educational visits, extracurricular activities and enrichment opportunities.

Appropriate transition arrangements will be put in place for pupils with SEND joining, leaving or moving within the school to help ensure continuity of support and a successful transition.

Complaints and Disagreement Resolution

At Eltham Church of England Primary School, we are committed to working in partnership with pupils, parents and carers and aim to resolve concerns at the earliest opportunity through open and constructive communication.

Parents and carers who have concerns about their child's SEND provision should initially discuss these with the class teacher. If concerns remain, they should contact the SENDCo, Inclusion Lead, and, where necessary, the Headteacher.

Where a concern cannot be resolved informally, parents and carers may make a formal complaint in accordance with the school's Complaints Policy.

Parents and carers may also seek independent advice and support from Greenwich SEND Information, Advice and Support Service (SENDIASS).

Where disagreements relating to SEND cannot be resolved through discussion with the school or Local Authority, parents and carers have access to disagreement resolution, mediation services and, where appropriate, the First-tier Tribunal (Special Educational Needs and Disability).

The school is committed to maintaining positive relationships with families and working collaboratively to achieve the best possible outcomes for all pupils.

The Local Offer

The Royal Borough of Greenwich publishes a **Local Offer** which provides information about services and support available for children and young people with special educational needs and disabilities (SEND) and their families.

As part of the Local Offer, Eltham Church of England Primary School publishes a **SEND Information Report**, which provides information about:

- How the school identifies and supports pupils with SEND.
- The provision available for pupils with different needs.
- Arrangements for consulting and involving pupils and parents.
- Access to external agencies and specialist services.
- Transition arrangements.
- Accessibility and inclusion arrangements.
- How the effectiveness of SEND provision is evaluated.

The school's SEND Information Report is reviewed annually and is available on the school website. Further information about services available within the Royal Borough of Greenwich can be accessed through the Greenwich Local Offer.

Families requiring further information or support are encouraged to contact the SENDCo.

Monitoring and Review of this Policy

This policy will be reviewed annually by the Inclusion Lead and SENDCo, in consultation with the Headteacher and Governing Body, to ensure it remains compliant with current legislation, statutory guidance and best practice.

The policy may be reviewed earlier if there are significant changes to SEND legislation, Local Authority guidance or school procedures.

The effectiveness of this policy will be evaluated through:

- Monitoring the progress and outcomes of pupils with SEND.
- Review of SEND provision and support.
- Feedback from pupils, parents, carers and staff.

- Analysis of attendance, behaviour and wellbeing data.
- Governor monitoring and SEND Link Governor visits.
- School self-evaluation and improvement activities.

Findings from policy reviews will inform future developments in SEND provision and help ensure that all pupils continue to receive high-quality, inclusive support.