



# St Joseph's Catholic Primary School

## Inclusion Policy

### **Mission Statement**

Following in the footsteps of Jesus; we live, love and learn.

### **Inclusion Statement**

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

<b>Adopted by Governors</b>	
<b>Date</b>	<b>10.03.2021</b>
<b>Review Date</b>	<b>10.03.2022</b>

*(signed on hard copy)*

The staff and governors of St. Joseph's Catholic Primary School are committed to ensuring that the learning needs of all pupils are met and that every child makes the best possible progress. Every teacher is a teacher of every child including those with additional needs. In line with our mission statement, we live by the Gospel Values of tolerance, respect, love and forgiveness.

At St Joseph's our mission is:

*Following in the footsteps of Jesus; we live, love and learn.*

This policy complies with the statutory requirements of the SEND Code of Practice 2014 0–25 September 14 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Children and Families Act 2014.

### **Name and contact details of SENCO:**

Bernadette Murphy

Tel: 01257 265998

Email: [senco@st-josephs-chorley.lancs.sch.uk](mailto:senco@st-josephs-chorley.lancs.sch.uk)

The SENCO is part of the senior leadership team

### **Inclusion statement**

At St Joseph's we endeavour to achieve maximum inclusion for all children (including those with special educational needs and disabilities) whilst ensuring all their individual needs are met. As a Catholic Primary School we have a Christ Centred Approach, staff and pupils are encouraged to live out the Gospel Values of love, kindness, compassion and respect to all.

Teachers provide differentiated learning opportunities to cater for the variety of needs of the children within the school and provide materials and resources appropriate to the children's interests and needs. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Specifically, all teachers are teachers of pupils with special educational needs.

Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

This policy was written in consultation with the Head teacher, Mrs Annie Douglas, the senior leadership team, and the school Governor with responsibility for SEN, Mr. Andrew King and Chair of Governors, Mr Andrew Vose.

### **Aims**

The aims of our inclusion policy and practice in this school 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, parents and carers
- To map provision carefully 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).

## **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

## **Section 2: Identifying Special Educational Needs**

The SEND Code of Practice 2014 suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching. The SEND Code of Practice 2014 5.32 states that special educational provision should be matched to the child’s identified SEN.

Children’s SEN are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory or/and physical needs

At St Joseph’s we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable.

We recognise that some factors that are not SEND may impact on progress and attainment, these may include issues relating to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a member of a Travelling community

Difficulties with behaviour as a need is not a way of describing SEN. Any concerns relating to a child’s behaviour will be addressed as an underlying response to a need.

### **Section 3: A Graduated Approach To SEN Support**

- All children have access to quality first teaching. The class teacher has a responsibility to provide for all children in their class. All teachers provide learners with carefully differentiated activities or approaches to learning that are directly related to the school curriculum;
- Subject specialist teachers are responsible for ensuring that quality first teaching is taking place in their subject;
- All 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;
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support does not compensate for a lack of good quality teaching;
- The school regularly and carefully reviews the quality of teaching for all pupils through monitoring and lesson observations carried out by the SLT or subject leaders. Quality of teaching and provision for those learners with SEN are observed and monitored by the SENCO. Where necessary the SENCO supports teachers and improves their understanding of strategies to identify and support those vulnerable pupils. In addition, The SENCO works alongside teaching staff to enhance and develop their knowledge of the SEN most frequently encountered;
- If a pupil is not making good progress despite receiving good quality first teaching and carefully differentiated activities, the class teacher and the SENCO will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. From this information, teachers will complete an initial concern form with support from the SENCO;
- Parents and families are invited in to school to have a discussion with both the class teacher and the SENCO to decide next steps for their child
- Children are involved in the decision making process when deciding what provision will be provided for them;
- If a pupil displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help to identify the provision required. This may include:
  - IDSS (Inclusion and disability support service)
  - Educational Psychologist
  - School Adviser
  - SEN Adviser
  - Special Schools
  - Speech and language therapy service
  - Specialist teachers
  - Occupational therapists
  - Physiotherapists
- After assessments have taken place and parents, families and children have been involved in discussion, all stakeholders will make a decision about the next steps for the child. This could mean placement on the SEN register and an individual education plan being drawn up.
- Children are assessed to identify the specific areas of difficulty. A plan is then written to target the identified areas. The targeted intervention is carried out and a review of pupil progress is carried out half termly. This is a cyclic process.

### **Section 4: Managing The Needs Of Pupils On The SEN Register**

We ensure that pupils who are on the SEN register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school tracking system

- Half-termly evaluation of the effectiveness of interventions on the provision map, in relation to the progress of each pupil
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan
- Ensuring that the class teacher regularly maintains and updates IEPs and plans relating to interventions
- Half-termly evaluation of IEPs through pupil progress meetings between the SENCO, class teacher and teaching assistant where evidence of targeted support is used to identify next steps and created a new plan
- If the school's provision is unable to meet the needs of the pupil, the school will seek support or provision from outside agencies or special school provision. The class teacher will provide evidence in the form of monitoring information, children's work, timetable of support, evidence of activities to demonstrate how the child's needs are unable to be met.
- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services. This cost is recorded as part of the provision map
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs
- Any agency referral documentation is completed by the SENCO; this could include a CAF (Common Assessment Framework Form)
- At least half-termly evaluation of whether pupils in receipt of High Needs Funding and/or EHC plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of EHC plans as prescribed in the SEND Code of Practice 2014. All stakeholders are involved in the Annual review.

### **Section 5: Criteria For Exiting The SEN Register**

- Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEN register.

### **Section 6: Supporting Children And Families**

St Joseph's will support pupils and their families by:

- Ensuring that parents and pupils know how to access the LA local offer
- Providing a link directly to the school's statutory requirement to provide a SEN Information Report (School's local offer)
- Ensuring that families are provided with links with other agencies to support both the family and the pupil
- Ensuring that families are informed how to access information about admission arrangements
- Ensuring families are informed about access arrangements for tests
- Planning effective transition between phases and key stages. This includes meetings with Secondary provision involving pupils and parents in preparing for the move to High School
- Ensuring parents know how to access the policy for managing medical conditions of pupils

### **Section 7: Supporting Pupils At School With Medical Conditions**

- All children with medical conditions are properly supported and have full access to education, including school trips, physical education and any after school activities. Any children who also have a disability in conjunction with a medical condition also have access to all aspects of school life as

far as is reasonably practical and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition also has a special educational need (SEN) and also has a EHC plan. We will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- If any pupil has a condition that requires the use of an epi pen, all staff will be trained to administer an epi-pen during an anaphylactic shock and to follow emergency procedures. All staff are trained in managing asthma.
- The school has a policy for managing the medical conditions of pupils, published on the school website.

## **Section 8: Monitoring And Evaluation Of SEND**

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

- Classroom observation by the SENCO and senior leaders;
- Ongoing assessment of progress made by intervention groups;
- Work sampling on a termly basis;
- Teacher interviews with the SENCO;
- Informal feedback from all staff;
- Pupil interviews when setting new IEP targets or reviewing existing targets;
- Pupil progress tracking using assessment data;
- Parent and pupil views;
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress;
- Attendance records;
- Regular meetings about pupils' progress between the SENCO and the Head teacher;
- Termly meetings between the SENCO and Governor responsible for SEN (Mr. A King);
- Termly Head teacher's report to Governors

## **Section 9: Training And Resources**

- The Governors ensure that they are kept fully aware of their statutory responsibilities by attending training and receiving regular updates from the Head teacher and SENCO.
- The SENCO keeps fully up to date about SEN issues through attendance at training and cluster meetings. In addition, the SENCO develops her skills through attendance at specialist training discussions with outside specialists.
- Teaching and non-teaching staff are kept up to date informally by the SENCO and formally at staff meetings and training
- The Governors ensure that the needs of pupils are met by employing a SENCO
- The SENCO is released from class to carry out some of her responsibilities.
- When appropriate the Head teacher and SENCO use the child's EHC plan to help inform the level of appropriate provision
- The Governors ensure that support staff are employed to support staff and pupils
- Time is allocated for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases
- The Governors ensure that there is adequate budget allocation to develop resources in curriculum areas. In addition, the Governors ensure that staff are kept fully up to date about SEN issues and undertake training as necessary.
- Training needs of all staff are identified and planned through observations and performance management meetings
- Staff undertake regular training and development in order to maintain and develop the highest quality of teaching

## **Section 10: Roles And Responsibilities**

### **Head teacher**

- The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head teacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENCO)
- The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole school pupil progress tracking system;
  - Analysis of whole school provision map;
  - Pupil progress meetings;
  - Regular meetings with the SENCO;
  - Discussions and consultations with pupils and parents.
- **The Head teacher, Mrs Annie Douglas, is the designated person with specific Safeguarding responsibility.**
- **The Head teacher is responsible for managing the schools responsibility for meeting the medical needs of pupils.**

### **SEN Governor**

- The nominated governor with responsibility for SEN is Mr. Andrew King.

### **SENCO**

In line with recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day to day operation of this policy in the following ways:

- Maintaining and analysing a whole school provision map for vulnerable learners;
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs Block funding and those with Education Health Care Plans (EHC Plans);
- Co-ordinating provision for children with SEN;
- Liaising with and advising teachers;
- Managing other classroom staff in supporting vulnerable learners;
- Overseeing the records on all children with SEN;
- Contributing to the in-service training of staff;
- Arranging and co-ordinating annual reviews;
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health Care Plan when it is suspected, on strong evidence arising from previous intervention, including additional SEN support from the school's devolved budget, that a pupil may have a special educational need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the provision map;
- Monitoring the school's system for ensuring that Individual Education Plans have a high profile in the classroom and with pupils;
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners including those with SEN;
- Meeting at least termly 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;

- Liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers;
- Attending area SENCO cluster meetings and training as appropriate;
- Liaising with the school's SEN Governor, keeping him informed of current issues regarding provision for vulnerable learners, including those with SEN;
- Liaising closely with a range of outside agencies to support vulnerable learners;

### **Class teacher**

- Liaising with the SENCO to agree:
  - which pupils in the class are vulnerable learners;
  - which pupils are underachieving and need to have their additional interventions monitored on the school's provision map – but do not have special educational needs;
  - Which pupils, who are on the provision map, require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils may require advice/support from an outside professional and, therefore, an individual education plan to address a special educational need. This will include pupils with EHC plans.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities, including vulnerable learners;
  - Ensuring that there is adequate opportunity for pupils with SEN 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;
  - Ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners.

### **SEN Teaching assistants**

- Keep records up to date;
- Feed back to the teacher after each session so that this can be fed into planning and target setting;
- Contribute to pupil progress and annual review meetings.

### **Section 11: Storing And Managing Information**

Documents are stored and managed in line with the school's information management policy:

- All documents are stored in a locked cabinet;
- All electronic documents are password protected;
- All documents no longer required are shredded prior to disposal;
- Record keeping procedures follow the school's confidentiality policy.

### **Section 12: Reviewing The Policy**

This Policy will be updated annually and presented to Governors. The SEN Governor will meet termly with the SENCO to monitor SEN provision and progress. This will be reported at termly Governing Body Meetings.

**This Policy was last updated in February 2020.**  
**This Policy will be reviewed every two years.**



## **Section 13: Accessibility**

### **Accessibility of the school environment**

We are a very welcoming school with friendly staff who have very good understanding of the children in our care and form close relationships with parents.

The school environment is fully accessible including:

- Level access located at each entrance to school;
- Designated disabled parking space in school car park;
- A wheelchair stair lift for access to the KS2 classrooms, KS2 library, staff room and activity room
- A disabled toilet;
- Access to a shower.

### **Accessibility of information**

Information is disseminated to parents in a variety of ways including:

- A notice board is located in the entrance to the school;
- School policies are available to view via the school website as well as hard copies on request;
- A hard copy weekly newsletter is sent home to all families; this can be enlarged on request;
- The weekly newsletter is also accessible via email and the website.
- Curriculum information is available on the school website.

### **Accessibility of provision**

Every care is taken to ensure that all children have equal access to all provision. This includes:

- Resources are labelled with words and pictures wherever necessary;
- All resources are appropriate to the age and ability of the children;
- Appropriate resources and equipment is provided for those children who have specific needs.

### **Specialised equipment**

- Specialised equipment is purchased and provided for those children who have been identified as needing specific provision including: Walkers, frames, chairs, steps etc.;
- Resources to alleviate visual stress including overlays, reading rulers, coloured paper;
- Pencil grips or writing slopes to alleviate pain for those children with hypermobility or dyspraxia.

## **Section 14: Dealing With Complaints**

The complaints procedure for SEN mirrors the school's other complaints procedures which can be found in the School Prospectus. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then they should contact the SENCO, Mrs Bernadette Murphy or the Head teacher, Mrs Annie Douglas. If the concern cannot be resolved then parents may contact the SEN Governor, Mr Andrew King and Chair of Governors Mr. Andrew Vose who will meet with the parents. Parents also have the right to contact the LEA and the SEN Parent Partnership Team based at the Area Education Office (South), East Cliff, Preston.

## **Section 15: Bullying**

Instances of bullying are extremely rare at St Joseph's, however the school has a robust anti-bullying policy in place with clear procedures for dealing with any issues when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning and these are highlighted at various times in the year. Staff and pupils also receive training in the dangers of social media. The school's anti-bullying policy is published on the website.

## **Section 16:**

### Glossary of terms

CAF	common assessment framework
EHC	education health care plan
IDSS	inclusion disability support service
IEP	individual education plan
LA	local authority
SENCO	special educational needs co-ordinator
SEND	special educational needs and disability

Ratified by Governors: March 2021

To be Reviewed: March 2022