**SEND and Inclusion Policy St Mary’s R.C Primary** **School**

**Rationale**

At St Mary’s, we are committed to providing an inclusive environment that values and celebrates the diversity of our school community. Our inclusion policy is based on the principle that every child, regardless of their background or individual needs, should access a quality first education that enables them to achieve their best. This policy outlines our commitment to meeting the needs of all learners and creating an inclusive school culture.

**Aims**

We aim to:

Ensure that all learners are valued and supported within our school community.

Provide equal opportunities for all learners to access the curriculum and participate in school life.

Promote a positive and respectful attitude towards diversity and individual differences.

Identify and address barriers to learning, ensuring that all learners can achieve their best.

Foster a supportive and inclusive ethos that promotes the well-being of all members of the school community.

**School Leadership Team**

The school leadership team is responsible for:

Providing strategic direction and leadership to ensure that inclusion is an ongoing whole-school priority.

Allocating resources and staffing to support the implementation of the inclusion policy.

Monitoring and evaluating the effectiveness of the inclusion policy and provision.

Support staff in professional development and AEN training.

**Inclusion Leader**

The inclusion leader is responsible for:

Overseeing the provision for learners with additional educational needs and disabilities (SEND).

Coordinating the identification, assessment, and provision for learners with SEND.

Working closely with teachers, support staff, parents, and external agencies to ensure that the needs of learners with SEND are within the school’s provision.

**Teachers**

All teachers are teachers of AEN and are responsible for:

Delivery of a ‘Mastery Curriculum’ that provides a range of different learning styles, giving all children equal opportunities to access learning and succeed with authentic outcomes.

Appropriately challenge children in their learning to enable them to achieve.

Differentiating teaching and learning to meet the diverse needs of all learners in their classes.

Providing a supportive and inclusive classroom environment that promotes positive relationships and respectful attitudes towards diversity, in line with St Mary’s Quality First Teaching, Universal offer (See Appendix) and relationship policy.

Collaborating with the inclusion leader and S/ESO's to assess areas of difficulty, implement strategies and interventions for learners with additional needs.

Writing, monitoring and evaluating Individual Education Plans (IEP) for children who are Additional Support, Additional Support Plus and Complex Needs. These are agreed and reviewed termly with parents.

**Working With Parents and Guardians**

Positive parental involvement is important for the success of all children. Parents are given the opportunity to express their views, be active in decision making, and participate in their child’s education at termly IEP review meetings and parent evenings.

**Identification, Assessment and Provision**

We use a range of assessment tools, including teacher observations, standardised assessments, and input from parents and external agencies, to identify learners with SEND.

Early identification of a SEN need is key, and we provide support for those children who have identified significant learning needs.

We provide a range of interventions and support strategies tailored to the individual needs of learners with SEND, with a focus on removing barriers to learning and promoting progress. This is outlined in our St Mary’s Offer.

**This Policy to be read in conjunction with:**

Teaching for Learning Policy

AFL

Positive Relationship Policy

Curriculum Policy

DESC Accessibility Strategy

**Appendix - St Marys Offer**

**Equality**

At St Mary’s R. C. Primary School, in line with the 2017 Equality Act, we aim to:

Eliminate discrimination.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Policy Written - Louise Slater November 2023.

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