

Saint Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



Inclusion Policy 2021/2022

Newman Catholic Collegiate Mission Statement:

Growing Together for Life

Saint Joseph's Catholic Academy Mission Statement:

Learning and Growing Together in Faith and Friendship

Special Needs Co-ordinator: Miss G. McGough

Academy Committee SEN Representative: Mrs N. Hoskins

Saint Joseph's Catholic Academy is a mainstream school which aims to include all pupils in all aspects of school life by:

- ✓ Removing the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- ✓ Providing a caring and nurturing environment in which our pupils feel safe and secure so that can they develop their many potentials and access the wider school community.
- ✓ Providing a range of teaching styles to accommodate the different learning styles of all children.
- ✓ Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- ✓ Ensuring that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development (School Mission Statement).
- ✓ To involve pupils and parents in planning and any discussion making that affect them and their family.

Our policies for raising standards are for all children meaning that we create an environment of inclusive schooling for children with SEN. Early identification of difficulties and appropriate intervention will give children with SEN the best possible start to their school lives (DfEE-Excellence for all children).

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0-25 years (June 2014) states:

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

- ✓ Has a 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 or mainstream post-16 institutions (pg 4)

At St. Joseph's, we identify a child as having SEN if:

- ✓ They score below 80 on one of our age appropriate standardised assessments
- ✓ They struggle to access age related expectations despite quality first teaching and classroom support
- ✓ They are working with an outside agency to help meet their needs

We also identify children as having SEN if their behaviour is such that they cannot access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- ✓ To identify and provide for pupils who have special educational needs and additional needs as early as possible
- ✓ To work within the guidance provide in the SEND Code of Practice, 2014
- ✓ To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- ✓ To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy
- ✓ To provide support and advice for all staff in school working with special educational needs pupils
- ✓ To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision.

UNICEF UNCRC:

As a Rights Respecting School, we promote and uphold the United Nations Convention on the Rights of a Child. This policy upholds the following articles:

- ✓ Article 3 – All adults must do what is best for the child. Any decisions that are made should think about how the decisions affect children.
- ✓ Article 12 – Children have the right to give their opinion and for adults to take this seriously.
- ✓ Article 23 – Children have the right to special educational care if they have a disability so they can live a full life.
- ✓ Article 28 – Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.
- ✓ Article 29 – Children's education should help them to use and develop their talents and abilities.

Identification and Assessment:

Identification: Saint Joseph's Catholic Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as;

Communication and interaction

Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).

Cognition and Learning

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD),

Profound and multiple learning difficulties (PMLD),

Specific learning difficulties (SpLD).

Sensory and/or physical needs

Vision impairment (VI)

Hearing impairment (HI)

Multi-sensory impairment (MSI)

Physical disability (PD)

Social, emotional and mental health difficulties. (SEMH)

These four broad areas of need give an overview of the range of needs that should be planned for but we undertakes assessments in order to meet children individual needs.

Parental views in identification and Assessment of pupils.

As a school, we see that parental views are essential in identifying pupil's needs and putting plans in place to support the children. If a parent has any concerns about any aspect of their child's education, the first port of call should be their child's class teacher. We operate an open door policy within school; class teachers are usually available at the end of the school day and will happily make appointments to see parents if they require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, either at the end of the school day, or via the email or telephone through the school office.

Assessment

At Saint Joseph's Catholic Academy the following sources of assessment information are taken into account:

- Nursery; Baseline Assessment, BPVS, Nuffield speech and language assessment.
- Six monthly standardised assessments including BPVS language assessment, the Vernon spelling assessment and the Salford reading and comprehension assessment – where appropriate.
- Pre and post intervention assessments
- Foundation stage profiles
- Y1 Phonics Screen
- Y2/Y6; SATs
- Assessment of progression using teacher assessments/records and school tracking system
- Published data
- Termly data collection sheets and discussions
- Attendance data

A child identified as having English as an additional language is not classified under the SEN code of Practice as having a Learning Difficulty. However some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap (please see EAL policy)

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEN Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes.

We make sure that all children in our school are able to access appropriate and challenging learning opportunities in and out of the classroom. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. At Saint Joseph's, our class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class. We take on board any advice and recommendations from external agencies and implement these in the best way to support the children.

Our school uses a wide range of intervention programmes available to support children who require support which goes beyond high quality class based approaches.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage and thrive.

For children with significant or complex needs, our school seeks the advice of specialists, for example Speech and Language Therapists, Educational Psychologist, Specialist Teams. In some cases these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil. Before we contact any outside agency for support we make sure we speak to parents and carers.

Where additional levels of support are required, a personalised support plan for the pupil is created. We call these pupil passports and these outline the provision available to each child. These are written in collaboration with the pupil, the class teacher and parents. These are kept in the classroom and are regularly annotated. We make sure that parents receive copies. In addition, parents are fully involved in the planning and implementation of support for their child and have the opportunity to discuss their child's progress at regular parent-teacher meetings and in an annual written report. The pupil passports are reviewed each term and re written on an annual basis.

Parental Involvement in the implementation of support

We make sure that parents and carers are fully involved with decisions regarding the support for their children.

Class teachers will inform and involve parents where a child has been identified as requiring additional support. Intervention, support strategies and/or reasonable adjustments will be agreed with parents in order to achieve desirable outcomes.

Our school uses Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this Senior Leadership Team or SENCO will monitor through:-

- Formal and Informal lesson Observations
- Learning walks
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations and pupil voice
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision the SENCO will monitor through;

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations / pupil voice
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEN Representative termly.

The progress of pupils with SEND will form part of the conversation at performance management meetings.

Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

St. Joseph's is a fully inclusive school. We actively seek to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore,

we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time, all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential). We make sure that any place we visit as a school is suitable for all of our children and the staff make sure they pre visit the site and complete a risk assessment before we take the children.

Social and Emotional Development for pupils.

The school supports overall wellbeing through pastoral, medical and social support.

Pastoral Support

For additional information see Behaviour policy and schools SEND information report.

Medical Support

For additional information see Supporting Children with Medical Conditions policy.

Social Support

For additional information see Safeguarding policy and schools SEND information report.

Bullying

The school recognises that children with SEN could be more vulnerable to become involved in incidents of bullying.

For additional information see Anti-bullying policy and schools SEND information report.

Working Together with Pupils and Families

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's designated teacher and SENCO, Miss McGough, will work with the head teacher, Mrs Hamilton, to monitor the progress and provision for pupils with SEN who are looked after.

Our school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils there are regular parent consultations and an annual written report. For pupils with SEN meetings will be held three times a year to review the impact of their individual provisions and to review their next steps.

We value the input of pupils around decisions to be made about their provision, where appropriate. Pupils will contribute to termly review meetings about their provision.

Our school welcomes the involvement of parents. Initially parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENCO or other appropriate staff, where applicable. The SENCO Miss McGough can be contacted through the school office.

- Below is the link to the Academy's Special Educational Needs and Disability Information Report on our website.
- The Local Authority's Local Offer can be found at www.stoke.gov.uk/localoffer

Admission Arrangements

Please see the school Admissions policy.

Transition Arrangements

Transition is arrangements for supporting children and young people in starting school, moving between year groups, and transitioning to high school or alternative provision.

Transition arrangements include:

- Meetings with new teachers
- Move up mornings/ days
- Time in new classroom
- Transition evening with parents and new class teachers.

Please see schools SEN information report for further information.

For children with SEN specific arrangements may be put into place to support their additional needs.

Training and Resources

How are resources matched to SEN?

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHC).

How are the training needs of staff identified and planned for?

In our school, training is specifically tailored to the needs we identify across the school and is undertaken to equip staff with the necessary knowledge and strategies to support our pupils. We make sure all staff receive regular updates from the SENCO and specialist teachers. We have regular relevant training to support interventions and the delivery of specific programs to support children. All staff work closely with parents and outside agencies to learn specific skills to support children with additional needs. In school, we keep a record of the training staff have received.

Specialist Involvement

Where parents and staff feel it would be beneficial the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Health Visitor services, Speech and Language Therapy, CAMHS and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- 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 local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 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 pupils with SEN up to date

The SEN Governor is Mrs Hoskins. The SENCO and SEN Governor communicate regularly regarding the overview of the schools arrangements for SEN and disability. The SEN Governor offers support and challenge around the quality and impact of SEN provision.

Complaints

As a school, we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make a complaint, guidance can be found in our Complaints Policy.

Compliance

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

- Children and Families Act 2014

St Joseph's Catholic Academy Inclusion Policy

- Equality Act 2010

<u>Policy Written:</u>	Miss G McGough	Date: September 2021
<u>Approved by:</u>	Senior Leadership Team	Date:
	Staff team	Date:
	Academy Policy Working Party	Date
	Academy Committee	Date:
<u>To be reviewed:</u>	Date:	September 2022
<u>Chair of Academy committee:</u>	Gillian Hodgkinson.	Date: