'Start doing what's necessary then do what's possible and suddenly you are doing the impossible'

Special Educational Needs and Disability (SEND) Inclusion Support Base Policy

ACT and the following Academies:

Our Lady of Lourdes Catholic Primary School
Sacred Heart Catholic Primary School
St Helen's Catholic Primary School
Holy Family Catholic Primary School
St Teresa's Catholic Primary School
St Joseph's Catholic Primary School
St George's Catholic Primary School
Our Lady of Ransom Catholic Primary School
St Thomas More High School

This Special Educational Needs and Disability (SEND) Inclusion Support Base Policy has been approved and adopted by the Assisi Catholic Trust in September 2026. This policy will be reviewed in September 2028.

Committee Responsible: Standards

Assisi Catholic Trust Mission Statement

Our mission is to inspire the children in our care and that our schools place Christ and the teaching of the Catholic Church at the centre of all we do. We believe that every child has a right to educational excellence and we are committed in partnership to ensure this happens.

Motto

'Start doing what is necessary, then do what's possible and suddenly you are doing the impossible'

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1. Purpose and Scope

The Assisi Catholic Trust schools believe that all children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This will be achieved through inclusive approaches to a high quality, innovative, contextualised education and by having high aspirations for all our children to achieve the best possible outcomes.

The DfE White Paper describes the use of inclusion bases to support pupils with SEND,

Inclusion Bases: We will replace the current terms SEN unit, resourced provision, and pupil support unit (sometimes referred to by settings as 'internal alternative provision') to make it easier for parents to understand the support available for their child. Instead, we will collectively describe this provision as 'Inclusion Bases' (as these will sit in mainstream settings) – underpinned by two models:
'Support Bases' – commissioned and funded by individual settings and multi academy trusts to deliver targeted support; and
'Specialist Bases' – commissioned and funded by the local authority to deliver specialist support.

The Assisi Catholic Trust SEND Inclusion Support Base Policy outlines the framework the individual schools will use in meeting their duties, obligations and principal equality values in providing an appropriate high-quality education for children with SEND, where children may need to spend time being educated away from their peers. Through successful implementation of this policy, the schools aim to eliminate discrimination and promote equal opportunities. Not every school in the trust may have a SEND Inclusion Support Base.

2. Objectives

Any SEND Inclusion Support Base is a transitional space within our schools designed to support groups of children with additional needs who cannot access full-time mainstream classrooms due to ability, aptitude, need, distress or safety concerns.

As well as this, it provides a space for sensory and regulation support for other children who require it as well as a space for specialist interventions.

For those educated within, the room provides high-quality teaching tailored to individual needs in a supportive environment. For these children, the SEND Inclusion Support Base serves as a transitional space, facilitating reintegration into mainstream education or whilst waiting to transition to a specialist provision if requested by parents in an Education, Health and Care Plan.

Each child that accesses this space for a part or all of their day has a reintegration plan designed to gradually increase their time in the mainstream classroom and reduce their time in the Inclusion Support Base.

Children are described on this plan and in this policy as being between "level 1" and "level 5". This describes the level of support they are receiving from the Inclusion Support Base. These levels range from a child who registers in their mainstream class and only drops in to the room at specific times all the way up to children who register in the Inclusion Support Base, currently spending the majority of their time there and are on a journey of reintegration back to their mainstream classroom or are awaiting a space in a specialist provision.

The Inclusion Support Bases are never seen as a "permanent" arrangement for a child. The long-term goal is always either reintegration into a mainstream classroom or successful transition to an alternative specialist provision if named by a parent in an EHCP.

At every point, we challenge ourselves to see if a service being provided for a child in the Inclusion Support Base could be provided safely, and without causing distress, in their mainstream classroom. If the answer is yes, the mainstream classroom is always the preference.

3. Linked Policies

This policy should not be read in isolation as it serves as a supplemental policy to the Assisi Catholic Trust SEND policy as well as each schools teaching and learning frameworks.

4. Inclusivity

Rooted in our trust mission statement, the Inclusion Support Bases are open to all children who need it, promoting a sense of belonging and avoiding stigmatisation. The Inclusion Support Bases embody our commitment to providing support to those in need. Children with Social, Emotional, and Mental Health (SEMH) needs as well as those with special educational needs may access the Inclusion Support Bases outdoor or calming spaces for regulation.

5. Targeted Support

For those spending extended time in these rooms, the rooms offers bespoke curricula tailored to each child's needs, including support for physical disabilities, sensory sensitivities, and SEMH needs. The curriculum for each child is developed collaboratively by the class teacher and SENCO, ensuring that no two plans are the same. Children will receive teaching from their class teacher, the school SENCO and trained support staff. Children will also receive regular interventions from qualified professionals, including sports coaches and speech and language therapists.

6. Physical Accessibility

The Inclusion Support Bases are designed to be physically accessible for all children. Features include:

- Soft furniture and low tables.
- Door buzzer systems for safety.
- Safe sleep spaces and nappy changing facilities, with trained staff available.

7. Sensory Considerations

To create a calm and supportive sensory environment, the rooms includes:

- A sensory space with dimmed lighting and soft furnishings/sensory lights and stimuli.
- An outdoor area with interactive and sensory activities.
- Designated quiet areas for self-regulation.

8. Resource Availability

A range of accessible resources will be provided, including all equipment that is to be expected in other classrooms as well as:

- Assistive technology and visual aids.
- Now/Next boards
- Personalised visual timetables
- Manipulatives for mathematics.
- Storytelling aids and specialised equipment tailored to individual needs.
- Wobble cushions, vibrating bean bags, and safe climbing structures.
- Soft quiet areas for sleep
- Nappy changing facilities

9. Curriculum

The Inclusion Support Base's will follow a blended approach of the national curriculum, where appropriate and the Equals curriculum. The Equals Curriculum is a comprehensive, multi-tiered educational framework designed specifically for pupils with special educational needs and disabilities (SEND), including profound and multiple (PMLD), severe (SLD), and moderate learning difficulties (MLD). It focuses on enhancing functional skills, communication, and independence, providing a personalised, flexible approach for learners working significantly below age-related expectations.

Key aspects of the Equals Curriculum include:

- Multi-Tiered Approach: Offers tailored pathways, including Pre-Formal (PMLD), Informal (CLD), and Semi-Formal (SLD/MLD) curricula to match the specific needs of the learner.
- Key Focus Areas: Emphasises "My Communication," "My Thinking and Problem Solving," and "My Independence" (life skills like cooking and travel).
- Flexible and Person-Centred: Designed to be adaptable, focusing on individual strengths rather than just "curing" disabilities, and is often used in special schools.
- Holistic Curriculum: The new Formal Curriculum covers Maths, English, Independence, The World About Us, Outdoor Schooling, Physical Well-Being, and Play & Leisure.

- Structured for learners who may not access the standard national curriculum.

10. Assessment

Our SEND Support Unit employs a multi-tiered assessment framework designed to capture the diverse developmental milestones of our most complex learners. By integrating the Equals Curriculum MAPPS (Mapping and Assessing Personal Progress) assessment profile with the Engagement Model, we effectively track lateral progress and sensory involvement for pupils not yet engaged in subject-specific study. For those transitioning toward formal learning, we utilise Pre-Key Stage Standards alongside the National Curriculum to provide a rigorous evidence base for academic and functional growth. This holistic approach ensures that every student's unique learning trajectory is accurately mapped, celebrated, and supported through a tailored continuum of assessment.

11. Levels of Support

Not every school will have a SEND Inclusion Support Base Those schools setting up or extending their Inclusion Support Bases, will do this in consultation with the Trust Head of SEND and Inclusion and with permission from governors and Trustees and is discussion with the Local Authority.

Level 1: A child who is registered in their mainstream class and educated primarily in their mainstream class but will occasionally access the sensory or calm areas, as a part of an intervention or to support occasional regulation is considered level 1. This child will likely visit the room with a member of support staff from their mainstream class for a specific intervention or support. Following this, they return to their mainstream class. **This child visits the Inclusion Support Base only for an occasional intervention or to re-regulate.**

Level 2: A child who is registered in their mainstream class and educated primarily in their mainstream class but accesses some lessons in the Inclusion Support Bases in their weekly timetable would be considered level 2. It could be that there is a part of their mainstream week that they are unable to access or regulate during (such as a specific lesson) and that they instead attend a session the Inclusion Support Bases at this time. **This child visits the Inclusion Support Base weekly but spends most of their time in the mainstream class.**

Level 3: A child who is registered in the Inclusion Support Bases but accesses the room of their mainstream class by visiting it daily and taking part in lessons there (with suitable adaptations) is level 3. **This child spends over 50% of their time in their mainstream class.**

Level 4: A child who is registered in the Inclusion Support Base but accesses the room of their mainstream class by visiting it occasionally, building up their tolerance to being in a mainstream room is considered level 4. **This child spends less than 50% of their time in their mainstream class.**

Level 5: A child who registers in the Inclusion Support Base and is educated in this space. This child is still building up to being able to access part or all of our mainstream classrooms in the future is considered level 5. **This child is not currently accessing their mainstream class.**

12. Steps to Accessing the Inclusion Support Base

Step One: A child has been identified as having an additional need (any of the four areas of SEND needs) and a one plan has been put in place. This one plan and its contents has been given time (at least a half term) to be implemented by staff.

Step Two: The school has used adaptive teaching, resourcing and sought specialist advice on supporting the child. However, despite this, the child is not safe or is emotionally dysregulated in a mainstream classroom. At this point the SENCO will raise this with the headteacher, asking that support from the Inclusion Support Base be considered.

Step Three: The SENCO, class teacher and headteacher have met and discussed the child's needs. They discuss which level of support from the Inclusion Support Base is suitable (These are levelled 1-5).

Step Four: If a level 1-2 package is suggested, parents are informed of the support that will be provided. If the decision to provide support from the Inclusion Support Base is at a level 3-5, **this is communicated to the parents immediately and a face-to-face meeting is held to explain this decision and gain parental consent**. The parent will need to understand drop off and pick up implications as well as the need for a reintegration plan.

Step Five: The class teacher begins working with the Inclusion Support Base staff and the SENCO to ensure that the child is receiving personalised support aligned with their need.

Step Six: An initial reintegration plan is created by the SENCO (with input from class teacher) in conjunction with the child's one plan. A review is planned for that half term.

Step Seven: A continual cycle of half term reviews begin. These are held by the SLT (which includes the SENCO). At these reviews, the child's progress and the success of the support given is assessed. The child's "level" of support may be reassessed. If a child moves from a level 2 to a level 3 or a level 3 to a level 2 (meaning a change in where they register), then a face-to-face meeting will be needed to explain this.

Step Eight: The Trust Head of SEND and Inclusion will meet termly with the headteacher and SENCO to discuss the progress of the children in the SEND Inclusion Support Bases and their re-integration plans, or to support in accessing additional funding, resources or alternative specialist placements.

13. Staffing and Support

The Inclusion Support Base Leader and Support Staff

The Inclusion Support Base leader, a support staff member, acts as a liaison between the class teacher and the room on a day-to-day basis, facilitating communication and updates on the child's progress. Support staff report to the room leader and SENCO for day-to-day operations.

The Class Teacher

The class teacher of each child accessing the Inclusion Support Base is responsible for assessing and planning for their children in collaboration with the SENCO. It is essential that all children receive **daily input** from qualified teachers.

The SENCO

The SENCO oversees the Inclusion Support Base and its staff.

This is summarised in Appendix B

14. Communication and Collaboration

Effective communication and collaboration among staff, parents, and professionals are crucial. This includes:

- Observations by educational psychologists and class teachers.
- Participation in parent evenings and report writing.
- Collaboration with the Local Authority.
- Sharing best practises with other schools within the trust.

15. Review and Evaluation

The Senior Leadership Team (SLT) will review integration plans and the curriculum in the Inclusion Support Base on a half-termly basis. In this meeting, they will focus on each child's reintegration plans and identifying barriers to progress. Lesson observations will be conducted during the half term to ensure quality assurance and effective teacher planning.

16. Integration and Inclusion

Avoiding Isolation

To avoid feelings or perceptions of isolation, the Inclusion Support Base will be integrated with the mainstream environment through:

- Regular teacher observations.
- Regular subject leader monitoring.
- Daily and Weekly opportunities for children registered in the Inclusion Support Base to participate in school events/assemblies/Masses if ready. (The needs of the child come first. If it is felt that events such as some described above would cause distress, then a decision will be made about the child not attending some/all of the event.)

17. Bridging with Mainstream Classrooms

Reintegration plans will be assessed half-termly to gradually increase children's access to mainstream classrooms, or to develop a transition programme for those whose children who are awaiting specialist placements.

18. Re-integration plans (See appendix 1)

Re-integration plans provide a framework for assessing a child's required support from the Inclusion Support Base as well as a road map towards increasing a child's access to mainstream education. This plan is reviewed half termly by the SENCO and senior leaders.

19. Specific Considerations

Hygiene

Appropriate hygiene facilities, including accessible toilets and changing areas, will be available. Personal Protective Equipment (PPE) will be provided for staff as needed.

Safety

The Inclusion Support Base will maintain a safe and secure environment for all children, with staff trained in positive handling techniques. A class phone will be available for support, and children may be separated into designated areas (sensory room, outdoor area, classroom) if necessary. Any incidents that cause safety concerns will be STAR analysed by SLT and may lead to changes in provision/operations.

20. Legal and Review

Legal Compliance

This policy aligns with relevant legislation, including the Equality Act 2010 and the SEND Code of Practice. We ensure compliance by regularly reviewing our practises against these frameworks.

Equality Act 2010

- **Non-Discrimination**: The Act mandates that schools must not discriminate against disabled children and young people. The Inclusion Support Bases are designed to provide support specifically for children with additional needs, ensuring they are not placed at a substantial disadvantage compared to their peers in mainstream classrooms.

- **Reasonable Adjustments**: The Inclusion Support Bases make reasonable adjustments to accommodate the needs of children with SEND, such as providing specialised equipment, sensory spaces, and tailored teaching methods. This anticipatory duty requires schools to consider in advance what adjustments may be necessary to support disabled children effectively.

- **Promoting Equality of Opportunity**: The Inclusion Support Bases promote equality of opportunity by ensuring that all children, including those with SEND, have access to high-quality education tailored to their individual needs. This aligns with the Act's requirement to foster good relations and promote inclusivity within the school environment.

SEND Code of Practice

- **Inclusive Practice**: The SEND Code of Practice emphasises the importance of inclusive education and removing barriers to learning. The Inclusion Support Bases embody this principle by providing a supportive environment for children who may struggle in mainstream settings, thereby facilitating their access to a broad and balanced curriculum.

- **Identification and Support**: The Code requires schools to have arrangements in place to identify and support children with SEND. The Inclusion Support Bases serve as a dedicated space for assessing and addressing the specific needs of children, ensuring that their educational and emotional requirements are met effectively.

- **Collaboration and Communication**: The Code highlights the necessity for schools to collaborate with parents and external professionals. In the Inclusion Support Bases, there is a structured approach to

communication among class teachers, the SENCO, support staff, and parents, ensuring that all stakeholders are involved in the child's educational journey.

- **Regular Review and Evaluation**: The SEND Code of Practice stresses the importance of regularly reviewing the effectiveness of support provided to children with SEND. The Inclusion Support Base incorporate a system for monitoring progress and evaluating the impact of interventions, aligning with the Code's guidelines for continuous improvement.

21. Annual Review

We commit to regularly reviewing and updating this policy to reflect best practises and the evolving needs of our children.

APPENDIX A

Inclusion Support Base Reintegration Plan (Appended to one plan/ISP)

Student Name:	
Class/Year Group:	
Date of Plan:	
Next Review:	
Current Support level (1-5):	
Section	**Details**
1. Current Support in the Inclusion Support Base	- (Summarise specific supports provided, e.g., tailored interventions, sensory activities, etc.) - - - -
2. Progress since last review	
3. Short term reintegration goals (This half term)	**Short-Term Goals (This half term)** - (Outline specific, measurable goals for the student to achieve within the next term.)
4. Long term reintegration goals (This academic year)	**Long-Term Goals (This academic year)** - (Outline goals for the student to achieve over the course of the academic year leading to full reintegration.)
5. Reintegration plan	**Planned Activities** **Step 1:** - (Description, e.g., "Attend mainstream class for 30 minutes daily for the first week.") **Step 2:** - (Description, e.g., "Increase time in mainstream class to 1 hour daily in week 3.") **Step 3:** - (Description, e.g., "Build upon this, adding in a small group activity with peers in week 5.")
5. Reintegration support	- Class Teacher Support: - SENCO Involvement: - Support Staff Support: - Peer Support: - Regular Check-Ins:

Appendix B

A Quick Guide to this Policy for Teachers

The Golden Rule

Every child is the responsibility of their class teacher – including SEN children, even if they spend time in the Inclusion Support Base (Teacher Standards Section 5 SEND Code of Practice, sections 6.36, 6.52, 6.54)

What Teachers MUST Do

- **Know the child** → understand their needs, read their plan, and know their triggers/strengths.
- **Observe the child** → collect evidence, note progress, and share with SENCO/room staff.
- **Plan for the child** → include them in your lesson planning (adapted work, resources, expectations).
- **Communicate** → regularly check in with the Room Leader and SENCO about progress and strategies.

What the Inclusion Support Base Does

- Provides **safe space, regulation, and interventions** for children who can't yet manage full-time mainstream setting.
- Has a **Room Leader and support staff** who:
    - Manage the child's daily support within the room.
    - Feeds back to teachers and SENCO.
    - Does **not replace the teacher's responsibility** for planning/assessing.

Levels of Support (Quick View)

- **Level 1–2:** Child mainly in class, uses the SEND Inclusion Support Base for interventions/regulation.
- **Level 3–5:** Child mainly in the SEND Inclusion Support Base, slowly reintegrating to class.

Your Role in Reintegration

- Expect the child to re-join your class gradually.
- Plan lessons/ support the room staff in planning activities they can access
- Plan adapted lessons children can access when they return to your class.
- Provide a suitable environment within your class for this child.
- Always celebrate successes, however small.

✅ **Remember:** The SENCO oversees the Inclusion Support Base, the Room Leader manages day-to-day, but **YOU are the teacher — the child is still your pupil.**