





Wallop Primary School

Inclusion (SEND) Policy

Produced By:	K. Simons Headteacher
Approved for School: Headteacher: K Simons Date: 20/01/2026	 (Signature)
Approved by Governing Body: Chair/Deputy Chair: J Hannan Date: 20/01/2026	 (Signature)

Name of SENDCO: Helen Williams, SLT.

Contact via adminoffice@wallop.hants.sch.uk

1. Vision for Inclusion

“The purpose of education for all children is the same. The goals are the same, but the help that individual children need in progressing towards them will be different.” (Warnock Report)

At Wallop Primary School, we believe that every child belongs, is valued and is entitled to an education that enables them to achieve their full potential. Inclusion is a shared responsibility and sits at the heart of our school culture.

This policy reflects our commitment to high expectations, equity and relational practice. It works alongside the school’s Behaviour Policy, underpinned by the shared expectations that pupils are Ready, Respectful and Safe. We aim to remove barriers to learning, promote independence and ensure that pupils with Special Educational Needs and Disabilities are supported to thrive academically, socially and emotionally.

2. Definitions and Areas of SEND

A pupil has special educational needs if they have a learning difficulty or disability that requires provision which is additional to or different from that normally available to pupils of the same age.

The four broad areas of need, as outlined in the SEND Code of Practice (0–25), are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

3. Legal Framework and Guidance

This policy is informed by, and operates in accordance with, relevant legislation and statutory



guidance, including:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice: 0–25
- Keeping Children Safe in Education (KCSIE)
- Hampshire County Council SEND guidance for maintained schools
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1, 2, 3 and 4 framework document (Sept 2014)
- Teachers' Standards (updated December 2021)
- Data Protection Act (2018)

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Behaviour Policy
- Suspension and Exclusions Policy

4. Identification and Graduated Response

Early identification and support are central to effective SEND provision. All teachers are responsible and accountable for the progress and development of pupils in their class, including those with SEND.

Where a pupil is not making expected progress, the school follows a graduated response in line with the Assess–Plan–Do–Review cycle:

- **Assess:** Class teachers, supported by the SENCo, identify barriers to learning using assessment, observation and discussion with parents and pupils.
- **Plan:** Adjustments, support and interventions are planned and recorded in an individual Learning Profile.
- **Do:** Support is implemented by class teachers and support staff, overseen by the SENCo.
- **Review:** Progress is reviewed regularly, and provision is adapted as needed.

Pupils are placed on the SEND register only where their needs are additional to, or different from, high-quality adaptive teaching.

5: Ordinarily Available Provision, Quality First Teaching and Reasonable Adjustments

At Wallop Primary School, the needs of the majority of pupils are met through ordinarily available provision and high-quality teaching. Ordinarily available provision refers to the inclusive strategies, adaptations and approaches that are expected to be in place for all pupils as part of everyday classroom practice, without the need for specialist or additional funding.

Quality First Teaching is the foundation of our inclusive approach and includes:

- Clear learning objectives and success criteria
- Teaching approaches adapted to meet different learning styles and needs
- Scaffolded tasks, modelling and explicit instruction
- Flexible grouping, pacing and opportunities for overlearning



- Use of visual supports, concrete resources and assistive tools
- Explicit teaching of language and vocabulary
- Support for attention, emotional regulation and wellbeing

Reasonable adjustments are made to ensure that pupils with SEND can access learning, participate fully in school life and demonstrate their learning. Adjustments are proportionate, planned and reviewed regularly and may include changes to teaching approaches, environment, routines or expectations. Appropriate adjustments will also be made for statutory exams such as the end of Key Stage 2 SATs, following DfE guidance. This often includes additional time of 25% being given.

Where ordinarily available provision and reasonable adjustments are not sufficient to meet a pupil's needs, additional SEND support may be put in place through the graduated response (Assess–Plan–Do–Review), in partnership with parents and, where appropriate, external professionals.

6. Working in Partnership with Parents and Pupils

We recognise the importance of strong partnerships with parents and carers. Parents are involved at every stage of identification, planning and review, and their views are valued.

Pupils are encouraged to contribute their views, reflect on their learning and take an active role in setting and reviewing targets where appropriate.

7. Education, Health and Care Plans (EHCPs)

The school works closely with the local authority and parents to support pupils with EHCPs. The SENCo coordinates annual reviews, ensures provision is delivered as specified, and monitors progress against outcomes. Transition planning is prioritised, including early reviews for pupils moving to secondary education.

8. Inclusion, Behaviour and Wellbeing

The school recognises the close link between SEND, behaviour and wellbeing. Behaviour is understood as communication, and pupils with SEND may require additional support to regulate emotions and manage social situations. Suspension or exclusion will not be used as a substitute for unmet SEND needs. Decisions will be made in line with the school's Suspension and Permanent Exclusion Policy and statutory guidance.

9. Roles and Responsibilities

Inclusion is a whole-school responsibility, embedded across teaching, leadership and pastoral practice. The Governing Body provides strategic oversight of SEND and inclusion, ensuring statutory duties are met. The Headteacher has overall responsibility for SEND provision and ensures sufficient resources and staffing are in place. The SENCo is a qualified teacher with designated leadership time. The SENCo coordinates SEND provision across the school, supports staff with inclusive practice, liaises with parents and external agencies, oversees SEND records, and leads and coordinates annual EHCP reviews.

Class teachers are responsible for the progress of all pupils in their class and for implementing SEND provision. Support Staff work under the direction of teachers to support pupils' learning,



independence and wellbeing.

10. Monitoring, Review and Complaints

SEND provision is monitored regularly by the SENCo and headteacher, and termly reports are provided to the governing body. Parents with concerns are encouraged to speak initially to the class teacher or SENCo or to follow the formal complaints procedure using the complaints policy process.

Date of review: January 2026	Date of implementation: January 2026
Next review due: January 2027	Reviewing Committee: FGB