

Inclusion Policy

St Vincent's School for Sensory Impairment and Other Needs



Approved by:

Mr. L. Green & The
Governing Body

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Last reviewed on:

12/2025

Next review due by:

09/2026

1. Policy Statement

St Vincent's School is committed to identifying and supporting all pupils, including those who are socioeconomically disadvantaged, pupils with SEND, pupils who are known (or previously known) to children's social care, and pupils who may face other barriers to their learning and/or wellbeing.

As a specialist school for sensory impairment, we recognise that our pupils have unique needs and we are dedicated to providing high-quality, personalised support that enables every child to access an ambitious curriculum and develop the skills they need for later life.

We understand that safeguarding and promoting the welfare of children is everyone's responsibility, and our approach to inclusion is child-centred, always considering what is in the best interests of the child.

2. Our Vision for Inclusion

2.1 Our Commitment to Inclusion

At St Vincent's School, we are committed to creating an inclusive environment where every pupil, regardless of their background, needs or circumstances, can thrive and achieve their full potential. Inclusion is at the heart of everything we do and underpins all aspects of our school life.

2.2 Our Vision

We believe that:

- Every child has the right to access high-quality education
- All pupils should feel valued, respected and safe
- Barriers to learning and wellbeing should be identified early and addressed effectively
- Diversity enriches our school community
- High expectations should be maintained for all pupils

2.3 Definition of Inclusion

Inclusion is about how well our school identifies and supports particular pupil groups. This includes pupils who are socioeconomically disadvantaged, have special educational needs (SEN) and/or a disability, are known or were previously known to children's social care, and may face additional barriers to their learning and/or wellbeing.

2.4 Legal Framework

This policy has been developed in line with:

- The Equality Act 2010
- The Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children
- Ofsted's Education Inspection Framework (2025)

3. Key Inclusion Groups

3.1 Pupils We Identify and Support

We focus on identifying and supporting pupils who:

- Are socioeconomically disadvantaged (those eligible for the pupil premium)
- Have special educational needs (SEN) and/or a disability
- Are known or were previously known to children's social care (including looked-after children and previously looked-after children)
- May face additional barriers to their learning and/or wellbeing

3.2 Additional Barriers Specific to Our Context

At St Vincent's School, we have identified the following groups of pupils who may face additional barriers to their learning and/or wellbeing in our specific context:

- Pupils with English as an additional language (EAL)
- Pupils from specific ethnic minority groups
- Pupils with mental health needs
- Pupils experiencing family difficulties (e.g., bereavement, domestic abuse, parental separation)

3.3 Identifying Vulnerable Pupils

We identify pupils who may face barriers to learning and/or wellbeing through:

- Regular discussions between the SENCO, Designated Safeguarding Lead, and inclusion lead
- Information shared by class teachers, form tutors and pastoral staff
- Liaison with local community police and the local authority
- Information from parents/carers and external agencies
- Monitoring of attendance, behaviour and achievement data
- Transition information from previous settings

4. Roles and Responsibilities

4.1 The Governing Body/Trust Board

- Ensure this policy is implemented effectively
- Monitor the impact of inclusion strategies on pupil outcomes
- Ensure sufficient resources are allocated to support inclusion
- Ensure the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

4.2 The Headteacher

- Provide strategic leadership for inclusion across the school
- Ensure all staff understand their responsibilities for inclusion
- Monitor the effectiveness of inclusion strategies and interventions
- Ensure leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations

4.3 The SENDCO

As the qualified SENDCO, they will:

- Be empowered, through their leadership status within the school, to lead whole-school improvement for pupils with SEND
- Ensure the published SEN information report, as required by the Special Educational Needs and Disability Regulations 2014 and section 69 of the Children and Families Act 2014, is easily accessible and accurately describes the school's provision and support for pupils with SEND

- Identify pupils' emerging or changing needs quickly and accurately, ensure support is effective and draw on any specialist advice when necessary
- Use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs
- Ensure staff receive suitable training and support to implement the graduated approach
- Monitor the progress of pupils with SEND, and review

4.4 The Designated Safeguarding Lead (DSL)

- Work in close liaison with the SENDCO when there are safeguarding concerns involving pupils with SEND
- Ensure extra pastoral support and attention for children with SEND, along with ensuring any appropriate support for communication is in place Keeping Children Safe in Education
- Use knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their wellbeing or reducing barriers to attendance

4.5 All Staff

All staff will:

- Understand the range of barriers that pupils may face to their learning and/or wellbeing, including those specific to their community and the school's context
- Quickly and accurately identify pupils facing these barriers
- Receive suitable training and support to implement a graduated approach
- Work effectively with parents and external professionals
- Maintain high expectations for all pupils
- Understand and implement approaches to support pupils

5. Our Approach to Inclusion

5.1 High-Quality Inclusive Teaching

We understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.

All teachers will:

- Plan lessons that are accessible to all pupils, using multi-sensory approaches
- Use assessment information to adapt teaching in real-time
- Provide appropriate scaffolding and support
- Create a sensory-friendly learning environment
- Use specialist equipment and resources effectively

5.2 Early Identification and Assessment

We have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or wellbeing, including those specific to their community and the school's context. We quickly and accurately identify pupils facing these barriers.

We will:

- Conduct thorough baseline assessments when pupils join the school
- Monitor pupils' progress regularly through observations, assessments, and data analysis
- Identify pupils' emerging or changing needs quickly and accurately
- Work with external specialists to assess complex needs

5.3 The Graduated Approach

We use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs.

Assess: We analyse pupils' needs using assessment data, observations, and input from pupils, parents, and specialists.

Plan: We develop personalised support plans that set clear outcomes and identify appropriate interventions and adaptations.

Do: Teachers and support staff implement the planned support, using specialist strategies and resources.

Review: We regularly review the impact of support, adjusting as needed and celebrating progress.

5.4 Working with Specialists

We make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.

We work closely with:

- Sensory support services (visual impairment and hearing impairment teams)
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Educational psychologists
- CAMHS and mental health services
- Medical professionals

5.5 Partnership with Pupils and Families

We work closely with parents, taking their views into account and making best use of their knowledge of their children.

We will:

- Communicate regularly with families about their child's progress and wellbeing
- Involve pupils in decisions about their support, using appropriate communication methods
- Listen to and act upon the views and concerns of pupils and families
- Promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it
- Hold regular review meetings to discuss progress and next steps

6. Supporting Specific Groups

6.1 Disadvantaged Pupils (Pupil Premium)

We have a secure understanding of our disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform our approaches to addressing these. This includes regularly reviewing our strategy for pupil premium.

Our pupil premium strategy is:

- Aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy
- Implemented and monitored effectively, including through ongoing high-quality training and support

Our pupil premium strategy includes:

- Targeted academic interventions
- Support for communication and sensory needs
- Access to enrichment activities and experiences
- Emotional and wellbeing support
- Resources and equipment to support learning at home

Any necessary adaptations to approaches we use to support disadvantaged pupils are timely and effective.

6.2 Looked-After Children and Previously Looked-After Children

We ensure that:

- The designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced
- Each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or wellbeing
- We work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care

6.3 Pupils Known to Children's Social Care

We:

- Share information effectively with the local authority, and support the authority to complete statutory assessments in relation to pupils' social care needs

- Work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support

We recognise that these pupils may be particularly vulnerable and ensure they receive:

- Additional pastoral support
- Regular check-ins with key adults
- Support to access learning and manage their emotions
- Close liaison between the DSL, SENCO, and external agencies

6.4 Pupils with Complex or Multiple SEND

As a specialist school, we recognise that some of our pupils have complex needs. We ensure:

- Personalised learning plans that address all areas of need
- Access to specialist therapies and interventions
- Appropriate use of assistive technology and specialist equipment
- Staff training in specialist strategies (e.g., tactile communication, British Sign Language, braille)
- A sensory-friendly environment with appropriate adjustments

We understand that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

We provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

7. Alternative Provision

Where appropriate, we make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests.

We take responsibility for the education and welfare of pupils who are placed in our alternative provision.

We ensure:

- Placement decisions are made in the pupil's best interests, considering their needs and aspirations
- Quality assurance processes are in place to monitor the suitability and safety of AP

8. Accessibility

The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly.

Our accessibility plan covers:

- Physical environment: Ensuring the school building and grounds are accessible to all pupils
- Curriculum: Adapting the environment, teaching and the school's wider offer in ways that support pupils with SEND to access education
- Information: Ensuring information is available in accessible formats (e.g., braille, large print, audio, easy read)

9. Staff Training and Development

We ensure staff receive suitable training and support to implement the graduated approach.

All staff receive:

- Induction training on inclusion and SEND when they join the school
- Regular CPD on inclusive teaching strategies and specific areas of SEND
- Training on specialist interventions and equipment
- Appropriate safeguarding and child protection training (including online safety) at induction, which is regularly updated. All staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually Keeping Children Safe in Education
- Support from the SENDCO and external specialists

10. Monitoring and Evaluation

We monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or wellbeing.

We monitor the effectiveness of our inclusion provision through:

- Regular analysis of pupil progress data
- Learning walks and observations of teaching and learning
- Pupil and parent voice activities
- Reviews of support plans and interventions
- External reviews and audits
- Governing body monitoring visits and reports

11. Expected Standards for Inclusion

To achieve an 'expected standard' for inclusion under the Ofsted framework, we ensure that:

Leaders:

- Identify pupils' needs quickly and accurately, including any emerging or changing needs
- Have high expectations for all pupils and provide support (following specialist advice when needed) that reduces barriers to learning or wellbeing
- Understand the needs and progress of pupils
- Take a graduated approach, which means pupils' needs are generally met
- Use appropriate evidence to inform the pupil premium strategy and select approaches to take
- Are committed to and understand their role within the local area partnership's improvement strategy to improve experience and outcomes for pupils

12. Links to Other Policies

This policy should be read in conjunction with:

- SEND Policy and Information Report

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan
- Pupil Premium Strategy
- Teaching and Learning Policy

13. Review and Monitoring

This policy will be reviewed annually by Mr. David Swanston in consultation with:

- Staff
- Governors/trustees
- Parents/carers
- Pupils

The policy will be approved by the governing body/board of trustees.

Date of next review: December 2026