

# St. John's RC Primary School

## INCLUSION POLICY

### INTRODUCTION

At St John's we are fully committed to ensuring an inclusive educational experience for **all** our children, regardless of their needs or ability. In line with the school mission statement, we want to help every child reach their full potential and help them to be 'the best that they can be'.

### DEFINITIONS

At St. John's RC Primary School we define **Inclusion** to mean *all children are provided with equal opportunities and access to the curriculum, with challenges and support that reflects their needs. All children are equally valued and are taught to value each other as individuals. All pupils, regardless of physical or learning needs or abilities, are included in all aspects of school life.* This definition was written by staff and parents of St John's to reflect our shared aim for our children.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

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

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

This includes provision for learning, behaviour, social or physical needs. Children with abilities that are well above the norm are also deemed to have special needs and provision is planned to meet these needs.

### AIMS

At St. John's RC Primary school we recognise that each child is a unique individual with their own particular needs. We believe that it is our responsibility to recognise the needs of all our pupils and support individual children who may require provision over and above that of normal practice. We recognise that some children will require this extra support for a short period of time while others may require support throughout their time in school. By providing a supportive environment we aim:

- To enable all pupils to achieve and celebrate success
- To promote confidence and self esteem through success
- To enable all pupils to achieve their full potential and become confident, independent learners.
- To ensure full access to a broad and balanced curriculum, including the National Curriculum, for all pupils, through the provision of appropriate adult support and differentiated activities
- To ensure all children regularly receive both Teacher and Teaching Assistant input in class to support their learning effectively
- To identify, assess, record and regularly review pupils' progress and needs
- To work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- To involve children and parents / carers in planning targets and provision

- To have a named co-ordinator for SEN who will have clear responsibilities for overseeing provision and who will work in partnership with outside agencies (Miss Bodley)
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained
- To support Catholic children with special educational needs in their preparation to receive the Sacraments

## **ROLES AND RESPONSIBILITIES**

Provision for children with SEN is the responsibility for the whole school and all staff are responsible for helping to meet an individual's special educational needs and for following the schools procedures for identifying, assessing and making provision to meet these needs.

### **Governing body**

The Governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for children with SEN, including;

- ensuring that the necessary provision is made for children with SEN
- reporting to parents through the Governors' Annual Report to Parents
- setting up appropriate staffing and funding arrangements
- ensuring that they are fully informed about SEN issues

St. John's School has a named governor with responsibility for Special Educational Needs who meets regularly with the SENCo. The SENCo is also a member of the Governing body. Formal reports are provided annually and informal updates are included at every meeting. More frequent reports on developments and changes to SEN legislation and provision are provided to the CADAC committee as appropriate.

### **The Head Teacher**

The head teacher is responsible for managing the provision for pupils with SEN, including;

- keeping the governing body informed
- working closely with SENCO
- the deployment of SEN personnel within the school
- overall responsibility for monitoring and reporting to the governing body about the implementation of the school's SEN Policy and the effects of inclusion policies on the school as a whole

### **The Special Needs Co-ordinator**

The SENCO at St John's is Ruth Bodfish. The SENCo is responsible for overseeing the day to day operation of the school's SEN policy, including:

- co-ordinating the provision for pupils with SEN and monitoring it's effectiveness
- ensuring an agreed and consistent approach is adopted
- helping staff to identify pupils with SEN
- support class teachers in devising strategies, drawing up Individual Education plans, (IEPs), setting appropriate targets and organising resources
- liaising with parents
- liaising with outside agencies e.g. arranging meetings
- maintaining school's SEN Register and SEN Records
- liaising with SENCOs from other schools to provide a smooth transition from one school to another
- taking part in County moderation

## **The Class Teacher**

Class teachers are responsible for:

- including children with SEN in the classroom, and for providing a suitably differentiated curriculum
- making themselves aware of the school's SEN policy and procedures for identification
- monitoring and supporting pupils with SEN, including organising the Teaching Assistant's (TA) timetable, making sure they are aware of the IEP targets and learning objectives of the activities and providing opportunities for feedback
- giving feedback to parents of pupils with SEN, usually at the termly review held during Special Needs Week

## **ALLOCATION OF RESOURCES**

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

St John's school, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

## **IDENTIFICATION AND PROVISION**

Close liaison with parents in all aspects of school life is given high priority at St. John's but in the area of special needs it is essential that parents are involved at every step of the way. Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

We also value the views of the children regarding their progress and next steps. Children of all ages are involved in setting and reviewing outcomes.

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment policy). Our monitoring of teaching and

learning shows that we provide high quality first teaching that is consistently good or outstanding. We continually strive to maintain this and to improve the quality and creativity of our teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the class teacher, Head teacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Parents are involved at every stage of this process as soon as initial concerns are identified.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St John's School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN. A regularly updated register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held at least three times a year and led by the class teacher. They provide an opportunity for parents to share their concerns, celebrate their child's successes and, together with the child and teacher, agree aspirations for the pupil.

### ***Provision***

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated

response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

### ***Categories of Special Educational Need***

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction:      Speech, Language and Communication needs  
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning:              Learning difficulties  
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties:      Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical:              Hearing Impairment  
Visual impairment  
Physical disability  
Multi-sensory impairment

### **Supporting pupils with medical conditions**

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See Medical needs policy.

### **EVALUATION**

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Monitoring of procedures and practices by SEN Governor
- Analysis of pupil tracking data and test results
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Development Plan
- Frequent meetings between parents and staff to plan targets revise provision and celebrate success
- whole staff meetings to maintain a shared vision for inclusion
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## **COMPLAINTS PROCEDURES**

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher and/or SENCo. A meeting will be arranged, which may include the Head Teacher, to discuss the concern. Parents can request an appointment with the Head Teacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head Teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school. The current Chair of Governors at St John's is Barbara Hutchinson who can be contacted through the school.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE**

### **STAFF DEVELOPMENT**

The school and childcare are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEN. Staff meetings are arranged to respond to the particular needs of the school. Additional training for individual members of staff is arranged in response to the needs of specific pupils and teachers.

## **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school and childcare are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Head Teacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, and then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

## **PARTNERSHIP WITH PARENTS**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. We recognise the valuable role parents can play in supporting their child's learning at home and support this in any way that we can. Our family support worker is sometimes involved in this process.

Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents' Evenings and Special Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought

before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

## **THE VOICE OF THE CHILD**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At ST John's we encourage pupils to participate in their learning by either attending part of review meetings or sharing their thoughts and views in another age appropriate way. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

## **TRANSFER BETWEEN CLASSES OR SCHOOLS**

- transition meetings are held annually to discuss the needs of all pupils as they move class
- where possible, in the case of Early Years, the Reception class teacher will attend the final review meeting at the incoming child's Nursery
- at Year 6 the SENCO and class teacher liaises with the relevant secondary school SENCO
- Where appropriate, provision is made for children with Special Needs to make extra visits to their secondary school over and above the four day experience
- The SENCo attends meetings with parents and staff from the new school when appropriate to discuss the provision and support that has been provided
- Additional provision summary reports are produced by the SENCo to assist with the transfer of pupils with a high level of need
- St. John's makes provision for all new children to visit before starting formally – in the case of pupils with SEN an individual transition plan is created

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

## **Monitoring and Review**

The implementation of this policy will be monitored by the SEN Governor. It will also be regularly updated to reflect changes in policy, practice and legislation.

This policy will be reviewed by September 2017.

REVIEWED                      September 2016

REVIEWED BY: R Bodfish (approved by Head Teacher and SEN Governor)

SENCO: R Bodfish

GOVERNOR: R Locke