

St Joseph's Catholic Primary School

Inclusion Policy - Special Educational Needs and Disability



'We are all God's
children and will try to
live, love, work and
serve as Jesus taught
us.'

Approved by the staff and Governing Body: 20th September 2021

Review Date: September 2024

Inclusion Policy

- Special Educational Needs and Disability

2021 to 2024

INTRODUCTION

All schools must have a Special Educational Needs and Disability (SEND) Policy; also known as a SEND Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

A SEND Policy explains how a school will identify and support pupils with special educational needs and disabilities (SEND).

This is the Inclusion / SEND Policy for St Joseph's Catholic Primary School.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them. There

are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEND can be found on
<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

ROLES AND RESPONSIBILITIES

The governing body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. The Governor with oversight of the arrangements for SEND at our school is: Nikki Dennison.

Our Head teacher, Mrs. Liz Rippon has overall responsibility for SEND at our school.

Our Inclusion Leader / Special Educational Needs Coordinator (SENCo) is Ms. Annemarie Lithgow and she is a member of the Senior Leadership Team. Her day to day role includes co-ordinating SEND within our school.

Parents can contact our Inclusion Leader by:

Phone: 01202 485976

Email: office@stjosephs.dorset.sch.uk

In person at the school office.

CONSULTATION

This policy was developed in conjunction with teachers, teaching assistants, Inclusion Leader and SEND Governor.

VISION AND AIMS

St Joseph's Catholic Primary School Mission states that the school aims to;

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- to provide an environment in which the dignity of each person as a child of God is recognised and developed; and
- to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth.

These aims are for all those in our school community, including children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At our school, we want all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEND and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our pupils with SEND to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEND in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive;
- be sensitive to individual pupils' needs and celebrate achievements;
- enable each pupil to take part and contribute fully to school life;
- provide access to and progression within the curriculum;
- involve pupils in planning to support their SEND;
- work in partnership with parents to support children's learning and health needs;
- provide quality training for staff that enables them to support pupils with SEND.

OBJECTIVES

St Joseph's Catholic Primary School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEND at an early stage
- ensure that pupils with SEND have their needs met and that they make progress;
- work in line with the *Special Educational Needs and Disability Code of Practice: 0 – 25 years* (Jan 2015) ;
- provide support and advice to all staff who work with pupils with SEND ;
- operate a whole school approach to meeting SEND, in which all members of the school community have an understanding of their role;
- ensure that pupils with SEND join in with all the activities of the school alongside their peers;
- adopt a 'person centred approach' to supporting pupils with SEND, ensuring that pupils and their parents are fully involved in decisions which affect them and;
- ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

St Joseph's Catholic Primary School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties

under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (wheelchair access, acoustic tiling) Assistive technology
- Increased access to the curriculum and assistance during examinations
- Nurture Room
- Emotional Literacy Support Assistants
- Suspended ceilings in classrooms for better acoustics

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at <https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page> using the search engine to find our school or other BCP schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality;
- regularly assessing our pupils' progress and targeting areas of difficulty;
- adjusting work for pupils who need this.

As necessary, we also use a wide range of tools to assess the amount and level of SEND needed support required. These include:

- Pupil progress meetings where we will look at each child's needs.
- Teaching staff knowledge of the child.
- Progress and attainment data monitored by teaching staff at key points throughout the academic year.
- Monitoring progress through the use of SEND Support Plans which are Outcome based.
- SEND Support Plan review meetings with parents, pupil and teacher.
- KS1 and KS2 Standard Assessment Tests (SATs).

Where individuals have more complex needs, these needs may require more formal assessment by professionals from external agencies such as the Educational

Psychologist, Paediatrician or Speech and Language Therapy Service. Parental consent is always obtained before a child is seen by an external agency.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. To do this the class teacher will raise their concerns with the Inclusion Leader who will identify potential need and put appropriate support into place. Support will be regularly reviewed to ensure that the pupil's individual needs are being met. This is a process involving the class teacher, Inclusion Leader, parents and the pupil.

If it is decided that a pupil has SEND and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEND record under the category of SEND Support. Parents will be informed in writing when this happens. The provision given at SEND support will be individual to each child, according to their SEND but it could include:

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities.

We will involve parents in decisions about the support to be provided for their child by meeting with them to share information about the interventions being undertaken to support the development of knowledge and skills. We also work in partnership with families to enable them to support their child through specific learning activities.

St Joseph's Catholic Primary School will support most pupils with SEND at SEND Support. However, some pupils with more severe, complex and long term SEND may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEND Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the Inclusion Leader if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. St Joseph's Catholic Primary School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on <https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an Additional Language, Children in Care, service children, behaviour (where there is no underlying SEND) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEND

At St Joseph's Catholic Primary School we use the "Assess, Plan, Do, Review" approach to support pupils with SEND. This is also known as the graduated response.

It helps us to learn more about the pupil and what helps them to make good progress.
The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. Plan - the teacher and our Inclusion Leader will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our Inclusion Leader will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

This method is detailed in the SEND Code of Practice: 0 to 25 (*January 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Linwood and Tregonwell Outreach Teams, and Children's Therapy. Parental permission will always be sought prior to this.

- We assess each child with SEND regularly through drawing on progress and attainment data and teacher assessment. This allows the class teacher and Inclusion Leader to ensure that intervention is effective and enabling the child to make progress. Assessment is reviewed regularly to ensure intervention continues to be matched to need. In some cases, involvement with external professionals may be required which is always done with parental consent.
- When a child needs SEND support then parents must be notified although they may already be involved in assessing need. The teacher will agree the interventions and support to be put into place with the parents and child. All members of the teaching team will be made aware of the child's needs.
- The teaching staff involved in working with the child on a daily basis will oversee any interventions and support and are responsible for the education of the child. The Inclusion Leader will support the class teacher with advice on implementation of support and further assessment as necessary.
- The effectiveness of support and intervention will be reviewed periodically to ensure that the impact can be evaluated and the next steps discussed with parents and the child for their implementation.
- Some children may require SEND Support Plans (formally IEPs). These plans focus on an outcome agreed with parents and the child and give information on how the school will work towards the outcome. The class teacher is responsible for maintaining and updating the plan with support from the Inclusion Leader on a termly basis. The Inclusion Leader is responsible for overseeing the review of SEND Support Plans and implementing new outcomes.
- Levels of provision for a child with SEND are decided on by adhering to the graduated response (as outlined in the Code of Practice 2014 sections 6.45 to 6.56).
- If a child makes less than expected progress after evidence-based support and interventions that are matched to need then the school will involve specialists from external agencies such as the Educational Psychologist or Paediatrician with

parental consent and involvement in decision making. The Inclusion Leader is responsible for referring pupils to external agencies for assessment and support.

- In some cases, a child may need an Education and Health Care Plan (EHCP) needs assessment. After a child has taken action to meet a child's need using the graduated response and where external agency involvement has been necessary to support need but the child has not made expected progress, then the school will consider requesting an EHCP needs assessment. Parents and the child are involved in this process. More about EHCP needs assessment can be found at:

<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

- Parents/carers and children are involved in planning and in reviewing progress. We will meet with parents on parent consultation evenings. Additionally, there may be additional meetings to discuss further issues if required. Parents/carers can always make an appointment to meet with the class teacher or Inclusion Leader to discuss any aspect of the child's education.

- Our school uses an information system to track and monitor the progress and attainment of all children in the school. We share this information with parents at parents' evenings, SEND Support Plan review and target setting meetings, any meetings involving the Inclusion Leader and in your child's end of year school reports. Details of SEND and interventions are recorded as part of this overall approach. The Inclusion Leader uses a provision map to monitor interventions and their effectiveness and to maintain an overview of children receiving interventions. It ensures that the school's core offer can be monitored and improved as necessary.

- Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at St Joseph's Catholic Primary School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

COMING OFF THE SEND REGISTER

A pupil will be removed from the SEND register if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage.

Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

TRANSITION ARRANGEMENTS

St Joseph's Catholic Primary School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We prepare and support your child / young person moving to the next stage of Education in various ways:

- Pupils are prepared for moving on to another class. They have the opportunity to meet their new teacher prior to the end of the summer term. Teachers meet to discuss the learning and pastoral needs of every child who will be in their new class and to pass on information to the new teacher of their present class.
- SEND Support Plans are reviewed at the end of each school year and new targets set for the new school year. Records of intervention are passed to the new teacher to ensure continuity of provision.
- In Year 6, much work is done on transition to secondary school. Additionally, at the end of the summer term, pupils attend their new school for a day to prepare them for the changes in September.
- At St Joseph's we ensure that transition for pupils with SEND happens as smoothly as possible. We contact the new school and meet with the Inclusion Leader to ensure that information relating to their education and support is passed on. We ensure that all SEND records are given to the new school. If necessary, parents of children with SEND can make an appointment with the new school to make an additional visit.

TRAINING AND RESOURCES

St Joseph's Catholic Primary School aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEND. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the Inclusion Leader and senior leadership team ensuring that training opportunities match school priorities. The Inclusion Leader will also provide information on specific special educational needs and disabilities for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by St Joseph's Catholic Primary School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found this information can be found on the 'Policies and Forms' page of the website by clicking on the 'Our School' link on the school's webpage.

Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), St Joseph's Catholic Primary School makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on the 'Policies and Forms' page of the website by clicking on the 'Our School' link on the school's webpage.

SEND Information Report and Local Offer

This policy, along with our annual SEND Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEND at St Joseph's Catholic Primary School. You can find all this information on our school website.

You can find the following policies on the school website:

- The school's SEN Information
- Link to BCP's Local Offer website
- The policy for supporting children at school with medical conditions
- The Accessibility Plan
- Equality Objectives 2017-8
- School Admissions Policy

MONITORING AND EVALUATION

Our SEND Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEND.

This policy will therefore be kept under regular review but it will be fully updated every three years.

The provision for children with SEND is monitored and evaluated by the Senior Leadership Team of the school. The Inclusion Leader has responsibility for collecting data and evidence, talking to staff and pupils and also gaining parent/carer views of provision. The SEND Governor's role is to ensure that pupils with SEND have access to provision and to also monitor the support that is given to children.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEND Support and EHC Plans

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact the Inclusion Leader. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Head teacher.

Further details can be found within our Complaints Policy which is available on our website.