

St. Helen's Catholic Primary School



Inclusion Policy

“What a pleasure it is to come into a school where the conviction that truly inclusive education is the only way forward is so embedded”

(IQM Report 2016-2017)

Approved by staff
Approved by Governor
Review Date:

September 2016
November 2016
September 2017

St Helen's Catholic Primary School

Inclusion Policy

Subject Leader: Ann Bullock

Mission Statement

United by its Catholic faith St. Helen's is a multicultural school, committed to developing the spiritual, academic and social potential of each child.

The Children and Families Act (2014) and the 0-25 Special Educational Needs and Disabilities Code of Practice (2014) is reflected in our policy.

- A child with SEN should have their needs met, normally in the mainstream classroom.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education and planning ahead.
- Children with SEN/D will be offered full access to a broad and relevant education including the Early Years Goals and the National Curriculum

We believe in the early identification of difficulties and appropriate intervention to give all children the best possible education to enable them to reach their full potential.

Children with SEN in our school are catered for within a caring, supportive environment. We have a whole school approach to SEN.

We believe partnership between parents and the school; together with the expertise from support agencies should combine to ensure every child attains their full potential.

The staff and Governors of St Helen's Catholic Primary School believe that all children including those with special needs have a right to a broad and balanced curriculum. Children, whether gifted or under-achieving are treated with respect and sensitivity, by all members of the staff.

Mrs Gael Hicks (Headteacher) has overall responsibility for SEND provision at St Helen's.

The SEN Inclusion Link Governor is Mrs Sue Doherty

The Inclusion Manager (IM) is Miss Ann Bullock, the Deputy SENDCo is Miss Amy Doherty

The Home School Liaison Teacher / Family Support Worker is Miss Bode.

The Gifted and Talented Co-ordinator is Miss Mairead Reynolds supported by Miss Ann Bullock

The member of staff with responsibility for Pastoral Care is Miss Linda Van Biljon.

The member of staff with responsibility for young carers is Miss Ann Bullock

The IM is responsible for co-ordinating the day-to-day provision for children with SEND.

The school employs

- Teachers and Teaching Assistants who run specific Intervention Groups throughout KS1 and 2 e.g SEAL/Therapeutic Story Groups / English support. These groups are directed by members of SLT
- A Teacher who delivers ECaR (O.6); this work is monitored by SLT.
- A team of highly skilled Teaching Assistants.
- An outreach counsellor from the Brentwood Catholic Children's Society (1 day per week)
- Outreach Speech and Language Therapist (1 day per week)
- Buy-in services of an Educational Psychologist (9 sessions per year)

Support Staff throughout the school have opportunities to extend their professional development in the form of training organised by the Tunmarsh Centre or other providers.

Admission arrangements

There are no specific arrangements regarding SEND. The Governing Body uses the school's admissions criteria to admit pupils. If a parent of a child with a statement or Education Health Care Plan requests a place, falling outside of the admission arrangements, due consideration is given as to whether the school can meet the child's needs. Children with SEND may also be admitted under the fair access protocols.

Building adaptations and special facilities

St Helen's Catholic Primary School is a recently constructed building, built on 2 levels. The design of the school takes into account current disability access legislation. The school has a number of toilets (one with shower) for disabled children or adults and ramped access to the front and rear of the building. We also have a sensory room and soft play area. A lift is available for adults or children with appropriate needs. The school has an Accessibility Policy, which has been approved by staff and Governors.

The role of the Inclusion Co-ordinator

The IM is non-class based and a member of the SLT. She supports pupils and families where there are educational or other needs. The IM with the support of the Headteacher is responsible for: -

- The day-to-day implementation of the SEN policy.
- Overseeing the records of all children with SEN.
- Support for teaching staff in the delivery of an appropriately differentiated curriculum within the class.
- The management of support staff and the co-ordination of their timetable.
- Liaising with and supporting parents of children with SEN/D
- Contributing to the INSET of staff.
- Liaising with external agencies and representatives of the LA including SEN Officers.
- Liaising with secondary schools
- Co-ordinating review procedures.
- Liaising with the Inclusion Link Governor and where necessary the Governors' Curriculum Committee.
- Attending Cluster meetings and disseminating information to the school staff.
- Liaising with class teachers/external agencies with regard to the writing of IEPs.
- Applying for Higher Needs Funding for specific pupils.
- Ensuring that the School's Offer is updated on an Annual basis.

Definitions of special educational needs and disability

Latest legislation states that a child with SEN/D "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"

External agencies

The school works closely with the following agencies:

- SEN Officers (SENOS)
- Educational Psychologists (EPS)
- LCIS Team
- Teacher for the Deaf or visually impaired.
- Speech and Language Therapists (Health)
- Newham Child & Family Consultation Service (NCFCS)
- Occupational Therapists and Physiotherapists
- Wheelchair Services
- Brentwood Catholic Children's Society (BCCS)
- BSS and REIT
- CNDS
- School Nursing Team, Paediatric Nursing Team

Records are centrally stored in the SLT Office. Each class holds Inclusion Folders (blue) and children with Higher Resources Funding have a separate file which includes individual Risk Assessments and Individual Education Plans (IEP). This is also kept in the Staff room for all members of staff to have access to.

The Local Offer

The Local Authority is obliged to publish details of the services it provides to meet the needs of children with SEN/D and their families. As part of the Local Offer St Helen's is also obliged to publish details of:

- How the school assesses the needs of children with SEN/D
- Facilities and provision available within the school
- How the school monitors the progress made by pupils with SEN/D
- How children and parents/ carers are involved in decision making and planning targets

This is called the "School's Offer" and is available on the school website.

Procedures

The school follows a graduated approach to identification and support following procedures which are in line with the Revised Code of Practice. The stages of intervention are:

- Assess
- Plan
- Do
- Review

Assess

Key members of staff including the Class Teacher will analyse a child's needs through scrutiny of work, observation, discussion and assessment. If a child continues to make poor progress referrals will be made to outside agencies. Parents will be closely involved at this stage.

A comprehensive Assessment Policy and timetable are in place. Children who are under-achieving are identified and monitored for SEN. The Foundation Stage Profile in the Early Years will identify children who need help early and these will be targeted for extra support. On-going teacher assessment is a valuable tool.

Some children have specific difficulties in certain areas of the curriculum and have short term needs to be addressed. In these cases the class teacher will:

- Discuss the child informally with colleagues especially the IM and any previous teacher or assistant.
- Use data to gain more information. These can be previous records, reading/numeracy tests, work samples or standardised assessment results e.g.; end of unit assessments or SATs.
- Discuss the child with the parents. The Class Teacher is required to fill in details of strategies tried on an *Initial Concerns Sheet*. It is essential that the parent is consulted and gives written consent to the child being put on the SEN Register. If there are any concerns referrals should be made to the IM

At this stage the child does not need to have an IEP as differentiation is considered to be a normal part of Quality First Teaching practice.

Plan

Where it is decided to provide SEN support parents will be formally notified of any support to be put in place. They will also be informed of the expected impact on development or behaviour. A date for the review of the support will be made. The child will be put onto "School Support" Staff will be given training on site or at other venues appropriate to the needs of the child.

Do

The Class Teacher remains responsible for working with the child on a daily basis. With support from the IM they should oversee the implementation of the support or programmes agreed. The Inclusion Manager will support the teacher in assessing the child's response to the action taken and advice on further strategies. At this stage an IEP will be written by the IM following consultation with the child, parent, teachers and outside agencies. The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching.

Review

At the review, the effectiveness of the support and the impact on the child will be discussed. The views of the child and parent are of paramount importance and will be recorded. Parents will be involved in planning next steps.

- The child's progress will be reviewed on a termly basis.
- Advisory Staff will be invited to Annual Reviews for children with Higher Needs Funding or those being supported by agencies.
- Staff from Secondary Schools will be invited to the Year 5 and 6 Annual Reviews.
- SEN Officers from the Local Authority will be invited to Year 5 Reviews.

Education, Health and Care Plans (EHC)

EHC Plans are for children who require significant support from education together with significant support from health and/or social care. The purpose of the plan is to describe the support a child will receive across different services in order for the child to achieve set goals.

SEN Budget

Newham Local Authority has delegated the SEN budget to schools. The schools are able to bid for additional funding through the Higher Needs Funding Panel (held twice yearly). The budget is used flexibly to maximise the resources at the school's disposal. The system is likely to change in the current academic year.

The role of the Governing Body

The Governing Body, together with the Headteacher determine the school's general policy, which includes provision for children with special needs. Funding arrangements and staffing will be agreed on and established by the Governing Body.

Dyslexia

The LA now recognises dyslexia as a specific condition. The working definition of dyslexia is "Dyslexia is evident when accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching" (British Psychological Society, 1999)

Progress since our last OFSTED Inspection

The school has implemented a Disability Equality Scheme.

All children with difficulties whether these difficulties be physical, behavioural or academic are integrated into school life as much as possible. All staff ensure that pupils with SEN/D join in the activities of the school together with children with ordinary needs. This includes all areas of the curriculum and social activities, such as assemblies, PE, lunchtimes, playtimes, outings and visits. The school strives to ensure that children, adults and providers with SEN/D have their needs met appropriately.

The school provides access to the curriculum in various ways. Teaching staff use a variety of strategies. These may include small group work within the classroom, differentiation, reward systems and individual or small group work with additional adult support. This support can be in class or on a withdrawn basis.

Staff have opportunities for Continued Professional Development. This can be in the form of training provided by External Agencies or training provided by the IM. The school has acquired the Inclusion Quality Mark at Flagship Level.

School performance data

The school's performance data is available on the school's website, in the school's performance data section. This links to www.direct.gov.uk where Dashboard and other detailed information is available via the government.

Complaints procedure

Any complaint relating to Special Educational Needs provision in the school should be directed initially to the class teacher or IM. If concerns are not addressed to the satisfaction of the parent, an appointment may be made to see meet with the head teacher. Should the matter remain unresolved, the matter may be taken to the Governing body, which will respond to any written complaint within five working days.

Evaluating success

The school needs to be clear about:

- What we think the needs of the child are
- The provision we have in place to meet these needs
- The measurable impact of the provision

The criteria for measuring the success of integration in St Helen's school are:

- Early identification of needs and referral to appropriate agencies.
- The child is seen to be making some progress against targets – no matter how small. Greater emphasis to be put on the accurate assessment of P Levels.
- Child is happy and needs are being met.
- Improved behaviour where behaviour is the issue.
- Barriers to learning are removed or reduced.
- IEP targets are relevant to the child.

The Headteacher, SLT, Governing body, and Inclusion Co-ordinator will monitor the implementation and success of the Inclusion policy by the monitoring of planning, lesson observations and individual work with pupils.

Review

This policy reflects the consensus of opinion of the whole school staff (teaching and support staff) and is written in conjunction with the Revised 2014 Code of Practice and guidelines provided by the LA. It will be reviewed annually to reflect:

- Changes in personnel and their roles and responsibilities.
- Changes in budget.
- Changes to the building – this will apply to internal and external features.
- Changes in local and national policy.
- Targets set by the school.

Targets to be reviewed annually

- To keep abreast of National and Local changes to SEND provision.
- To develop the Multi-media recording of children for assessment
- Implementation of the BSquared assessment programmes to quantify pupil progression through the P levels and to monitor progress closely

Other related policies-

Equalities Policies
Behaviour Policy
Intimate Care Policy
Child Protection Policy
SEND offer

Accessibility Policy
Vulnerable Children's Policy
Positive Handling Policy
Mid-Phase Admissions Policy
SEND information report

Assessment
Complaints Procedure
Monitoring
Home Visit Policy