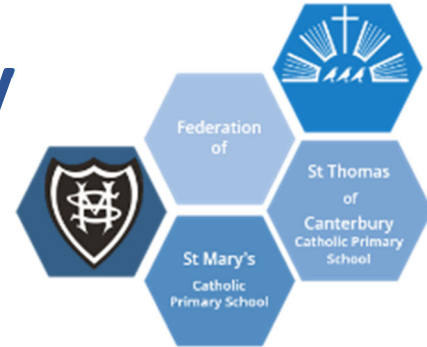


# Federation of St Mary's and St Thomas of Canterbury Catholic Primary School

## Inclusion Policy 2023-25



The policies of the Governors of the Federation of St Mary's and St Thomas of Canterbury Catholic Primary Schools are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.



St Mary's Catholic Primary School



St Thomas of Canterbury Catholic Primary School



Signed on behalf of Governors:  
Alexandra Pettitt  
Chair of Governors

Date:  
25<sup>th</sup> September 2023

To be reviewed by:  
September 2025

## Revision Record

Revision No.	Date Issued	Prepared By	Approved By	Comments
1	June 2020	JB	FGB	
2	6 <sup>th</sup> July 2021	JB	FGB	
3	11 <sup>th</sup> July 2022	JB	FGB	New appointments added

### Rationale

The Federation of St Mary's Primary and St Thomas of Canterbury Primary Schools is committed to providing an appropriate and high-quality education to all the children attending each school. We believe that every child is equal, valued and unique and we aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We believe that educational inclusion is about opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment or background. The Federation is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and making a successful transition into adulthood.

Every teacher is a teacher of every child or young person, and this includes those with Special Educational Needs and Disabilities.

### Objectives

- To ensure equality of provision for pupils with special educational needs and disabilities (henceforth: SEND).
- To work within the guidance provided in the SEND Code of Practice 2014.
- To take into account legislation related to SEND, including part 3 of the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, section 49, The Order setting out transitional arrangements, section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their full potential.
- To ensure parents/carers are fully engaged in decision making.
- To take in to account the views, wishes and feelings of pupils with SEND.
- To provide advice and support for all staff working with pupils with SEND.

### Definition of SEND (Special Educational Needs)

The Code of Practice defines SEND thus:

A child or young person has SEND if they have a difficulty or disability that calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significant greater difficulty in learning than the majority of others the same age; or
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them (clause 20 Children and Families Bill).

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress **once they have had all the intervention/adjustments and good quality personalised teaching available to them in their school setting.**

The following factors are not considered to be SEND, but we are aware that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The four broad categories of Special Educational Needs described in the SEND Code of Practice 2014 include:

- **Communication and interaction (CI)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives

- **Cognition and learning (C&L)**

Support for learning difficulties may be required when children and young people learn at a slower

pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- **Social, emotional and mental health difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs (S/P)**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Special educational provision should be matched to the child's identified SEND. The purpose of identification is to work out what action the school needs to take. The Federation aims to identify the needs of pupils by considering the whole child not just their special educational need.

### **Roles and Responsibilities**

The Federation acknowledges that "all teachers are teachers of children with Special Educational Needs." (COP 5:2)

The Federation has nominated Ms Jacqui Barnden and Mrs Kristy Skelley, both qualified teachers, as SENDCos at St Thomas of Canterbury Primary and St Mary's Primary respectively.

The key responsibilities of the SENDCo may include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated response approach to providing SEND 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 SEND

- 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 parent are informed about options and a smooth transition is planned
- working with the headteacher 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 SEND up to date (Role of SENDCo, COP 6:90)
- The SENDCo will co-ordinate the provision and support given to pupils with SEND. She will liaise with parents, the local authority, outside agencies and any other groups necessary. The SENDCo will be responsible for keeping up to date with developments both locally and nationally and will attend partnership meetings and SENDCo meetings when helpful. This may also involve training and supporting colleagues with INSET at staff meetings where information can be disseminated. Staff will be supported by the SENDCo with writing Pupil Passports/LSPs.

The Federation Governor responsible for SEND is Mrs Maureen Etheridge.

The federation employs a number of SEND assistants who support pupils with Educational Health Care Plans as well as individuals or groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

The designated teachers for child protection are Mrs Sian Broome (St Mary's) and Mr Peter Booth (St Thomas of Canterbury). Further staff trained for this role include Kristy Skelley (St Mary's), Katie Beiser (St Mary's preschool), Mr Mrs Janey Chadwick and Ms Barnden (St Thomas of Canterbury).

The designated member of staff for looked-after children is Ms Jacqui Barnden (St Thomas of Canterbury) and Mrs Kristy Skelley (St Mary's).

#### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The Federation acknowledges that early identification is crucial. Class teachers will differentiate for pupils who operate at a level below the average of the class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

The Federation recognises that 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'. (SEND Code of Practice 6.36)

The Federation's system for regularly observing, assessing and recording the progress of ALL

children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The Federation's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of key stage
- Progress level measured against the p level descriptors
- Observations of behavioural, emotional and social development
- Objectives contained in Education Health Care Plans
- Regular pupil progress meetings

### **Quality First teaching**

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or the level of a child's needs are unlikely to be met by such an approach further provision and interventions may be offered. Termly progress meetings support the early identification of pupils who may have SEND. Where concerns are identified outside of the regular progress meetings, an initial concerns checklist is completed and discussed with the SENDCo.

### **The Graduated Approach to SEND Support**

The Federation follows the graduated approach of assess, plan, do, review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teacher's Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A Provision Map outlines all pupils at SEND Support and is updated each term.

The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

### **Assess**

Pupils not making expected progress will be identified during termly pupil progress meetings. The class teacher working with the SENDCo may also identify a pupil who is not making expected progress. An 'Initial Concerns' form will be filled in which draws together all the information about the pupil including the nature of their difficulty, their attainment and any support that they have been receiving up to that point. Further assessments involving professional outside agencies may also be necessary in order to establish the exact nature of the difficulties identified. If appropriate at that point, the pupil will be placed on the SEND register with parents' permission.

### **Plan**

Quality First teaching is always the first step in responding to a pupil who may have a SEND. Adjustments to class teaching, that includes differentiation, group interventions and, where necessary, individual support, may be offered to the pupil to help them make progress with their learning. A pupil passport may also be created to help identify the pupil's needs and any targeted intervention they may require. A review date will also be agreed in order to assess their progress.

### **Do**

The class teacher will remain responsible for working with the pupil and retaining responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants involved. Ms Barnden and Mrs Skelley will support this.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. The class teacher working with the SENDCo will revise the support in light of the pupil's progress. If, after a sustained period of intervention, a pupil does not make expected progress the school will consider involving specialist assessors if they have not already been involved.

They may also consider inclusion on the SEND register if not already on it.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Education Health Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a pupil, the pupil has not made expected progress, the school will consider requesting an Education Health Care assessment. School will provide the local authority with evidence of the actions taken as part of the graduated response SEND support.

### **The Engagement Model**

We recognise that a small number of pupils may have a regressive condition which means that their progress will need to be measured in other ways. In such cases, the Engagement Model will be used to assess them.

This is an observation-based form of assessment which looks at how engaged pupils are in the areas of:

- exploration
- realisation
- anticipation
- persistence
- initiation

All 5 areas are interrelated and will be used when assessing pupils to establish:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- How effective the special educational provision is in enabling pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans
- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs).

### **Additional top-up funding**

Where a pupil's needs exceed the nationally prescribed threshold, additional funding will be applied for from the local authority.

### **Liaison**

Parents will always be informed, and their consent sought when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies:

- Educational Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service
- Social Care
- Health Services and school nurse
- Children's Services
- ASD assessment and outreach services
- Barnardo's Talk2 and Family Services
- Education Welfare Service
- CAF and Early Help Assessment Team

## **Medical Needs**

The Federation recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010.

Some pupils with medical needs may have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Pupils in Local Authority Care**

The federation has a commitment to ensure that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- arranging and reviewing the statutory Personal Education Plan (PEP) on a termly basis
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledging the progress they are making

## **Supporting families**

Parents are greatly valued and their contribution in terms of identification and support for children with SEND is fully recognized. We believe that good communication is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents will be involved in their child's SEND at all stages. They will contribute to decisions made and where possible to the content of Pupil Passports. The role of professionals involved with a child will be explained to parents and where possible, opportunities to discuss reports and concerns will be arranged.

Continued communication between parents/carers and school is valued and encouraged. This can range from an informal chat, email, letter or a phone call, to an arranged meeting, discussions at parents' evenings or an annual review meeting.

The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Information about SENDIASS, the parent partnership service, is available 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. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them

Where appropriate, this may mean being present for at least part of their review meetings, to share their wishes and feelings with family and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

### **Transition**

The SENDCo, class teachers and Head teachers liaise over the internal transfer of pupils with SEND. Pupils are supported through the transition process between classes and schools. Transition booklets can be provided offering information about the new environment and pupils will be given opportunities to spend time with their new teachers/classes/schools to ensure a smooth transition process.

The federation has a good relationship with the island secondary schools. Year 6 children transferring to secondary schools have the chance to visit the new school for a day. Representatives from the schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and meetings are arranged between the appropriate staff.

At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

### **Monitoring and evaluating the success of provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND.

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data with high expectations of the progress expected for SEND pupils
- Monitoring of progress for all pupils withdrawn and placed on targeted interventions

- Provision Mapping – used as a basis for monitoring the impact of interventions

#### ***Review and Evaluation of the SEND Policy***

*The Federation will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.*

*The Executive Headteacher and SENDCo will keep the Governing Body informed about SEND provision and practice. This policy is available on the schools' websites.*