



#### **Inclusion Policy**

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## **Inclusion Policy** **Inc. Special Educational Needs & Disabilities**

### **Mission Statement**

**"Let the light of Christ shine in us all."**

### **Inclusion Statement**

At St. Cuthbert's R.C. Primary School we are committed to working with the whole school community and linked agencies to maximise the presence, participants and achievements of all within every aspect of school life.

### **Rationale**

Schools have a statutory responsibility to provide a broad, balanced curriculum for all pupils. The National Curriculum is the starting point for planning the school curriculum that meets the needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils identifies the three main principles essential in developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We are committed to an inclusive environment in which diversity is valued and appropriately celebrated, where 'individual growth is nurtured'. The fundamental principles of the Special Educational Needs (SEN) Code of Practice serve to further exemplify the rationale for Special Educational Needs in our school:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- 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.
- Children with special educational needs should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

### **Special Educational Needs Coordinator (SENCO)**

St Cuthbert's school has appointed one Special Educational Needs Coordinator.

The SENCO is Mrs. C. M. Flounders.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a difficulty, which calls for special educational provision to be made for them.

Children have a specific barrier to learning if they: -

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a sensory and/or physical need, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special Educational Provision means:**

- a) For children aged two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. (*Section 312, Education Act 1996*)

### **Aims and Purposes**

We aim to ensure the inclusion of all children whenever it is appropriate.

We aim to ensure that:

- The needs and best interests of the individual child are met.
- That a child's inclusion is not incompatible with the efficient education of other children. ("Inclusive Schooling - Children with Special Educational Needs" (C.O.P. v12).

We aim to provide quality teaching and learning opportunities, to promote a growing independence in learning which will enable each child to achieve their true potential.

To facilitate this, our objectives are to: -

- Monitor all children within school, through assessment and record keeping (in line with school policy).
- Ensure early identification of children with special educational needs.
- Plan and monitor individual progress for children with special educational needs (individual education/behaviour plans).
- Ensure children with special educational needs are enabled to fulfil their true potential, to develop self esteem and to have access to all elements of the school curriculum.
- Implement the recommendations of the SEN Code of Practice (January 2015).
- Work closely with parents.

- Encourage children to participate in expressing opinions and setting targets as appropriate.
- Maintain a whole school approach to planning showing differentiation, assessment and record keeping.
- Consult with support agencies/services as appropriate.
- Ensure best use of SEN resources within the school.

### **Accessibility**

A three year accessibility plan, updated in 2017, highlights short and long term actions to improve accessibility for pupils in line with the Special Educational Needs Disability Act (Sept 2001).

St Cuthbert's RC Primary School has: -

- A toilet for the use of the disabled in the main school building, and disabled changing facilities in the Nursery.
- A ramp at the main entrance to enable access, with automatic access doors.
- Experienced, qualified staff.

### **Guidelines – Organisation**

A child is placed on the special needs register with reference to a range of criteria, based on careful monitoring and assessment procedures. Triggers for movement from one area to another (i.e. school support or EHCP/One Plan) are clearly defined. Further details of this can be found in Local Authority guidance.

All staff are responsible for pupils with Special Educational Needs. Parental involvement should be sought at every stage. In accordance with the SEN Code of Practice 2014 we follow a graduated approach consisting of: -

#### **a) Monitoring**

Cause for concern is identified, parents are notified and a concern will be formally registered. Provision for these children is made within the ordinary differentiated provision within the classroom, whilst being closely monitored.

#### **b) School Support**

Following consultation with parents, the child is formally put on the Special Needs Register. The class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The class teacher is responsible for setting appropriate targets and strategies with the child and his/her parents.

The SENCO will initiate further consultation/advice or action from outside agencies as appropriate. A coordinated support plan may be appropriate for some SEN children. The class teacher remains responsible for setting appropriate targets and strategies each term, with the child and their parents, but should liaise closely with the SENCO and any appropriate personnel.

### **c) EHCP/One Plan**

An Education Health Care Plan is given following detailed statutory assessments by the LA. The child's EHCP/One plan will detail provision, support and recommend targets. This information will be used by the school to enable appropriate provision to be made. The EHCP/One Plan will be reviewed annually.

The class teacher remains responsible for setting appropriate short term targets and strategies, with the Child and the Parents of the child, in consultation with their SENCO and supported by subject leaders and appropriate outside personnel. The targets on the child's EHCP/One plan should be used to inform IEPs, which are updated termly.

### **Moving school**

When a child leaves St Cuthbert's Primary School details of past and present Individual Education Plan and Special Needs records will be forwarded to the child's new school.

### **Monitoring and Review**

The progress of all children is monitored in line with our Assessment Policy. The progress of and the provision for children with Special Educational Needs is also monitored by additional means:

### **The Special Needs Register**

- Provides statutory data for school, the LA and for Central National Statistics.
- Is updated each term by the SENCO.
- Is a means of closely tracking progress of individual children and helps to ensure children's needs are met according to statutory requirements and procedures.

### **Intervention groups**

- Records for all timetabled intervention groups are kept by the class teacher and updated by relevant staff who work on the intervention. The records are monitored by the deputy head teacher within pupil progress meetings and the class teacher.

### **Special Educational Needs files**

Each child on the SEN register has a file kept by the class teacher, containing: -

- A communication log - dated log of conversations with parents, advice received etc.
- SEN Registration form
- Current and recent IEPs/IBPs for the child.
- Assessment data/letters/reports

### **Individual Education Plan (IEPs)**

- Each child on the Special Needs Register has an Individual Education Plan (I.E.P.)
- These are reviewed each term with parents, the child and class teacher.

- They are the responsibility of the class teacher and are monitored by the SENCO.
- Class teachers are to keep the SENCO informed and provide copies of any relevant documentation (including IEPs and their review details).
- Children with individual pupil support (IPS) require twice yearly reviews with SENCO, parents and relevant professionals.

### **Evaluation/Action Plan**

The provision of Special Educational Needs at St Cuthbert's is an area of ongoing development. It is reviewed on a regular basis, with evaluations and action plans written annually by the SENDCO. Feedback will be given to teachers through termly monitoring of IEPs.

### **Support Staff**

Support Assistants work in close liaison with class teachers, the SENDCO and the leadership team. They share relevant information whilst recognising issues of confidentiality. We currently have support assistants consisting of:

- 1-1 support assistants (funded support attached to individual pupils).
- Support assistants who deliver targeted intervention under the guidance of the class teacher overseen by the DHT and SENDCO.

The Headteacher and the leadership team make a number of considerations when allocating staff throughout the school. These include: -

- Specific needs - funding/allocation of support
- The needs of individuals or groups of children within the school
- Intervention programmes
- Data analysis

### **Professional Support from Outside Agencies**

We liaise closely with a number of personnel/agencies from outside school, which include: -

- Senior SEN Officer - Hartlepool LA
- Educational Psychologist (Enhanced service-paid)
- School Nursing Team
- Occupational Therapy
- Speech and Language Therapy (Enhanced service-paid)
- Child and Family Services
- Child and Adolescent Mental Health Service (CAMHS)
- Visually impaired service
- Specialist endocrinology nurse
- Family Support Worker

### **Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO)**

- To co-ordinate all efforts to meet SEN in St Cuthbert's
- To maintain a register of all children with SEN

- To act as a focal point for enquiries re SEN from parents, staff etc.
- To arrange consultation between parents and class teacher at the earliest opportunity, when the child's needs have been identified.
- To liaise with support services and outside agencies and be responsible for disseminating information to staff involved e.g. reviews, referrals, physical/emotional/behavioural difficulties.
- To ensure that an IEP is prepared for all children on the register by their class teacher and to regularly review, monitor and ensure that up-to-date records of progress are completed.
- To support staff and provide feedback to improve provision.
- To ensure that all pupils with SEN have full access to their entitlement within the National Curriculum as outlined in the Code of Practice for Special Educational Needs.

### **Working in Partnership with Parents and Pupils**

At St Cuthbert's we view this partnership holistically in that we believe that children's progress will be enhanced when their parents and teachers are viewed as partners in the educational process. When children are assessed as having special educational needs, working in partnership with parents will enable us as a school to meet those needs within the graduated framework of the Code of Practice.

Pupils with SEN are actively involved at an appropriate level, in discussions about their IEPs and general progress. Children are encouraged to share in their target setting and evaluations with their teacher and parents. A child's views are always valued.

### **Role of Governors**

The Role of the Governing Body is: -

- To ensure that all SEN pupils have proper provision made for them.
- To monitor the Inclusion Policy biannually and make any necessary amendments.
- The Governor responsible for SEN will meet at least once a year with the SENCO.

### **Equal Opportunities**

Special Educational provision is assessed, monitored and reviewed on the basis of equal opportunity for all pupils. See Single Equality Policy.

### **Complaints Procedure**

If a parent or guardian has a grievance or complaint, they should in the first instance contact the child's class teacher. If there is still a cause for concern the complaint or grievance should be referred to the SENCO who in turn will refer to the Headteacher.

The Headteacher may decide to bring the matter to the attention of the Governing body (see School Complaints Policy).