

St Paul's Catholic Primary School **Inclusion Policy**

Introduction.

This policy is written in line with Part 3 of the 1993 Education act and the 2001 Code of Practice for Special Educational Needs.

As a church school with strong Christian beliefs, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community as reflected in the Every Child Matters agenda.

St Paul's Catholic Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children cannot achieve in line with age expectations or have Special Education Needs beyond those of their peers. In St Paul's we have pupils requiring intervention within all the four areas of need as set out in the New Code of Practice. Where commodity exists a wider range of intervention strategies may be needed and priorities decided upon:

Cognition and Learning

Behaviour, emotional and social

Physical and Sensory

Communication and Interaction

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning objectives and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum

- to monitor progress

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have individual educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- using both formal and informal assessments to identify and plan for children's needs
- providing support for children who need help with communication, language, literacy and numeracy
- planning to develop children's understanding through the use of appropriate senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Role of the Inclusion Manager

In our school the Inclusion Manager:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs (Wave 3 support) and those pupils requiring Wave 2 Intervention (catch up programmes)
- supports and advises colleagues especially with data protection and confidentiality which will be handled sensitively and respectfully
- maintains the school's SEND register
- contributes to and manages the records (provision maps) of all children with SEN
- manages the school-based provision (School Action) and completes documentation required by outside agencies and the Local Authority (School Action Plus provision)
- acts as a link with parents, ensuring they are aware of any SEN provision their child may receive
- acts as link with external agencies and other support agencies
- monitors and evaluates the Special Educational Needs provision and reports to the Senior Management Team (SMT) of which they are a member
- advises the SMT and governors with regard to Provision Mapping of support and the allocation of SEN funding

The role of the governing body

The governing body and the named governor in particular has a specific responsibility for Monitoring and Evaluating the SEND provision in school. At a general level the governing body has a responsibility to:

- decide and review the schools SEND policy and approach to meeting the needs of pupils with SEND
- do its best to ensure that the necessary provision is made for any pupil with SEND
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND
- consult with the LA & the Governing body of other schools in the interests of co-ordinated SEN provision

- ensure the inclusion of pupils with SEND children in activities
- have regard for the 2001 code of practice when carrying out its duties

Allocation of resources

The Inclusion Manager, supported by the Business Manager, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with statements of special educational needs.

Assessment

Early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Inclusion Manager assess and monitor the children's progress in line with existing school practices. (see appendix 1)

The Inclusion Manager works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school.

The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

A formal review of a child's progress and the impact of the support provided is evaluated on a termly basis (or more regularly where needs are complex).

Responding to children's SEN (see Code of Practice Chapter 5)

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The Code of Practice for SEN identifies the different stages and responsibilities for addressing children's SEN – namely 'School Action' for children whose needs can be met through school intervention and 'School Action Plus', where multi-professional agencies are involved.

School Action

When a class teacher or the Inclusion Manager identifies the child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan.

The IEP should focus on three or four individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs.

The IEP should be discussed with the child and parents.

IEPs should be reviewed at least twice a year and should include the views of both parents and pupils.

School Action Plus:

Under school Action Plus, the school seeks the support and advice of specialist outside agencies. Children are moved to School Action Plus when, despite receiving an individualised programme and/or concentrated support under school action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of similar age
- continues to have difficulty in developing Literacy & mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Statutory Assessment (see Code of Practice Chapter 9)

By the time the head teacher considers asking for statutory assessment of a child's SEN, the school should be able to provide written evidence of or information about:

- the schools action through School Action and School Action Plus
- IEPs for the pupil
- records of regular reviews and their outcomes
- the pupil's health including medical history where relevant
- National Curriculum levels
- attainments in literacy & numeracy
- educational & other assessments from outside agencies
- views of the parents and pupil
- involvement of other professionals including social services & educational welfare

Annual Reviews (see Code of Practice Chapter 9)

All statements must be reviewed at least annually and should involve the school, parents, the pupil, the LEA and appropriate outside agencies.

The review should consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the statement.

School Transfer (see Code of Practice 5:66)

When children move schools, the school is required to transfer school records, including SEN documentation within 15 days of the child ceasing to be registered at the school.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision made in the school. Breaking down the existing levels of attainment into finely graded steps and targets, helps to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation in order that they engage in Quality First Teaching (Wave 1). However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom (Wave 2 and Wave 3 Provision).

Partnership with parents

The school prospectus contains details of our policy for SEN, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education.

Parents are invited to meet three times a year to share the progress of their children.

Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs. Children are included wherever possible in their reviews this is achieved through discussion with the parents and children.

Monitoring and evaluation

The Inclusion Manager and headteacher monitor the movement of children within the SEN system in school.

The Inclusion Manager, class teachers, support assistants and parents work together to draw up Individual Education Plans for children. The Inclusion Manager, headteacher and the named governor for SEN hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy bi-annually.

Appendix 1

To address pupils' needs we provide:

- National, standardised and diagnostic assessments
- Access strategies within the classroom
- TA support within the classroom
- Group interventions
- Individual interventions
- Provision maps/IEP's/IBP's/HCP's/ to target and review progress
- Access arrangements for SAT's
- Reward systems
- Circle Time
- Social stories
- Close contact with parents
- Close contact with medical services
- Close contact with educational services