



Inclusion Policy

St Mary's Catholic Academy Our Lady of Grace Catholic Academy

Our Vision

"Many Hearts, One Accord"

We are the many hearts that follow Jesus, the one accord.

***"Through the strength of God's love and the power of prayer,
we are guided to do whatever He tells us. Many hearts,
one accord, growing and learning together for life to build the kingdom
of God."***

(School Mission Statement)

St Mary's Catholic Academy and Our Lady of Grace Catholic Academy considers and follows guidance from the Equality Act 2010.

Special Needs Co-ordinator:

St. Mary's Catholic Academy - Mrs J Davis

Our Lady of Grace Catholic Academy – Mrs M Stonier

Academy Committee SEN Representative: Miss E Kealey

St Mary's and Our Lady of Grace are mainstream schools which aim 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 environment in which our children are given the opportunity to develop their many potentials.
- Creating a nurturing environment that children feel safe and secure and able to achieve their full potential.
- Ensuring that all children with SEND have access to broad and balanced learning opportunities and are able to access the full curriculum, alongside their peers.
- 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.
- Providing children with SEN with a knowledge rich curriculum that empowers them and builds their cultural capital so that they can achieve well across all subject areas.
- Involving pupils and parents in planning and any decision making that affect them and their family.
- Providing all children with the opportunity to access the wider school community.

- Our policies for raising standards are for all children, therefore operating 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 2015) 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. 15)

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 raise the aspirations and expectations for all pupils, including those with SEND.
- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- 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 carefully.
- To promote the self-esteem and confidence of all pupils with SEND and encourage independence and a positive attitude towards learning and themselves.
- To ensure that the needs of pupils with SEND are met through the graduated approach, following the Assess, Plan, Do and Review model.
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the Inclusion Policy.
- To provide support and advice for all staff working with children who have special educational needs.
- To work in partnership with parents around all areas of a child’s education, and involve parents in reviewing and shaping SEND provision.

- To ensure a successful transition to St Mary's or Our Lady of Grace, and to ensure that pupils are well prepared to move onto the next phase of their education.

Identification and Assessment

Identification

St Mary's and Our Lady of Grace is committed to quality first teaching for all pupils. Class teachers monitor attainment and progress of all pupils in order to identify children that are not making expected progress as early as possible.

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

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- Communication and interaction
Including speech, language and communication needs (SLCN) 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.

These four broad areas of need give an overview of the range of needs that should be planned for. However, the school undertakes assessment in order to meet individual needs of each pupil.

The school sees the parental views as essential in identifying pupil's needs.

If a parent has any concerns regarding their child's learning needs or disability then parents may wish to speak to class teachers initially. The class teachers can then liaise with the SENCO or other appropriate staff, where applicable. The SENCO; Mrs J Davis and Mrs M Stonier can be contacted through the school office.

The following sources of assessment information are taken into account:

- Nursery; Baseline Assessment, BPVS, 'Stoke Speaks Out' screening tool.
- Foundation stage profiles
- Y2/Y6; SATs
- NFER standardised assessments
- Assessment of progression using teacher assessments.
- Analysis School Performance reports
- Standardised testing (YARC, Wave 3, HAST, BPVS).

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 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 closely with the pupil and their 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 is accountable with regards to ensuring all pupils make progress. Teachers use adaptive planning prior to the lesson and adjust pedagogy as appropriate. Class teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Teachers may use adaptive teaching approaches such as flexible groupings, making use of well-designed resources or technology, cognitive and metacognitive strategies, providing additional pre-teaching if pupils lack critical knowledge, building in additional practice or removing unnecessary expositions or reframing questions to provide greater scaffolding.

Where a child has been identified with Special Educational Needs, the SENCO will advise and support around effective provision and outcomes. Class teachers will firstly identify barriers and develop strategies to support all pupil, including those with SEND.

Children with special educational needs will be supported by their class teacher and support staff in school. They may receive additional support in school: in class, on a one to one basis or within a group. Sometimes this may take place outside the classroom environment depending on the pupil's individual needs. This support will be carefully monitored and timetabled by the class teacher and SENCO in order to ensure that pupils with SEN have access to a full curriculum that enables them to make good progress. Children with special educational needs will have a pupil passport which will include the agreed support for your child, this will be kept in class and parents will be provided with a copy. 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.

Effectiveness of this support will be monitored termly by the class teacher and SENCO during planned meetings and will follow the Assess, Plan, Do and Review cycle.

Parents will be consulted following these meetings by the class teacher and a meeting will take place at least three times a year to discuss new targets and actions.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests and backgrounds will be taken into account so that all pupils engage and are given the opportunity to acquire knowledge, skills and cultural capital.

Adjustments will be made to meet a child's needs at all levels, whether this is providing support or equipment in class, in group work or on a 1:1 basis. Planning will consider all level of abilities and work matched to the needs of all the children, whilst still ensuring high expectations that motivate and challenge.

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.

If a child is identified as not making expected progress or the class teacher is concerned following observations a meeting will be arranged with parents to discuss concerns and plan the next steps.

The 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
- Book scans and Planning scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations
- 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
- 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 Mary's and Our Lady of Grace ensure that all children are fully included in the wider school life, including school visits, after school clubs and other events. This ensures that all children have equal access to opportunities and are able to build on the skills and knowledge acquired in the classroom.

All areas visited are wheelchair accessible.

Social and Emotional Development for pupils.

The schools support overall wellbeing through pastoral, medical and social support.

In addition to classroom activities such as circle time, PHSE and RHSE lessons and members of staff being readily available for pupils; the learning support mentor at St Marys and Our lady of Grace provides support for the children on a 1:1 basis and in groups. The school also purchases support from MIND where children can benefit from 1:1 counselling sessions. This includes help for children who may be experiencing a variety of difficulties. If a child requires medical support the school will contact the nurse services to ask for support to provide a care plan that will be completed alongside parents. Parents can also contact the nurse services to arrange this. If the child is in the nursery class their health visitor will need to be contacted for support. Where a child has a medical condition this will be entered onto their pupil passport. The school has a pupil council where the views of children of the school can be expressed.

Pastoral Support

For additional information see Behaviour policy.

<http://www.stmarysstoke.co.uk/policies/>

Medical Support

For additional information see Supporting Children with Medical Conditions policy.

<http://www.stmarysstoke.co.uk/policies/>

Social Support

For additional information see Safeguarding policy.

<http://www.stmarysstoke.co.uk/policies/>

Bullying

The schools recognises that children with SEN are more vulnerable to become involved in incidents of bullying.

For additional information see Bullying policy.

<http://www.stmarysstoke.co.uk/policies/>

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, Mrs Rathbone will work with the SENCO and class teachers to monitor the progress and provision for pupils with SEN who are looked after.
- The 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. These meetings can be held with parents during parent consultations or class teacher may invite parents in to meet prior to or after these consultations.
- SEN parent forums are held on a termly basis for parents with children who have special educational needs. SEN questionnaires are sent out yearly to allow parents to express their opinions.
- We value the input of pupils around decisions to be made about their provision. Pupils will contribute to termly review meetings about their provision by completing an appropriate questionnaire.
- Young people are able to contribute their views to all parts of school life through the schools' councils and SEN pupil questionnaires that are available yearly.

- The 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 Mrs J Davis and Mrs M Stonier can be contacted through the school office.
- Link to school's SEN Information Report-
<http://www.stmarysstoke.co.uk/sen/>
- The Local Authority's Local Offer can be found at
www.stoke.gov.uk/localoffer

Admission Arrangements

<http://www.stmarysstoke.co.uk/admissions/>.

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
- Transition afternoons / days
- Time in new classroom
- Induction evening with parents and new class teachers.
- Additional visits to high school settings for pupils with SEND who are transitioning from KS2 to KS3.

Support for transition can be matched to the needs of the individual, if parents feel that their child needs additional support they may speak to the class teacher who can help arrange this.

For children with SEN specific arrangements may be put into place to support their additional needs. Class teachers can be contacted and will work with parents to enable these adjustments.

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?

St Mary's and Our Lady of Grace identifies training needs through audits and is specifically tailored to needs of a class or a child in order to equip staff with the necessary knowledge as the need arises.

All staff work closely with parents and outside agencies to learn specific skills to support children with additional needs. In school we hold a list of training what our staff member 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 SENCO and SEND 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 any complaints guidance can be found in the 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
- Equality Act 2010

This policy was written in collaboration with the Newman Catholic Collegiate, SENDs services as well as staff, governors and parents at St Marys Catholic Academy and Our Lady of Grace Catholic Academy.

Approved by governors on

To be reviewed November 2024