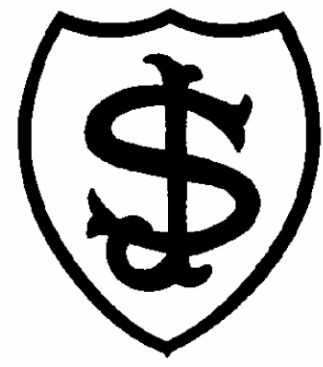


St. Joseph's Catholic Primary School



"learning, growing, belonging...happy together in God's family"

Inclusion Policy

2023

**St Joseph's is a school community
where we:**

- promote Christian values of love, care and respect
- equip our children with the tools of learning and help them to achieve their maximum potential
- create an atmosphere of faith in which we share and celebrate our Catholic beliefs
- work in partnership with the children, their families and the parish
- provide a happy and safe environment in which all members of the school community feel valued
- develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

St Joseph's Catholic Primary School

SEND Inclusion Policy Statement

September 2023

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (CoP) 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion manager with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND - refer to co-producing policy in the spirit of current reform.

Section 1 Introduction

The named Inclusion Manager for the school is Mrs Carol Dalziel-Ford. She is responsible for managing the setting's response to the provision made for children and young people with SEND. She can be contacted through school on 01925 723340 or inclusionmanager@stjprimary.co.uk

The Inclusion Manager has obtained the National Award for SEN (NASENCo award) in line with Clause 64, Children's and Families bill, 2014.

A member of the Governing body, Mrs P Craig, takes a special interest in SEND but the Governing body as a whole is responsible for making provision for pupils with SEND.

St Joseph's school is committed to offering its children an inclusive curriculum to ensure the best possible progress for all, whatever their needs or abilities. Another policy related to inclusion is the Equal Opportunities policy.

The SEND Code of Practice 0 – 25 (June 2014), describes Special Education Need as:

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Section 2 Aims and Objectives

Aims

- In St Joseph's every child matters. We aim to raise the aspirations and expectations for all pupils with SEND; we provide a focus on outcomes for children in partnership with parents and the children themselves.
- Children with SEND will be identified at the earliest possible opportunity.
- We will build on a child's strengths, as well as addressing their special educational needs or enabling them in light of their disability.
- Pupils with SEND will have the same opportunities as their peers to progress and demonstrate achievements through accessing a broad and balanced curriculum.
- Parents will be given information about their child's entitlement within the SEND framework. They will have access to information, advice and support during assessment and any related decision-making processes about SEND provision.
- Our school will provide information about the SEND information, advice and support service (SENDIASS) to all parents of children with SEND. Parents of any pupil with SEND may contact the SENDIASS for independent support and advice.
- We will ensure that children with SEND are allowed to express their views and are fully involved in decisions which effect their education, in the light of his/her age and

understanding.

- Every teacher is a teacher of every child or young person including those with SEND
- Our school will involve external agencies where appropriate.
- We acknowledge that parents have the right to request assessment and the right to appeal a decision.
- We will make endeavour to ensure that each child with SEND gets the support they need.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014.
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To inform parents when making SEND provision for a child.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide an Inclusion Manager who will work with the SEND Inclusion Policy.
- To ensure, to its best endeavour, that every child’s needs are catered for.
- To provide support and advice for all staff working with special educational needs pupils.
- The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. The quality of teaching for pupils with SEND and the progress made by pupils with be reviewed 3x per year by Inclusion manager.

Section 3 – Identifying Special Educational Needs.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” (2014 CoP 6.15).

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN” (2014 CoP 6.23)

There are four broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In St Joseph's we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child or young person.

There are many other factors which are not considered as SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Section 4: Graduated Approach to SEND Support

Every teacher is a teacher of every child; quality first teaching (differentiated work for individual pupils) is the initial response to the needs of every individual child entering our school. It is the role of the class teacher to provide for all pupils. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The CoP suggests that pupils are only identified as SEN if they do not make adequate progress following intervention at Wave 1 (quality first teaching), Wave 2 (small group targeted work), **and** Wave 3 (highly focused 1:1 work).

Where waves of intervention (provision mapping) is not enough to enable children to make progress, the teacher and Inclusion Manager will meet and consider all the information gathered from within the school about the pupil's progress alongside national data and expectations of progress. A decision will be made whether the child may have Special Educational Need and so require additional SEND support after reviewing all evidence. Parents will be consulted as part of this ongoing process.

Any provision /action that is additional to or different from that available to all pupils will be recorded in an Individual Learning Plan. The Individual Learning Plan will set targets for the child and will detail:-

- i) The overall aim/outcome for provision
- ii) Short-term targets set for or with the child.
- iii) Teaching strategies and/or activities to be used
- iv) The provision to be put in place
- v) Success criteria
- vi) When the programme is to be reviewed
- vii) Parent's and child's views.

There will be ongoing assessment of targets and Individual Learning Plans will be re-written and evaluated as appropriate. There will be no time limit for targets and children can progress onto new targets when needed. Targets will be reviewed three times a year as a minimum. Parents will be informed about the review and the new targets set.

For higher levels of need external agencies and professionals will be consulted, this may be through such methods as; planning meetings (held 3x per year) or complex case panel referrals where more than one agency may be required.

Provision for all children with SEND will follow the ASSESS, PLAN, DO, REVIEW cycle

as recommended in the SEND CoP; this is linked directly to their Running Record.

Section 5 Managing Pupil need on the register.

There is one category of support, SEND SUPPORT, which can be broken down into the 4 areas of need. When it has been agreed between the parents, teacher and Inclusion Manager that a child should be placed on the SEN register an initial ID form should be completed which states all needs identified, previous interventions, what works, etc.

Individual Learning Plans will be reviewed with parents upwards from three times a year. This gives parents the chance to give their views on progress and support for their child. The teacher needs to assess the pupil's ability at this stage with a focus on what the child can do rather than what they cannot do. Targets on the Individual Learning Plans should be SMART and be instrumental in children making measurable progress.

It is the teachers' responsibility to decide how these targets should be met i.e. what activities will lead to successful outcomes. It is also the teacher's responsibility to evidence progress according to the outcomes described in the plan.

Individual Learning Plans should be reviewed regularly in line with assessment, classwork, progress, intervention and targets. In consultation with parents in line with the requirement to meet with parents of SEND children 3 times per year.

Pupil progress meeting will take place 3 times per year during which Individual Learning Plans and SEND pupil progress will be reviewed with the Inclusion manager.

The level of provision required will depend on the individual child, which intervention will best help them to reach their potential; it may be that external resources may be required. This will be completed through engaging with the LA local offer and our school offer.

This additional support may be accessed through a variety of means e.g. Planning meetings, complex case panel referral etc.

Section 6 – Criteria for exiting the SEND register

The teacher and Inclusion Manager will meet and consider all the information gathered from within the school about the pupils' progress alongside national data and

expectations of progress. Where it is felt that a child is at national expectation or is in line with an assessment of their cognitive ability the child may be removed from the register through completion of exit/removal form.

Section 7 – Supporting pupils and families.

The school has a statutory requirement to provide a SEND information report (regulation 51, Part 3, section 69(3)(a) of the Act). We (the school) will signpost information regarding the Local authority's local offer as well as any additional agencies which may assist or support the family and pupil.

For children with medical conditions individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND their provision should be planned and delivered in a co-ordinated way with the healthcare plan (see managing medical conditions policy).

Section 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 .
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school will try its best endeavour to accommodate the medical needs of every child.

For extra information see managing medical conditions policy.

Section 9: monitoring and evaluating SEND

- The inclusion manager will regularly and carefully monitor and evaluate the provision offered to all pupils through different methods including 1:1 teacher meetings, discussion with parents, pupil views, staff views and discussion with the school governor, as well as working in collaboration with the assessment

co-ordinator.

- The evaluation and monitoring arrangements aim to promote an active process of continual review and improvement for all pupils.

Section 10 Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff needs may be identified in 1:1 meetings with Inclusion manager, or as part of whole school development needs.

All teachers undertake an induction on taking up a post and this includes a meeting with the inclusion manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Inclusion manager will attend network meetings in order to keep up to date with local and national updates in SEND.

Section 11 roles and responsibilities

- The SEN Governor, Mrs P Craig, will liaise with the school's Inclusion Manager, and aim to meet them on a regular basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy. The SEND governor will discuss the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND and keep informed about developments in the area of SEND, nationally, locally and within the school
- SEND Teaching Assistants - work 1:1 with specific targeted children and liaise with the inclusion manager and other outside agencies.
- Inclusion manager – see 6.84 Code of Practise 2014
- The Designated Safeguarding Lead (DSL) is the Headteacher Mr Alan Saunders
- DDSLs are Mrs Michelle Riches (DHT), Mrs Claire Tyerman (AHT), Mrs Carol Dalziel-Ford (Inco), Mrs Rebecca Tomlinson, Miss Katrina Rose (OM).
- The headteacher is responsible for managing PPG/LAC funding.

Section 12 storing and managing information.

Information regarding children with SEND will be treated confidentially in line with GDPR regulations

and shared only with the relevant people. Pupil files will be stored in secured cabinets in line with school policy. When a child leaves the school any SEND information will be transferred to the respective high school.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

- The school adheres to the duty placed upon it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- The school is fully accessible with ramps allowing entrance and exit and various points around the building.
- An accessible toilet is available within the school.
- The school also has a medical/accessible room which contains a shower and changing facilities.

SECTION 14: ADMISSIONS

As a church school, St Joseph's is able to set its own admission criteria which enables it to maintain its Catholic ethos and life within the school. Further information on admissions can be found in the school admissions policy. St Joseph's Catholic Primary school also works in partnership with the admissions department in Warrington local authority and therefore will treat admissions for children with SEND as a high priority.

SECTION 15: DEALING WITH COMPLAINTS

Any complaints can be made in line with the school complaints procedure/policy.