Collingwood Primary School

Inclusion Policy

Including Special Educational Needs and Disabilities (SEND)

Making the Best of Who You Are

Loyalty & Service

Creating a culture where every child
feels valued, understood and empowered to thrive.

DOCUMENT INFORMATION	
Policy Lead	Melissa Patterson – Inclusion Lead
Governor Responsible	Rachel Weddle
Approved by	Governing Body
Date Approved	September 2026
Review Cycle	Annual
Next Review	September 2027

A Message from the Inclusion Lead...

At Collingwood Primary School, we believe that every child deserves to feel that they belong.

Inclusion is not simply about meeting additional needs or fulfilling statutory responsibilities. It is about creating a culture where every child feels welcomed, valued, understood and empowered to succeed.

We recognise that children learn in different ways, experience the world differently and bring unique strengths to our school community. Our role is not to ask children to fit our school; it is to continually develop our teaching, provision and environment so that every child can flourish.

This policy reflects our commitment to removing barriers to learning through high-quality teaching, meaningful relationships and genuine partnership with families and professionals. It captures the inclusive culture we strive to create every day and our belief that, when children feel safe, connected and understood, they are able to achieve extraordinary things.

As Inclusion Lead, I am proud to work alongside our dedicated staff, governors, families and wider community to ensure that every child is supported to *make the best of who they are.*

Melissa Patterson
Inclusion Lead

Contents

Section

1. Our Inclusive Culture
2. Vision and Values
3. Policy Aims
4. Legislative Framework
5. Roles and Responsibilities
6. Every Teacher is a Teacher of Every Child
7. Identifying Special Educational Needs and Disabilities
8. The Four Broad Areas of Need
9. Adaptive Teaching at Collingwood
10. The Collingwood Inclusive Offer
11. Removing Barriers to Learning
12. The Graduated Approach (Assess, Plan, Do, Review)
13. SEND Support
14. Specialist Equipment, Resources and Reasonable Adjustments
15. Education, Health and Care Plans (EHCPs)
16. Working in Partnership with External Agencies
17. Transition
18. Staff Development and Professional Learning
19. Monitoring, Evaluating and Reviewing Inclusion
20. Accessibility, Equality and Inclusion
21. Complaints
22. Policy Monitoring and Review
23. Our Commitment to Inclusion

1. Our Inclusive Culture

At Collingwood Primary School, inclusion is not an intervention – it is the foundation of everything we do.

We believe that every child deserves to feel safe, valued, understood and successful. Through high-quality teaching, meaningful relationships and personalised support, we remove barriers to learning so that every child can thrive, achieve and truly **make the best of who they are**.

Inclusion is everyone's responsibility. We celebrate the individuality, strengths and aspirations of every child and are committed to creating an environment where every pupil experiences a genuine sense of belonging. We recognise that every learner is unique and that, through adaptive teaching, high expectations and carefully planned provision, every child can flourish academically, socially and emotionally.

Our inclusive culture extends beyond meeting statutory responsibilities. We strive to create a school where diversity is celebrated, differences are respected and every child feels seen, heard and valued. We recognise that children with Special Educational Needs and Disabilities (SEND) bring unique strengths, perspectives and talents that enrich our whole school community.

We understand that barriers to learning can arise for many reasons and may change over time. Our role is not to ask children to fit into education; instead, we continually adapt our provision, our teaching and our environment so that education works for every child.

Working in partnership with families, governors, external professionals and our wider community, we ensure that children receive the right support, at the right time, in the right way. We value the voice of every child, recognising that listening carefully to their experiences helps us to shape provision that is meaningful, empowering and effective.

At Collingwood Primary School, we believe that inclusion is a journey of continual reflection and improvement. We are committed to developing an environment where all children feel confident, capable and proud of who they are, ensuring they leave our school equipped not only with the knowledge and skills they need for the future, but also with the confidence to embrace their individuality and contribute positively to the world around them.

2. Vision and Values

Our school vision, "**Making the Best of Who You Are,**" underpins every aspect of our work.

We believe that all children should be encouraged to achieve their full potential, regardless of need, background or ability. Every child has the right to participate fully in school life, experience success and develop the confidence, resilience and independence needed to thrive.

Our inclusive values are built upon the principles of:

- **Belonging**: Every child should feel accepted, valued and included within our school community.
- **Achievement**: High aspirations and high expectations for every learner.
- **Respect**: Celebrating diversity and recognising the unique strengths every individual brings.
- **Collaboration**: Working together with families and professionals to secure the very best outcomes.
- **Empowerment**: Supporting children to understand themselves, advocate for their needs and become increasingly independent.
- **Wellbeing**: Recognising that emotional wellbeing and positive relationships are fundamental to successful learning.

We believe that the highest quality inclusive practice benefits all children, not only those identified as having SEND. Through adaptive teaching, evidence-informed practice and a commitment to continual improvement, we aim to create classrooms where every learner feels successful.

3. Policy Aims

The purpose of this policy is to ensure that every child, regardless of need or disability, has equitable access to high-quality education and is supported to achieve their full potential within an inclusive learning environment.

At Collingwood Primary School, we are committed to identifying and removing barriers to learning through high-quality teaching, collaborative working and personalised provision. We recognise that every child learns differently and that effective inclusion is achieved through understanding each child as an individual.

Our aims are to:

- Promote an inclusive culture where every child feels safe, valued, respected and able to participate fully in school life.
- Ensure every pupil has access to a broad, balanced and ambitious curriculum that is appropriately adapted to meet their individual needs.
- Identify children with emerging needs as early as possible, enabling timely and effective intervention.
- Deliver high-quality adaptive teaching that enables all learners to make excellent progress.
- Work in genuine partnership with parents, carers and families, recognising their expertise and knowledge of their child.
- Value and promote pupil voice, ensuring children are active participants in decisions about their education.
- Develop children's independence, confidence, resilience and self-advocacy.
- Promote positive emotional wellbeing alongside academic achievement.
- Ensure that provision is evidence-informed, regularly monitored and adapted according to need.
- Equip staff with the knowledge, confidence and professional development necessary to deliver exceptional inclusive practice.
- Fulfil all statutory duties relating to Special Educational Needs and Disabilities.

Above all, we seek to create a learning community where every child experiences success, develops a positive sense of self and leaves Collingwood ready to embrace future opportunities with confidence.

4. Legislative Framework

This policy reflects the statutory responsibilities placed upon schools and has been developed in accordance with the following legislation and guidance:

- Children and Families Act (2014)
- Equality Act (2010)
- Special Educational Needs and Disability Code of Practice: 0–25 Years (2015)
- Special Educational Needs and Disability Regulations (2014)
- Keeping Children Safe in Education (current edition)
- Supporting Pupils at School with Medical Conditions
- The Teachers' Standards (2012)

The Inclusion Lead works closely with senior leaders and governors to ensure this policy remains fully compliant with statutory guidance while continuing to reflect the evolving needs of our school community.

5. Roles and Responsibilities

Creating an inclusive school is the responsibility of every member of our school community. Inclusion is achieved through collaboration, shared accountability and a commitment to removing barriers to learning.

Whilst the Inclusion Lead provides strategic leadership for SEND, every member of staff has a role in ensuring all pupils feel valued, supported and able to achieve their full potential.

The Role of the Inclusion Lead

Melissa Patterson – Inclusion Lead. The Inclusion Lead fulfils the statutory responsibilities of the school's SENCO while providing strategic leadership for inclusion across Collingwood Primary School.

The Inclusion Lead will:

- Lead the strategic development of SEND and inclusive practice across the school.
- Coordinate provision for pupils with SEND and monitor its effectiveness.
- Support staff in delivering high-quality adaptive teaching.
- Work collaboratively with parents, carers and external agencies.
- Coordinate Education, Health and Care Plan (EHCP) processes and statutory reviews.
- Lead staff training and promote inclusive practice across the school.
- Maintain accurate SEND records and report to senior leaders and governors.

The Inclusion Lead works closely with all stakeholders to ensure that every child receives the support they need to achieve, participate and thrive.

6. Every Teacher is a Teacher of Every Child

Class Teachers

At Collingwood Primary School, we believe that every teacher is responsible for the progress, attainment and wellbeing of every child in their class, including those with SEND.

Class teachers will:

- Deliver high-quality adaptive teaching to meet the needs of all learners.
- Identify and respond to barriers to learning at the earliest opportunity.
- Implement agreed strategies and provision outlined within SEND Support Plans and Pupil Passports.
- Monitor progress through the Assess, Plan, Do, Review (APDR) cycle.
- Work in partnership with the Inclusion Lead, teaching assistants, parents and external professionals to ensure pupils receive appropriate support.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including where support is delivered by other members of staff.

7. Identifying Special Educational Needs and Disabilities

At Collingwood Primary School, we recognise that early identification is fundamental to securing the best possible outcomes for children and young people. We understand that children develop and learn in different ways, and that barriers to learning may emerge or change over time. Our approach is centred on understanding the individual needs of each child and responding promptly through high-quality inclusive practice.

The identification of SEND is a collaborative process involving class teachers, the Inclusion Lead, parents and carers, pupils and, where appropriate, external professionals. Decisions are informed by a range of evidence, including classroom observations, assessment information, pupil progress, parental views, pupil voice and professional advice.

We recognise that slow progress or low attainment alone does not necessarily indicate that a child has SEND. Equally, some pupils with SEND may attain in line with their peers whilst requiring additional support to access learning, communicate effectively or regulate their emotions.

Where concerns arise, staff work together using the graduated approach of **Assess, Plan, Do, Review (APDR)** to identify barriers, implement appropriate support and evaluate its impact before considering whether a pupil requires SEND Support.

Our aim is always to identify need accurately and respond quickly, ensuring that support is proportionate, personalised and based upon a secure understanding of each child's strengths, interests and individual profile.

8. The Four Areas of Need

The SEND Code of Practice identifies four areas of need. These categories provide a framework for understanding barriers to learning; however, we recognise that many children present with overlapping needs and that every child is unique.

At Collingwood Primary School, provision is personalised according to the individual rather than determined solely by a category of need.

Communication and Interaction

Children may experience differences in speech, language and communication or may find social interaction and understanding particularly challenging. Support focuses on developing communication, understanding, relationships and participation within the classroom.

Cognition and Learning

Some pupils require additional support to acquire, retain or apply new knowledge and skills. Adaptive teaching, carefully scaffolded learning and targeted intervention enable pupils to access an ambitious curriculum while promoting independence.

Social, Emotional and Mental Health (SEMH)

We recognise that emotional wellbeing is fundamental to successful learning. Some children may experience difficulties with emotional regulation, relationships, anxiety or behaviour that impacts upon learning.

Our approach, underpinned by the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy), enables staff to understand behaviour as communication and respond with empathy, consistency and support.

Sensory and/or Physical Needs

Some children experience sensory differences or physical disabilities which require reasonable adjustments, specialist equipment or adapted learning environments to ensure they can participate fully in school life.

Regardless of identified need, our priority remains the same: removing barriers to participation and ensuring every child experiences success, belonging and achievement.

9. Adaptive Teaching at Collingwood Primary School

High-quality inclusive teaching is the foundation of our approach to SEND. We believe that the most effective inclusion strategy begins with excellent classroom practice that meets the needs of all learners. By strengthening universal provision, we reduce the need for individual adaptations while ensuring every child can access an ambitious curriculum. This approach reflects current evidence-informed practice and underpins our inclusive culture.

At Collingwood Primary School, adaptive teaching is not viewed as a separate strategy or an additional layer of planning. It is an integral part of effective teaching and learning, rooted in a secure understanding of how children learn and how barriers to learning can be reduced.

We recognise that although every learner is unique, the principles of effective learning are remarkably consistent. Through evidence-informed practice, our teachers carefully consider how learning is presented, modelled, scaffolded and revisited so that every pupil has the opportunity to achieve success.

Adaptive teaching is underpinned by:

- High expectations for every learner.
- Secure subject knowledge.
- A thorough understanding of child development, cognition and learning.
- Ongoing formative assessment.
- A commitment to removing barriers before they become obstacles to success.
- Flexible teaching that responds to pupils' strengths and emerging needs.

Rather than creating different lessons for different groups of pupils, our teachers adapt the way learning is delivered so that all pupils work towards ambitious learning outcomes with appropriate levels of support and challenge.

Our Adaptive Teaching Principles

Teachers at Collingwood routinely:

- Build upon pupils' prior knowledge before introducing new learning.
- Present learning in carefully sequenced small steps.
- Explicitly model new concepts using an **"I do, We do, You do"** approach.
- Pre-teach key vocabulary to support understanding.
- Use retrieval practice to strengthen long-term memory.
- Reduce unnecessary cognitive load by presenting information clearly.
- Minimise distractions within the learning environment.
- Provide worked examples and carefully scaffold independent learning.
- Continuously assess understanding and adapt teaching in response to pupils' needs.

- Promote independence by gradually reducing adult support as confidence develops.

Relationships First: A PACE Informed Approach

At Collingwood Primary School, effective learning begins with positive relationships.

Our practice is underpinned by the principles of PACE (Playfulness, Acceptance, Curiosity and Empathy). We recognise that children learn best when they feel emotionally safe, understood and connected to the adults around them.

Through a PACE-informed approach, staff seek to understand the reasons behind behaviour, responding with empathy, curiosity and consistency rather than judgement. By creating trusting relationships and emotionally secure learning environments, we enable children to develop confidence, resilience and the self-regulation skills required for successful learning.

We recognise that behaviour is often a form of communication. Our response focuses on understanding need, strengthening relationships and removing barriers, ensuring children remain engaged, included and ready to learn.

Strengthening Universal Provision

We believe that the greatest impact comes from continually strengthening universal classroom practice.

By embedding evidence-informed approaches across every classroom, we ensure that adaptive teaching benefits every learner while reducing the need for individual adaptations wherever possible. This enables children to access learning with increasing independence and confidence whilst maintaining high expectations for all.

10. What Inclusion Looks Like at Collingwood

At Collingwood Primary School, inclusion is more than meeting statutory responsibilities – it is the foundation of everything we do. Our inclusive offer is built upon the belief that every child deserves to feel safe, valued, respected and able to participate fully in school life.

We believe the most effective inclusion begins with high-quality teaching, positive relationships and a commitment to removing barriers to learning before they become obstacles to success. Through evidence-informed practice, collaborative partnerships and a culture of belonging, we strive to ensure that every child can flourish academically, socially and emotionally.

Our inclusive offer reflects our commitment to creating a school where children feel known, understood and empowered to make the best of who they are.

PACE-Informed Relationships

At Collingwood Primary School, our approach to inclusion is underpinned by the principles of **PACE** (Playfulness, Acceptance, Curiosity and Empathy).

We believe that positive relationships create the conditions in which children feel emotionally safe, develop trust and become ready to learn. Staff seek to understand the reasons behind behaviour, responding with empathy, curiosity and consistency whilst recognising that behaviour is often a form of communication.

Through this relational approach, we help children develop confidence, resilience and emotional regulation alongside academic success.

Pupil Passports

Every pupil receiving SEND Support or with an Education, Health and Care Plan has an individual Pupil Passport.

Developed collaboratively with children and staff, these documents celebrate strengths, identify aspirations and provide practical strategies that enable children to succeed across the school day. Pupil Passports evolve alongside each child, ensuring provision remains personalised and responsive.

To promote consistency and continuity of provision, Pupil Passports are readily accessible within classrooms and shared with all staff working with the child, including teaching assistants, cover staff and supply teachers. This ensures that every adult understands how best to support each pupil from the moment they enter the classroom, helping children to feel safe, understood and successful regardless of who is teaching them.

Through this consistent approach, we ensure that support is embedded across the school and that every child experiences a positive, inclusive learning environment every day.

Pupil Voice

Children are central to every decision we make.

Through SEND Walks, sensory audits, pupil questionnaires, review meetings and everyday conversations, we actively seek children's views to shape the support they receive.

We believe that effective provision is developed **with** children rather than simply **for** them.

Working in Partnership with Families

Parents and carers know their children best.

We value honest, collaborative relationships with families and recognise them as equal partners throughout every stage of the graduated approach.

Regular communication, shared decision-making and mutual trust enable us to develop personalised provision that reflects each child's strengths, needs and aspirations.

Our Sensory Room – A Space to Feel Calm, Connected and Ready to Learn

At Collingwood Primary School, our sensory room is a nurturing and inclusive environment that empowers children to develop the essential skills needed for self-regulation, enabling them to thrive both academically and emotionally.

Rooted in a *proactive rather than reactive approach*, the sensory room provides a safe and supportive space where pupils can independently, or alongside a trusted adult, explore strategies to understand and manage their emotions, behaviour and sensory needs.

We believe that emotional regulation is fundamental to successful learning and that children are most able to achieve when they feel calm, connected and ready to learn.

Through carefully selected sensory equipment and resources, children are supported to:

- Develop self-regulation skills to recognise and respond to their emotional and sensory needs.
- Access calming or alerting sensory experiences appropriate to their individual profile.
- Build confidence, resilience and emotional awareness.
- Develop strategies that enable them to return to learning feeling calm, connected and ready to engage.
- Grow in independence by recognising the tools and approaches that help them learn best.

Our sensory room reflects our commitment to nurturing the whole child. Rather than regulating children for them, we empower pupils to develop lifelong skills that promote emotional wellbeing, resilience and independence.

The Graduated Approach

Support at Collingwood is responsive, personalised and continually reviewed through the Assess, Plan, Do, Review (APDR) cycle.

This enables staff to identify barriers to learning, implement appropriate support and evaluate its effectiveness, ensuring provision evolves alongside the changing needs of each child.

High Expectations and Developing Independence

At Collingwood Primary School, we believe that every child can succeed. We maintain high aspirations for all learners and never lower our expectations because of additional needs. Instead, we focus on removing barriers to learning through high-quality adaptive teaching, personalised support and meaningful relationships.

Our ambition is not simply to provide support but to develop confident, resilient and independent learners. Through carefully scaffolded teaching, adaptive practice and opportunities for children to take increasing ownership of their learning, we empower pupils to become active participants in their education and confident advocates for themselves.

By fostering independence alongside high expectations, we equip children with the knowledge, skills and self-belief they need to flourish both during their time at Collingwood and beyond.

11. Removing Barriers to Learning

At Collingwood Primary School, we recognise that barriers to learning can arise for many reasons and may change over time. These barriers may relate to learning, communication, emotional wellbeing, sensory processing, physical needs, attendance, life experiences or wider family circumstances.

Our role is to identify these barriers as early as possible and respond with timely, personalised and evidence-informed support that enables every child to participate, achieve and thrive.

We recognise that the most effective way to reduce barriers is through high-quality adaptive teaching, strong relationships and an inclusive learning environment. Where additional support is required, we work collaboratively with children, families and external professionals to ensure provision is carefully matched to individual need.

Support may include:

- High-quality adaptive teaching within the classroom.
- Personalised strategies and reasonable adjustments.
- Targeted interventions.
- Support to develop communication, emotional wellbeing and self-regulation.
- Specialist programmes or resources recommended by external professionals.
- Individual or small-group support where appropriate.
- Adapted equipment, resources or learning environments.

All provision is designed to promote participation, independence and successful inclusion within the classroom and wider school community.

We continually review the effectiveness of support to ensure that provision evolves alongside the changing needs of each child, enabling them to make progress academically, socially and emotionally.

12. The Graduated Approach – Assess, Plan, Do, Review (APDR)

At Collingwood Primary School, we follow the graduated approach outlined in the SEND Code of Practice to ensure that support is carefully planned, implemented and reviewed. This process enables us to identify barriers to learning, understand individual needs and evaluate the effectiveness of provision over time.

The graduated approach is not a one-off event but an ongoing process that ensures provision remains responsive, personalised and evidence-informed.

Assess

Children's strengths, needs and barriers to learning are identified using a range of information, including:

- Teacher assessment and professional observations.
- Pupil progress and attainment.
- Pupil voice.
- Parent and carer views.
- Information from previous settings.
- Advice from external professionals where appropriate.

We recognise that no single assessment provides a complete picture. Instead, decisions are informed through collaboration and a holistic understanding of each child.

Plan

Following assessment, outcomes are agreed collaboratively with the child, parents or carers and relevant professionals.

This includes:

- Identifying clear strengths and areas for development.
- Agreeing personalised outcomes.
- Planning appropriate classroom adaptations and targeted provision.
- Identifying responsibilities and timescales for review.

Children receiving SEND Support will have a SEND Support Plan alongside their Pupil Passport.

Do

Class teachers remain responsible and accountable for the progress and development of every child in their class, including where support is delivered by teaching assistants or external professionals.

The Inclusion Lead works collaboratively with teachers to provide guidance, monitor provision and ensure support is implemented effectively.

Throughout this stage, staff continually monitor progress and adapt provision in response to the child's changing needs.

Review

Provision is reviewed regularly to evaluate its effectiveness and determine the next steps.

Reviews consider:

- Progress towards agreed outcomes.
- The child's views and experiences.
- Staff observations.
- Advice from external professionals where appropriate.

The outcomes of each review inform the next Assess, Plan, Do, Review cycle, ensuring support remains responsive and meaningful.

At Collingwood Primary School, we believe that effective inclusion is achieved through continual reflection, collaboration and a willingness to adapt our practice to meet the changing needs of every learner.

13. SEND Support

Where it is identified that a child requires provision that is additional to or different from that ordinarily available through high-quality adaptive teaching, they may be placed on the school's SEND Register following discussion with parents or carers.

Being identified as requiring SEND Support enables the school to provide a more personalised approach through the graduated response and ensures that provision is carefully monitored and regularly reviewed.

Children receiving SEND Support continue to access the full breadth of school life and remain fully included within their class and wider school community.

Support is always personalised and may include:

- High-quality adaptive teaching.
- Reasonable adjustments.
- Targeted interventions.
- Advice from specialist services.
- Adapted resources or equipment.
- Emotional wellbeing and self-regulation support.
- Communication and interaction strategies.
- Individual or small-group provision where appropriate.

We recognise that children's needs change over time. For this reason, SEND Support is continually reviewed to ensure provision remains appropriate, proportionate and focused on improving outcomes.

Where progress remains limited despite sustained and appropriate support, the Inclusion Lead may work with families and external professionals to consider whether a request for an Education, Health and Care Needs Assessment is appropriate.

14. Specialist Equipment, Resources and Reasonable Adjustments

At Collingwood Primary School, we are committed to ensuring that every child can access learning, participate fully in school life and experience success alongside their peers. Where appropriate, specialist equipment, resources and reasonable adjustments may be introduced to remove barriers to learning, promote independence and enable pupils to access an ambitious curriculum.

The Inclusion Lead works collaboratively with class teachers, parents and carers, and external professionals to identify where specialist equipment or adaptations may be beneficial. Decisions are based on a thorough understanding of the child's individual needs and are informed by ongoing assessment, professional advice and regular review.

Specialist equipment and reasonable adjustments may include:

- Alternative seating or positioning equipment.
- Writing aids and adapted classroom resources.
- Visual timetables, communication boards and visual supports.
- Sensory resources and regulation tools.
- Specialist ICT or assistive technology.
- Adapted furniture or physical access equipment.
- Resources recommended by external professionals, including Occupational Therapists, Physiotherapists, Speech and Language Therapists, the Sensory Support Service and the Educational Psychologist.

Where specialist equipment or resources are introduced, staff receive appropriate guidance to ensure they are used safely, consistently and effectively across the school day. The impact of equipment and adjustments is reviewed regularly as part of the graduated approach to ensure they continue to meet the child's needs and promote increasing independence.

Where a pupil benefits from the use of a sensory or regulation aid, such as a fidget tool, this will be identified through the graduated approach and agreed by the Inclusion Lead in collaboration with school staff and, where appropriate, external professionals. To ensure resources are appropriate, purposeful and consistently used, these items are provided by the school as part of the child's agreed provision. Personal fidget toys or sensory resources brought from home are not used in school, ensuring that equipment supports learning, minimises distraction and is matched to the individual needs of the child.

Our aim is always to provide the least restrictive and most enabling support, empowering pupils to become increasingly independent, confident and successful learners.

15. Education, Health and Care Plans (EHCPs)

At Collingwood Primary School, we recognise that the majority of children with SEND have their needs successfully met through high-quality adaptive teaching and the graduated approach. However, for a small number of pupils with more complex or long-term needs, an Education, Health and Care Plan (EHCP) may be required to ensure they receive the specialist provision needed to achieve their full potential.

An EHCP is a legally binding document that identifies a child's special educational needs, the outcomes they are working towards and the provision required to support them. It brings together education, health and social care professionals to ensure a coordinated and person-centred approach to meeting individual needs.

Where appropriate, the Inclusion Lead may request an Education, Health and Care Needs Assessment when evidence demonstrates that, despite appropriate and sustained support through the graduated approach, a child's needs cannot reasonably be met through the school's ordinarily available provision.

Throughout the EHCP process, we work closely with children, families, the Local Authority and external professionals to ensure that decisions are made collaboratively and always place the child at the centre.

Where a pupil has an EHCP, we will:

- Deliver the provision specified within the plan.
- Monitor progress towards agreed outcomes.
- Work collaboratively with families and external professionals.
- Review the effectiveness of provision on an ongoing basis.
- Hold Annual Reviews in accordance with statutory guidance.

Annual Reviews provide an opportunity to celebrate progress, reflect on the effectiveness of provision and consider any amendments required to ensure the EHCP continues to meet the child's changing needs, strengths and aspirations.

At Collingwood Primary School, we believe that children with EHCPs should experience the same opportunities, ambitions and sense of belonging as every other member of our school community. Our focus is always on enabling children to participate fully, achieve their potential and prepare successfully for the next stage of their education.

16. Working in Partnership with External Agencies

We recognise that effective partnership working is essential in ensuring children receive the right support at the right time. By working collaboratively with families and external professionals, we are able to develop a holistic understanding of each child's strengths, needs and aspirations.

The Inclusion Lead coordinates referrals and liaises with a range of education, health and social care professionals to ensure specialist advice informs classroom practice and personalised provision.

Depending on individual need, support may be sought from agencies including:

- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Language and Communication Team (LCT)
- Sensory Support Service
- North Tyneside SEND Team
- Collaborative (HIVE/CAMHS/MHEWT/Connect)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Service
- Primary Outreach Services
- Early Help
- Connect Mental Health
- Social Care and other specialist services where appropriate.

Advice and recommendations from external professionals are shared with relevant staff and incorporated into classroom practice, SEND Support Plans, Pupil Passports and personalised provision where appropriate. We value the expertise of external agencies and recognise that collaborative working enables us to provide a child-centred support that promotes positive outcomes for every learner.

17. Transition

At Collingwood Primary School, we recognise that periods of transition can be exciting but may also present additional challenges, particularly for children with SEND.

We believe that transition is a process, not an event. Effective transition begins long before a child enters a new classroom or setting and continues until they feel settled, confident and secure within their new environment.

Every transition is carefully planned, personalised and responsive to individual need. Working collaboratively with children, families, staff and receiving settings, we ensure that support is tailored to each child's strengths, needs and aspirations, helping to reduce anxiety and promote a positive start.

Transition arrangements may include:

- Enhanced transition visits and familiarisation sessions.
- Individual transition booklets, visual supports and personalised social stories.
- Opportunities to meet new teachers, support staff and key adults.
- Additional classroom or setting visits where appropriate.
- Sharing of Pupil Passports, SEND Support Plans and relevant documentation.
- Multi-agency transition meetings.
- Individualised transition plans for pupils requiring additional support.
- Opportunities for children and families to share their views, ask questions and contribute to transition planning.

We place great importance on listening to the voice of the child throughout the transition process. By understanding children's hopes, worries and aspirations, we can ensure that support is meaningful, personalised and centred around what matters most to them.

For pupils transferring to secondary school or specialist provision, the Inclusion Lead works closely with receiving settings, families and external professionals to ensure that information is shared effectively and provision continues seamlessly.

Through strong relationships, careful planning and ongoing communication, we aim to ensure that every child experiences a positive transition and begins their next stage of education feeling calm, connected and ready to learn.

18. Staff Development and Professional Learning

At Collingwood Primary School, we recognise that high-quality inclusive practice begins with knowledgeable, reflective and confident staff. We are committed to providing ongoing professional development that enables all staff to continually strengthen their understanding of inclusion and meet the diverse needs of our pupils.

We believe that every member of staff plays a vital role in creating an inclusive school, and that professional learning is essential in ensuring our provision remains evidence-informed, responsive and reflective of current best practice.

Professional development may include:

- Whole-school training on SEND and inclusive practice.
- Adaptive teaching and evidence-informed classroom strategies.
- PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Trauma-informed and attachment-aware approaches.
- Autism and neurodiversity awareness.
- Speech, language and communication development.
- Sensory processing and self-regulation.
- Emotional wellbeing and mental health.
- Medical needs and specialist training where appropriate.
- Collaborative working with external professionals.

The Inclusion Lead provides ongoing advice, coaching and guidance to staff, facilitating opportunities for professional discussion, reflection and the sharing of effective practice.

We value professional curiosity and encourage staff to continually reflect upon their practice, recognising that inclusion is strengthened through collaboration, research and a willingness to learn. By investing in the professional development of our staff, we ensure that every child benefits from teaching that is ambitious, inclusive and responsive to their individual needs.

19. Monitoring, Evaluating and Reviewing Inclusion

At Collingwood Primary School, we are committed to continually evaluating the quality and impact of our inclusive practice to ensure that every child receives the support they need to thrive.

The effectiveness of SEND provision is monitored through a range of quality assurance activities that enable us to celebrate success, identify areas for development and ensure provision remains responsive to the changing needs of our pupils.

The Inclusion Lead works alongside senior leaders, governors, staff, pupils and families to evaluate the effectiveness of our inclusive practice through:

- Regular review of SEND Support Plans and Pupil Passports.
- The Assess, Plan, Do, Review (APDR) process.
- Pupil progress meetings.
- Classroom observations and learning walks.
- Book looks
- SEND Walks and sensory audits.
- Pupil voice activities.
- Parent and carer feedback.
- Monitoring of interventions and their impact.
- Analysis of attendance, behaviour and achievement.
- Collaboration with external professionals where appropriate.

Monitoring is not simply about measuring outcomes; it is about understanding children's experiences, identifying barriers and continually strengthening our provision. We believe that effective inclusion is achieved through reflection, collaboration and an ongoing commitment to improvement.

20. Accessibility, Equality and Inclusion

Collingwood Primary School is committed to ensuring that every child has equal opportunities to participate fully in school life, regardless of their individual needs or circumstances.

In accordance with the Equality Act 2010, we make reasonable adjustments to ensure that pupils with disabilities and additional needs can access the curriculum, the physical environment and the wider life of the school.

We are committed to:

- Promoting equality of opportunity for all pupils.
- Removing barriers to learning.
- Making reasonable adjustments where required.
- Ensuring all pupils can access educational visits, extracurricular activities and residential experiences wherever possible.
- Fostering an inclusive environment where diversity is celebrated.

21. Complaints

At Collingwood Primary School, we value positive relationships with families and believe that open communication is essential in resolving concerns quickly and effectively.

Parents and carers who have concerns regarding SEND provision are encouraged to discuss these initially with their child's class teacher or the Inclusion Lead. Most concerns can be resolved through collaborative discussion and shared problem-solving.

If concerns remain unresolved, parents and carers should follow the school's Complaints Policy, which is available on the school website or from the school office. The school is committed to working openly, respectfully and constructively with families to ensure that concerns are listened to and addressed appropriately.

22. Policy Monitoring and Review

This policy will be reviewed annually by the Inclusion Lead, Headteacher and Governing Body to ensure it remains compliant with current legislation, reflects best practice and continues to meet the needs of our school community.

In reviewing this policy, we will consider:

- Changes in legislation and statutory guidance.
- Feedback from pupils, parents and carers.
- Staff consultation.

- Governor monitoring.
- Evaluation of the effectiveness of SEND provision.
- Emerging research and evidence-informed practice.

The policy may also be reviewed at any time in response to significant changes in legislation, local authority guidance or school practice.

23. Our Commitment to Inclusion

At Collingwood Primary School, we believe that inclusion is not a destination but a continual journey of reflection, learning and improvement.

Every decision we make is guided by one simple question:

"What do we need to do to help this child belong, participate and thrive?"

By working together with children, families, staff and external professionals, we are committed to creating a culture where every child feels valued, every voice is heard and every barrier to learning is challenged.

Our ambition is that every child leaves Collingwood not only with the knowledge and skills they need for the future, but with confidence, resilience and a strong sense of belonging.

Because when children feel safe, understood and included, they don't simply achieve...

They flourish.