



# St Gregory's Catholic Primary School

## SPECIAL EDUCATIONAL NEEDS and INCLUSION POLICY



## **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)  
September 2020  
Equality Act 2010  
Children and Families Act 2014

## **Inclusion Statement**

### **Introduction**

- St Gregory's Catholic Primary School recognises the contribution to endeavour to achieve maximum inclusion of all our Learners (including vulnerable learners) whilst meeting their individual needs in all our school.
- Teachers provide differentiated learning opportunities for all the learners within our school and provide materials appropriate to learner's interests and abilities. This ensures that all learners have a full access to the curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for learner who are EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs. Some pupils in our schools may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put into place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower- attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The inclusion Lead also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups and Looked After Children who are adopted or in local authority care.

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be learners who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be learners with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEND
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet learners’ identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

**Identification and Assessment at Stage 1**

Learner’s needs should be identified and met as early as possible through:

- The analysis of data including entry profiles / baseline data, whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns

- Tracking individual learner's progress over time,
- Liaison with feeder nurseries/ schools on transition
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, SENCo/inclusion Lead

- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

### **Curriculum Access and Provision for vulnerable learners**

Where learners are underachieving and/or identified as having special educational needs, our schools provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources,
- IEP (Learning plan)meeting

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the inclusion manager and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Pupil Progress Reports with the SENCO.
- Informal feedback from all staff.
- Pupil interviews when setting new learning plan targets or reviewing existing targets ( age dependent)
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring learning plans and targets, evaluating the impact of learning plans on pupils' progress. Attendance records and liaison with Education Entitlement Service.
- Regular meetings about Learners' progress between the inclusion manager/SENCo and the Head Teacher
- Head Teacher's report to parents and local school committee

## Stage 2 Additional SEND Support

- Learners will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all learners in our schools ie they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving learners and pupils with **EAL** who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for learners on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the learners on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the learner or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a learner within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a learner has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to learning plans which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
- Our learning plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for learners with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our learning plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a learner is having difficulty with learning - they will not simply be more ‘ literacy or more maths’.
- Our learning plans will be accessible to all those involved in their implementation - learners should have an understanding and “ownership of the targets”.
- Our learning plans will be based on informed assessment and will include the input of outside agencies,
- Our learning plans been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our learning plans will be time-limited - at (at least) termly review, there will be an agreed “where to next?”
- Our learning plans will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the learner should be able to do at the end of the given period.

Targets for a learning plan will be arrived at through:

- Discussion between teacher and Inclusion manager/SENCO
- Discussion, wherever possible, with parents/carers and learner
- Discussion with another professional
- Our learning plans will be reviewed at least three times a year by class teachers in consultation with the SENCO

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Learners with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our schools will comply with all local arrangements and procedures when applying for High Needs Block Funding
- An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Roles and Responsibilities**

#### **Headteacher**

1. The head teacher is responsible for monitoring and evaluating the progress of all learners and for making strategic decisions which will maximise their opportunity to learn
2. The Head Teacher and the local school committee will delegate the day to day implementation of this policy to the SENCO
3. The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through:
4. Analysis of whole-school pupil progress tracking systems
5. Maintenance and analysis of whole-school provision maps for vulnerable learners (could be devolved to another member of the SLT and Inclusion manager/SENCO)
6. Pupil progress meetings with individual teachers
7. Regular meetings with the Inclusion manager /SENCO
8. Discussions and consultations with learners and parents

#### **SENCO**

In line with the recommendations in the SEN Code of Practice, the SENCO will oversee the day - to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners and learners with Ethnic minority heritage and EAL
- Identifying on this provision map a staged list of learners with special educational needs - those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans and those with EAL
- Co-ordinating provision for learners with special educational needs and for learners with additional needs relating to Ethnic or linguistic background.
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners and Ethnic and linguistic minorities .
- Overseeing the records on all learners with Special Educational Needs and EAL.
- Contributing to the in-service training of staff

- Implementing a programme of Annual Review for all learners with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a learner may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information from nursery/school on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that Individual Education Plans/Pupil passports, where it is agreed they will be useful for a learner with special educational needs, have a high profile in the classroom and with learners (see section below on Individual Education Plans)
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs/EAL )
- Meeting at least three times across the academic year with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and inclusion Lead /SENCO to ensure that these meetings occur).
- Liaising and consulting sensitively with parents and families of learners on the SEND list and those of Ethnic and linguistic minority, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area inclusion network meetings and training as appropriate.
- Liaising with local school committees and the member with responsibility for Inclusion, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school) and ethnic linguistic minorities
- Liaising closely with a range of outside agencies to support vulnerable learners and ethnic and linguistic minority learners.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bi lingual and culturally reflective materials to support learners across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bi lingual parents have equality of access to essential information.

### **Class teachers/Subject Teachers**

Liaising with the Inclusion Lead /SENCO to agree:

Which learners in the class are vulnerable.

- Which learners are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map - but do not have special educational needs.
- Which learners (also on the provision map) require additional support because of a special

educational need and need to go on the school's SEND list. Some of these learners may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans) Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL learners which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for learners with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our learners will be assessed and reviewed through

- Our schools generic processes for tracking the progress of all learners
- At least three times a year evaluating the effectiveness of interventions on the provision map (in relation to the progress of each learner)
- Evaluation of whether learners in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need at least three times a year.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

As a school, we do everything we can to ensure that learners of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all learners in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all learners in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Learners are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Learners are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

### Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

1. Working effectively with all other agencies supporting learners and their parents
2. Giving parents and carers opportunities to play an active and valued role in their child's education
3. Making parents and carers feel welcome



4. Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the learner may have which need addressing ➤ Instilling confidence that the school will listen and act appropriately
5. Focusing on the learner's strengths as well as areas of additional need
6. Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
7. Agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
8. Keeping parents and carers informed and giving support during assessment and any related decision-making process
9. Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
10. Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

The Trust recognizes that all learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all learners 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,
- Self-review their progress and set new targets  
(for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Our schools will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including :

- EHA team
- CAMHS
- Educational Psychology Service
- NCC Sensory Impairment team
- Local NHS services
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team) ○ Multi-agency safeguarding hub

In accordance with the SEND Code of practice, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our schools. For learners with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a learner are very specific (eg autism, visual impairment etc).

We will ensure smooth transition into our school from the previous phase of education and into the next phase of education.

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We will ensure early and timely planning for transfer to a learner's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all learners in receipt of Additional SEND support and all those with statements of Special Educational Needs. Learners with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the learner in coming to terms with moving on will be carefully considered and will include familiarization visits and counselling if required. Learners will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Learners and parents will be encouraged to consider all options for the next phase of education and each school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the inclusion manager/SENCO will liaise

### **Admission Arrangements**

No learner will be refused admission to our schools on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

### **Complaints**

If there are any complaints relating to the provision for learners with SEND or EAL these will be dealt with in the first instance by the class teacher and the inclusion manager, then, if unresolved, by head teacher. The member of local school governance committee with specific responsibility for inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Trusts complaints procedure (see separate Complaints Policy)

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