

St Mary's Catholic Primary School

Inclusion Policy



2023



Policy for: **Inclusion**

Person(s) responsible: Mrs Lisa Watts (SENCO)

Policy monitor (governor): Mrs Mary Norrish

Date agreed: March 2023

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Links to the CAST Mission and Vision

The mission statement:

"Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel."

The Vision Statement

The Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as 'agents of change' – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

Our school motto: *"Inspiring each other to learn in the light of Christ."*

Including Special Educational Needs (SEND)

This policy provides information on provision for all pupils with Special Educational Needs (SEND). For 'vulnerable groups' including children who speak English as an additional language (EAL), looked after children (LAC) and Pupil Premium children, please see separate policies.



St Mary's Catholic Primary School is committed to providing an appropriate and high quality education for all children. We believe that every child, including those with additional needs, has a common entitlement to a broad and balanced academic and social curriculum.

The aims of this policy are:

- To support the early identification of pupils requiring additional support, including those with Special Educational Needs.
- To work in partnership with parents and other agencies to achieve the best possible outcomes.
- To ensure all involved are clear of their roles and responsibilities with regard to SEND and Inclusion.
- To ensure the Equality Act (2010) and the statutory Special Educational Needs Code of Practice (2015) are implemented effectively across the school.
- To provide a framework of effective intervention to enable all children to achieve their potential.

Special Educational Needs

'A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'

(SEND Code of Practice for 0 to 25 years, DfE, April 2014)

Children may have special educational needs either throughout, or at any time during, their schooling. Children can move on or off our SEND register and will be removed from the Code of Practice if they make good progress and can be catered for by the use of differentiation (planning for different abilities) within the classroom.



The named person with responsibility for Special Educational Needs and Inclusion at St Mary's is **Mrs Lisa Watts**, working within the Senior Leadership Team and under the direction of both the Head Teacher and school Governing Body.

Any child identified with SEND will be supported within one or more of the following areas:

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

Admission of Pupils with Special Educational Needs

Admission arrangements for pupils with SEND are co-ordinated by the Local Authority and at St Mary's are the same as for all pupils with the exception of those with an Educational Health and Care Plan. Parents of pupils with an EHCP may select the school of their choice and therefore have priority for admissions unless the selected school is unable to cater appropriately for the child's needs – see BCP's Admissions Guidance.

Identification, Assessment and Monitoring.

Formative assessment (Teacher Assessment) and Summative assessment (Test) and recording routines used for all children enable class teachers to make judgements about children's progress. Each class teacher completes teacher assessment on a half termly basis, which highlights all children's progress. Where children are not making the expected progress, interventions are put in place. Individual progress is monitored as an on-going process and may be an indicator of SEND.

Each child identified as having SEND needs has their own pupil profile, this profile clearly states how to work with the child and what provision the child has. The profile is reviewed three times a year by the class teacher, parent and child. During these meetings targets are set and reviewed together as a partnership. Children with SEND may also be reviewed using a range of other assessments such as the British Picture Vocabulary Scales (BPVS). These can be repeated to track progress over time. External agencies working with us in school may use more specialist assessments which also can help to monitor progress.

Children with social, emotional and mental health needs may be identified if they do not respond to a range of pastoral support or behaviour management strategies usually used by the school and have prolonged or regular periods of concerning behaviour. The SENCO will refer to the BCP Outreach Team who will provide the expertise of other professionals. Any outreach provided is monitored using an action plan, this plan will be reviewed using the plan, do review process.



Children with English as an Additional Language and those entitled to free school meals, along with other vulnerable groups, will be identified through school records and information submitted by parents on school admission forms. The achievement of children in all vulnerable groups is tracked by the class teacher, SENCO and the Leaders for EAL, Pupil Premium, English and Maths.

School is using Insight Tracker for inputting data. Interventions for children are recorded in their pupil profile.

The Levels of the Special Educational Needs Code of Practice.

When children are identified as having SEND they are supported in one of the following categories:

School Support

When a class teacher, member of the pastoral team or the Special Needs Coordinator (SENCO) identifies a child with SEND they will provide intervention that is additional to or different from those provided as part of the school's usual differentiated curriculum. The SENCO and the class teacher will use the BCP Graduated Response guidelines to ensure that the right provision is put in place. Outreach provided by outside agencies will ensure that the provision offered allows the child to make at least good progress from their starting point. All children identified as SEND will be placed on the SEND register and have a SEN pupil profile that outlines their provision. These documents will track the provision put in place for each SEND child. They will provide a reviewed record of all the provision that a child with SEND has received during their time at St Mary's.

Specialist assessments will be made if appropriate and advice, strategies and support given to support the child within school. The school will request support from other external agencies such as Outreach, Educational Psychologist, Speech and Language etc if the provision being delivered does not meet the needs of the child.

Education, Health and Care Plans

If the child's difficulties remain despite the school, with support from external specialists, providing a sustained period of additional support, the school may apply to the Local Authority (LA) for an Education, Health and Care needs assessment. This assessment will draw together information from all involved parties and will determine whether the child meets the criteria for an Education, Health and Care Plan (EHCP). An EHCP details the child's needs, the educational provision the LA consider appropriate for that child and the type of placement (school) that will best support the child.



Special Educational Needs Provision

In order to support those children with special needs, there is a range of SEND provision. SEND provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The school operates within the BCP's policy for Special Needs and follows guidance within the Special Educational Needs Code of Practice and National Curriculum guidance regarding Inclusion.

Co-ordinating Provision – (See also Appendix 2)

The SENCO's key responsibilities include:

- 'overseeing the day-to-day operation of the school's Inclusion policy
- coordinating provision for children with special educational needs
- liaising with the designated teacher where a looked after child (child in care) has SEND
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure smooth transitions
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.'

(DfES Code of Practice, 2014)

See 'SENCO Helpsheet' (appendix 3) for further information about how this will be delivered.

The SENCO works closely with the Head Teacher and Governing Body whose responsibilities include ensuring funding arrangements, maintaining appropriate staffing and overseeing the work of the co-ordinator.



Provision for Inclusion at St Mary's – (See 'SEN Pupil Profile' Appendix 4)

We seek to ensure that all children are included in all areas of the curriculum, and that teachers adapt teaching and learning to suit the needs of individuals within their class. Quality first teaching is the first and best intervention for children with SEND. We seek to include all children in whole class teaching and make reasonable adjustments to accommodate all needs.

Special Educational Needs

Each Year group has at least one Teaching Assistant throughout the mornings to support children with additional needs during core subjects. The class teachers are responsible for ensuring that their TAs are deployed effectively. Read Write Inc has been introduced in assessed groups to give children the best possible start for their phonics and reading learning. The SENCO and additional Teaching Assistants work to target further support for those children with more complex and higher levels of need. During the afternoons, Teaching Assistants work within a specific area to deliver intervention across certain Key Stages or the whole school. This enables them to develop an area of expertise (e.g. Phonics or Maths), utilise resources and maintain effective links with outside agencies who support different areas. Interventions will take place within the shared areas around school enabling a group of children from different classes to access a group together. The Pastoral Support Worker who is also the Emotional Literacy Support Assistant (ELSA) work throughout the school day to support children with a variety of needs both in groups and individually. Work with children with social, emotional and mental health needs will be planned, often using role play, art and other activities as a vehicle for intervention. Recommendations from professionals such as Educational Psychologists, Speech and Language and outreach support are used by teachers and teaching assistants to meet the needs of children with SEND. Nurture support is offered to some pupils in the afternoons to support social skills and develop key skills. The Thrive program is being introduced across the school to support pupils with emotional needs. Each child in the school will be assessed regularly by their class teacher, the adult in school that knows them best.

English as an Additional Language

Children will be supported in basic conversational English as required by classroom Teachers and Teaching Assistants and through targeted intervention. Children with English as an Additional Language who are not achieving in line with expectations will be tracked using Language in Common. Provision for pupils with EAL will be overseen by the EAL Leader (Mrs Natasha Lovell). Please note children with EAL are not on the SEND



register unless they have Special Educational Needs as identified through the Graduated Response.

Looked After Children

Every child who is looked after by the Local Authority (children in care) has a Personal Education Plan (PEP). This is reviewed and updated regularly in conjunction with the child's social worker. These children may receive support from the Pastoral Care Worker or any other targeted intervention, including enrichment, as appropriate.

Attendance

Attendance is monitored in school by the Attendance Officers, Business Manager and Pastoral Support Worker, who meet regularly. Children with a high percentage of absence (less than 90% attendance or greater than 10% absence) or lateness are identified and reasons for these absences are investigated. The school supports work with parents to minimise absences in order for children to be in school and achieve well.

Links with Other Agencies

We work closely with a range of other professionals such as:

- Educational Psychologist.
- Outreach from Special Schools for both behaviour and learning needs.
- Medical professionals including Occupational Therapy and Physiotherapy.
- Vision/Hearing Support Service.
- Speech and Language Therapy Service.
- Family Outreach Worker.
- CAMHs

And any other agencies the school or family deem appropriate.

Where children have complex needs requiring many agencies to be involved, a Poole Early Help Assessment (PEHA) will be carried out with the child and the family, and a 'team around the child' (TAC) meeting will be arranged when necessary in order to ensure all agencies and parents can work together on common goals and each can be clear about their role. In situations where common difficulties occur throughout a family 'team around the family' (TAF) meetings may also be held.



Access

The school has a lift to enable children with physical disabilities to have full access to the teaching areas. All areas are marked as appropriate e.g. yellow paint on fences, to ensure they provide safe access for those with vision impairments.

Funding

The Local Authority uses a formula to calculate funding which is received by the school to support children identified as having SEND. Additional funding is given to support SEND children who have the highest levels of need identified by an Education, Health and Care Assessment. Looked After Children, those currently and previously entitled to free school meals and children with parents in the forces also attract funding (Pupil Premium) and so the school endeavours to ensure these are identified correctly on entry to school through admission information.

Funding for vulnerable children contributes to the whole school budget. It is not allocated to individuals but is used to support vulnerable children in a variety of ways. A large proportion is allocated to providing Teaching Assistants to support vulnerable children throughout the school and some to employ the SENCO, Pastoral Care Worker and other key staff with responsibilities relating to inclusion. Further funding is used to purchase resources for individuals, groups and classes to make the curriculum accessible for all and to 'buy in' external support, e.g. play therapy, training etc.

Staff Development

The SENCO will keep up-to-date with local initiatives and information by attending the termly SENCO briefings run by both the Local Authority and Plymouth Cast. Teachers and support staff will be given individual and relevant support and CPD training to enable them to support individuals in their class. All teachers will be kept up-to-date with provision, resources and intervention for children with additional needs through staff meetings and INSET.

Role of Parents

Parent and school partnership is crucial to providing effective support for all children and particularly those with additional needs. Parents will be informed of any concerns by the



child's class teacher and will be invited to discuss and review individual targets (for SEND children) at individual meetings. Parents will have the opportunity to meet with their child's class teacher three times a year (once a term) to discuss their child's progress. This is in line with the Code of Practice (see appendix 5) Parents can ask for an update of their child's progress at any point by contacting the class teacher. They can also seek pastoral support by speaking with the Pastoral Support Worker.

Transition Points

Within our school

Towards the end of the summer term children spend a morning with their new class teacher for the following year. Current class teachers meet with the teacher/s whose class the child will join to discuss all children, with a particular focus on those in vulnerable groups. Information is shared about the level of support individuals received in the previous class and resources and techniques that have been successful. Individual records are also passed on so new teachers can see the history of involvement with any child. SEN Pupil Profiles will be shared with the new class teacher and previous provision and targets are discussed to ensure that SEND pupils have a successful transition to their next phase in education.

To/from other schools

We link with pre-schools and secondary schools in the area and share records of all children on the SEND Code of Practice when children transfer. In particular cases, where transition could be challenging, enhanced transition of additional visits may be arranged with the school in order to ensure a positive experience of transition for the child. This will be managed alongside a programme of pastoral support if appropriate. The SENCO will also visit the new school with all parents of children that currently have an EHC plan.

Complaints

Parents can make complaints or raise concerns through the openness of the school.

Complaints procedure

a) Informal complaints – verbal informal complaints may be made to teachers at the end of the school day or to head teachers by appointment. An oral or written response may be given to an informal complainant.



b) Formal complaints- The complainant will write to the academy with details of:

- The complaint
- Any attempts they made to raise/resolve the complaint (who they spoke to and when)
- Actions they feel might resolve the problem
- Any staff they would prefer not to discuss the issue with.
- A staff member (not the subject of the complaint) nominated by the head teacher will respond within 7 working days of a complaint being lodged.
- This time scale may be reasonably extended if the nature of the complaint is judged by the head teacher to be of a complex nature.

c) If the complainant is not satisfied with this response, they must inform the academy in writing, with details of their previous communication and the reason why they are still not satisfied. The head teacher or member of the senior leadership team will respond within 10 working days. This timescale may be reasonably extended if the nature of the complaint is judged by the head teacher to be of a complex nature.

d) If the complainant is still not satisfied, they can appeal to the Local Governing Body (LGB) (see below) setting out the grounds for the appeal in writing. A complaint panel will be convened within 10 working days from the date when the appeal is received. Whilst every effort will be made to deal with an appeal expeditiously this timescale may be reasonably extended in agreement with the complainant if the nature of the complaint is judged to be of a complex nature.

e) Plymouth CAST and its schools reserve the right to deny investigation of any complaints which are considered to be vexatious, malicious, and those relating to a previous complaint that has already been investigated.

To be reviewed: Autumn 2024



St. Mary's Catholic Primary School



Appendix 1 - Identifying the source of difficulties

Child's Name:

| Areas to consider and investigate | How we identify this | Subsequent actions that may help | Additional Comments |
|---|--|---|---------------------|
| Do they listen to what is said? | Observation – are they showing listening behaviours e.g. looking, being still, responding appropriately? | Visual reminders. Consider seating position, fiddle toys, reward charts. Listening games e.g. sound lotto. | |
| Do they understand what is said? | Can they follow instructions? Complete British Picture Vocabulary Scale (BPVS)(refer to SENCO) If high level of concern consider referral to Speech and Language Therapy for further assessment (see SENCO). | Topic webs to extend vocabulary and enable access to learning. Pre-teaching of vocabulary and new concepts. Use of visual supports e.g. Communicate in Print software | |
| Can they remember information and instructions? | Complete memory check. Can they remember 3 verbal numbers in sequence (Year 2) or 4/5 numbers in sequence (Year 6). Can they remember visual pictures/symbols in sequence? In a few cases further assessment by the Educational Psychologist may be warranted (see SENCO). | Introduce memory boosting activities – memory games or LDA book activities (see SENCO). | |
| Do they have poor speech? | Informal observation – listen for grammatical structures. Do they generalise/over-generalise? Complete Renfrew Language Scales to assess grammar and information in spoken language (refer to SENCO) If high level of concern consider referral to Speech and Language Therapy for further assessment (see SENCO). | Teach specific areas of difficulty e.g. he/she, him/her or information giving. Consider social skills work to aid skills in social conversation. | |
| Is the child's hearing OK? | Complete phonic check "point to 's'".....move to similar sounds f/v etc. Play sound lotto. Hearing check – forms in office for school nurse. Fill in and ask parents to sign and leave at office. | Treatment/further testing. Re-teaching of phonics if/when previous hearing issues resolved. Use of visual supports e.g. Communicate in Print software | Date of test: |
| Are they motivated? | Discussion – Are they aware of reward systems? How do they feel about rewards and sanctions? Are parents supportive? | Link with home. Build relationships with key staff. May need to introduce individual reward system. | |



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| Do they have strategies for self-help? | Observation/discussion with key adults and the individual. | Work with child on self-help DIY checklist/mind map. What could they do if stuck? Are there resources available? Who could help? Could consider buddying up with a good role model? | |
| Is the child's vision OK? | Sight check – parents take to optician. | Glasses if needed. May need change of seating position. Coloured overlays sometimes help. | Date of test: |
| Are there difficulties with basic skills? | Phonic check Key word check. Salford Reading test (KS1) Number recognition/counting/ordering check. Dyslexia screening (refer to SENCO) Sandwell Numeracy Test>L2A only (refer to SENCO) | Milestones (pupil progress records) Running Record (reading check) Precision teaching (structured 1:1 targeted input) Other curriculum Intervention (see provision maps) Alternative approaches in class. | |
| Is there a mismatch between underlying ability and academic achievement? | Assess verbal/non-verbal ability. Complete British Picture Vocabulary Scale (BPVS) (refer to SENCO) In a few cases further assessment by the Educational Psychologist may be warranted (see SENCO). | Identify areas of strength which could be used to support other areas. Support from Winchelsea Outreach could be appropriate (discuss with SENCO). | |
| Are motor skills age appropriate? | Observation during age appropriate tasks for both gross and fine motor skills. Parents can see doctor to discuss Occupational Therapy referral if needed. | Complete targeted intervention – fine motor activities or Move to Learn activities. Introduce pencil grip/writing slope etc. | |
| Are there external factors which could be contributing to difficulties e.g. bereavement, family break up etc? | Discussion with child to identify anything they are worried about. Discussion with parents. | Time and space to discuss worries with parents or staff. Use of resources e.g. stories to support understanding of difficult situations and provide strategies to help. Ensure pupils are aware of Listening Ear. Refer to Pastoral Care Worker for support if appropriate. | |
| Are there any concerns about Social, Emotional and Emotional Health? | Discussion with child to identify anything they are worried about. Discussion with parents. | Refer to Pastoral Care Worker for support if appropriate. ELSA referral Boxhall Assessment (PSW) CAMHs referral (PSW) | |
| Comments from staff: | | | |
| Comments from parents/carers: | | | |



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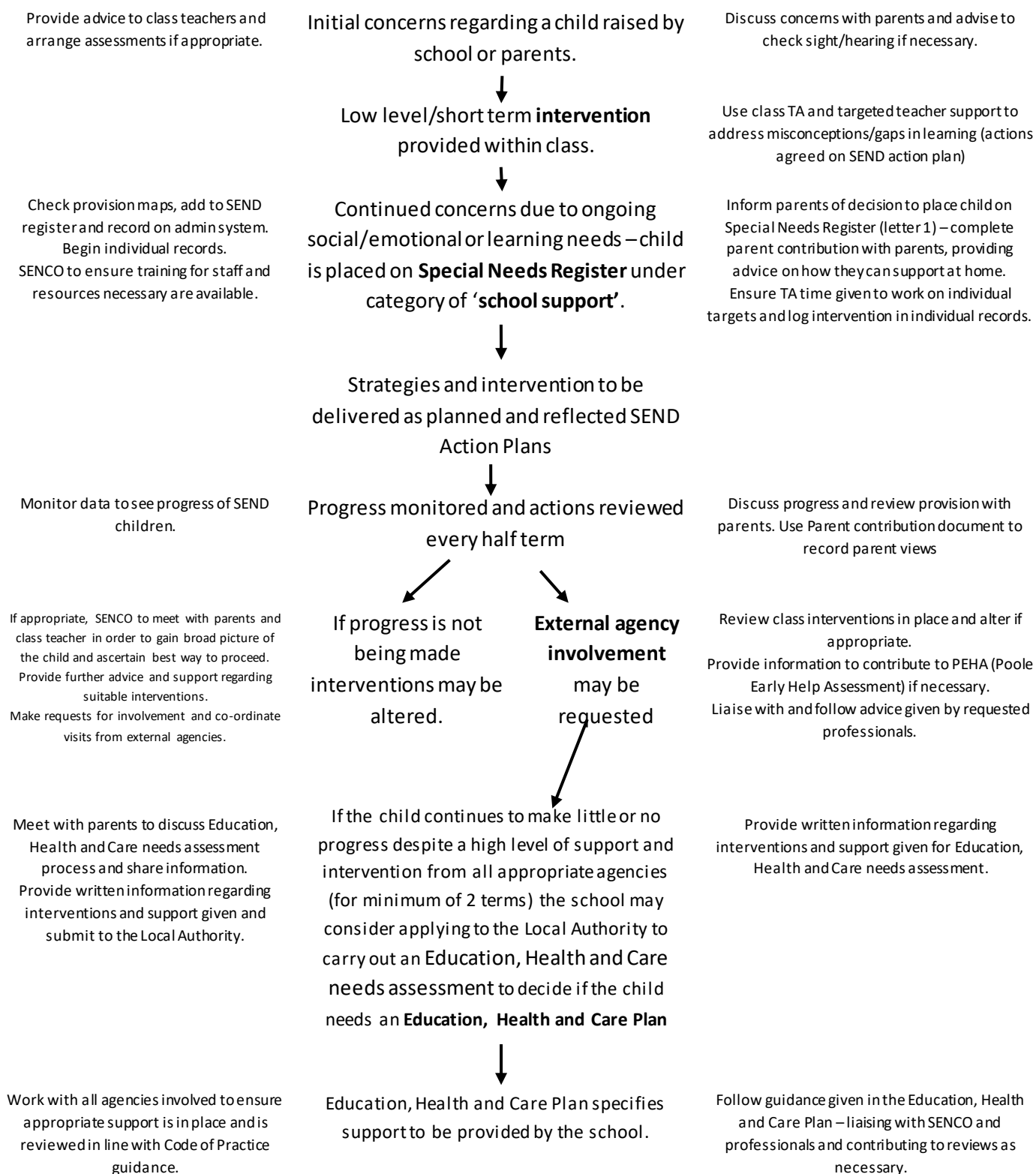


Appendix 2 - Special Educational Needs Code of Practice – Roles and Responsibilities

Action by SENCO

Order of Intervention

Action by Class Teacher





Appendix 3 - SENCO Helpsheet for Parents and Carers

**At our school we really want to work in partnership with parents and carers to help us
do our very best for your child.**

As Special Educational Needs Coordinator (SENCO) at your child's school, I will do my very best to:

1. ensure you are informed if your child is newly identified as needing additional help - usually described as them having special educational needs (SEND)
2. ensure that I am as accessible to parents and carers as possible – details of how to contact me are at the top of this helpsheet (please be aware that I may not always be available immediately)
3. listen to parents and carers and use your information to help in planning support for your child
4. give parents and carers the opportunity to be aware of what you can do at home with your child to echo the support and strategies in school and help to be consistent
5. try to organise meetings at a time to suit everyone who is coming, including parents/carers, and I will carry out the actions agreed at the meeting (or let you know why I cannot)
6. ensure that your child's identified, individual needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition
7. read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate, and act on them as soon as possible after I receive them
8. give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in the plan
9. inform teaching staff, and others working with your child (for example lunch staff), of your child's general special needs, any special support that is needed, and what works for them
10. work with parents and others involved to carefully plan your child's move into our school (or from our school) according to their individual needs

As a parent or carer, it would be helpful if you would keep in touch and:

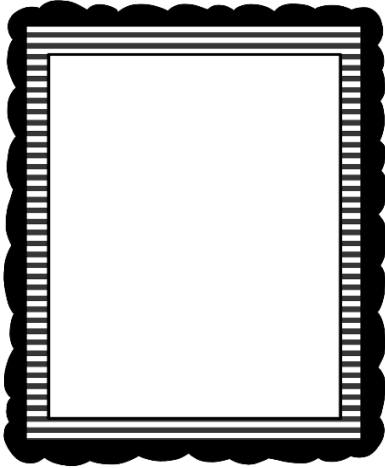
- a) let the school know if anything has happened that is likely to upset or affect your child in school - whether this is likely to be for just one day or for the longer term
- b) tell us if your child's special needs have changed in any way, or if you receive a professional report that may help us in planning to meet your child's needs in school
- c) let us know if you have concerns or worries so that we can try to sort these out together
- d) if you want to meet staff, then please make an appointment in advance, whenever possible – it is difficult to talk things through properly in the playground, especially when school staff may have to rush away to deal with something else or to teach a class
- e) when asking for a meeting with the SENCO, please let us know briefly what you want to talk about, when it would be convenient for you to meet, and roughly for how long
- f) if we ask to meet you, please make sure you come along to the meeting or contact us in advance so that we can re-arrange the timing to enable you to be there if possible

Appendix 4 – SEN Pupil profile forms

(8 pages)



{ ... Pupil name... }



What others like and admire about me:

•

What's important to me:

*

*

How best to support me:

•



Communication and Interaction

-



Social, Emotional and Mental Health

-

Cognition and Learning

-

Physical and Sensory

-



{ ... Pupil name... }



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| Progress review Autumn/Spring/Summer – What's going well? |
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|---------------------|
| Pupil's view |
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| Parent's view |

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| School's view |

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| Areas of concern? |
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| Pupil's view |
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| |
| Parent's view |

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| |
| School's view |



{ ... Pupil name... }



Agreed actions for the Autumn term

| Pupil | Parent | School |
|-------|--------|--------|
| | | |

Signatures

I have attended review meeting and agree to the actions above.

Pupil signature: _____ Date: _____

Parental Signature: _____ Date: _____

School signature: _____ Date: _____



{ ... Pupil name... }



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| Progress review Autumn/Spring/Summer – What's going well? |
| Pupil's view |
| |
| Parent's view |
| |
| School's view |
| |
| Areas of concern? |
| Pupil's view |
| |
| Parent's view |
| |
| School's view |



{ ... Pupil name... }



Agreed actions for the Spring term

| Pupil | Parent | School |
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Signatures

I have attended review meeting and agree to the actions above.

Pupil signature: _____ Date: _____

Parental Signature: _____ Date: _____

School signature: _____ Date: _____



{ ... Pupil name... }



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| Progress review Autumn/Spring/Summer – What’s going well? |
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| Pupil’s view |
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| Parent’s view |
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| School’s view |
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| Areas of concern? |
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| Pupil’s view |
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| Parent’s view |
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| School’s view |
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{ ... Pupil name... }



Agreed actions for the Summer term

| Pupil | Parent | School |
|-------|--------|--------|
| | | |

Signatures

I have attended review meeting and agree to the actions above.

Pupil signature: _____ Date: _____

Parental Signature: _____ Date: _____

School signature: _____ Date: _____