ST. GREGORY'S CATHOLIC PRIMARY SCHOOL

SEN & INCLUSION POLICY

The staff and governors of St. Gregory'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 treat everyone with dignity and respect and strive to ensure that we are always kind, fair and honest.

At St Gregory's our mission is:
In the joy of the Gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be.

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
- Section 69(2) of the Children and Families Act 2014.

Name and contact details of SENDCO:

Joanne Oldham NASENCO Award, SpLD (Dyslexia) MA Education (Inclusion & SEN)
Tel: 01257 263865
Email: j.oldham@st-gregorys-pri.lancs.sch.uk
The SENDCO is part of the senior leadership team

Inclusion statement

At St Gregory'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.
Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. 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 Headteacher, Mr D Darbyshire, the senior leadership team, and the school Governor with responsibility for SEND, Mrs Carla Grady.

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 (SENDCO) 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 Gregory'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

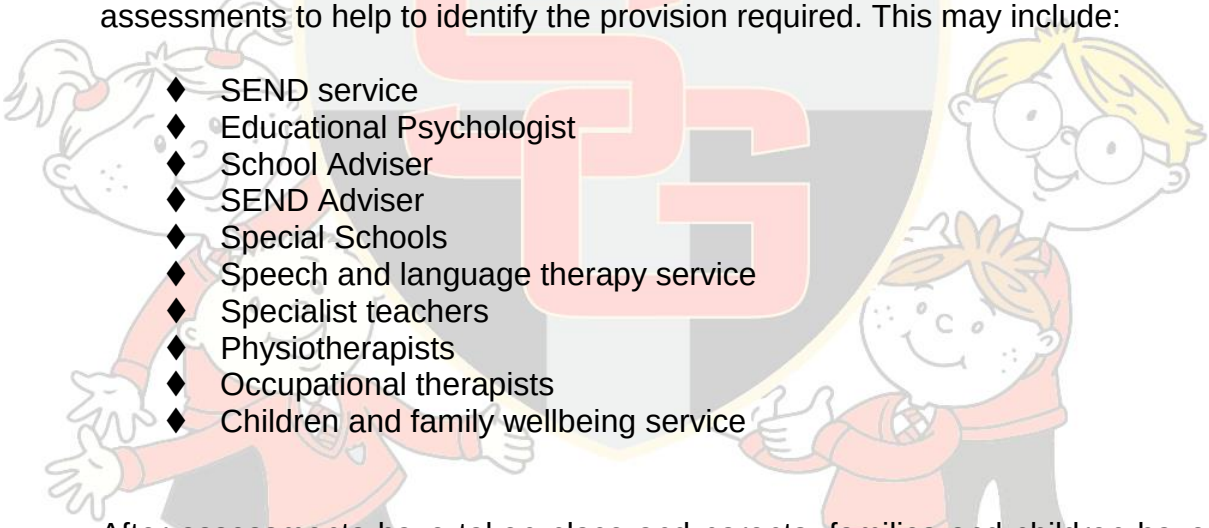
We recognise that difficulties with behaviour as a need is not a way of describing SEND. Any concerns relating to a child's behaviour will be addressed as an underlying response to a need.

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 SEND. 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 SEND are observed and monitored by the SENDCO. Where necessary the SENDCO supports teachers and improves their understanding of strategies to identify and support those vulnerable pupils. In addition, The SENDCO works alongside teaching staff to enhance and develop their knowledge of the SEND 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 SENDCO 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 SENDCO;
- Parents and families are invited in to school to have a discussion with both the class teacher and the SENDCO 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:



  - SEND service
  - Educational Psychologist
  - School Adviser
  - SEND Adviser
  - Special Schools
  - Speech and language therapy service
  - Specialist teachers
  - Physiotherapists
  - Occupational therapists
  - Children and family wellbeing service

- 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 SEND register and a targeted support 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 termly. This is a cyclic process.

SECTION 4 MANAGING THE NEEDS OF PUPILS ON THE SEND REGISTER

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

- Tracking the progress of pupils through the whole school tracking system
- 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 support plans and plans relating to interventions
- Termly evaluation of support plans to identify next steps and create 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 forms, 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 SENDCO 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 SENDCO, this could include an EHA/EHP (Early help assessment/early help plan) which in turn is reviewed through regular TAF (team around the family) meetings
- 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 SEND 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 SEND register.

SECTION 6 SUPPORTING CHILDREN AND FAMILIES

St Gregory'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 or disability (SEND) and also has an 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.
- Staff are trained in the administration of an epi-pen for anaphylactic shock and the emergency procedures. Some staff are trained in the use of the defibrillator. Staff are trained in the management of asthma. Relevant staff are trained in the administration of managing diabetes.
- 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 SENDCO and senior leaders;
- Ongoing assessment of progress made by intervention groups;
- Work sampling on a termly basis;
- Scrutiny of planning;
- Teacher interviews with the SENDCO;
- Informal feedback from all staff;
- Pupil interviews when setting new targets or reviewing existing targets;
- Pupil progress tracking using assessment data;
- Parent and pupil views;
- Monitoring support plans and targets, evaluating the impact of these on pupils' progress;
- Attendance records;
- Regular meetings about pupils' progress between the SENDCO and the Headteacher;
- Termly SEND governor reports from the SENDCO to the Governor responsible for SEND (Carla Grady);
- Termly Headteacher'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 Headteacher and SENDCO.
- The SENDCO keeps fully up to date about SEND issues through attendance at training and cluster meetings. In addition, the SENDCO develops her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.
- Teaching and non-teaching staff are kept up to date informally by the SENDCO and formally at staff meetings and training
- The Governors ensure that the needs of pupils are met by employing a SENDCO
- The SENDCO is released from class to carry out some of her responsibilities.
- The Headteacher and SENDCO 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 SEND issues and undertake training
- 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

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Co-ordinator (SENDCO)
- The Headteacher 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 SENDCO;
    - ♦ Discussions and consultations with pupils and parents.
- **The Headteacher, Mr Darren Darbyshire, is the designated person with specific Safeguarding responsibility.**

- **The Headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.**

SEND Governor

- The nominated governor with responsibility for SEND is Mrs Carla Grady.

SENDCO

In line with recommendations in the SEND Code of Practice 2014, the SENDCO 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 SEND 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 SEND;
- Liaising with and advising teachers;
- Managing other classroom staff in supporting vulnerable learners;
- Overseeing the records on all children with SEND;
- 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 SEND 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 support 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 SEND;
- 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 SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers;
- Attending area SENDCO cluster meetings and training as appropriate;
- Liaising with the school's SEND Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with SEND;
- Liaising closely with a range of outside agencies to support vulnerable learners;

Class teacher

- Liaising with the SENDCO 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 support 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.

SEND 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;
- Display weekly targets for pupil and class teacher to ensure that everyone is working together;
- 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 SEND Governor will meet termly with the SENDCO to monitor SEN provision and progress. This will be reported at termly Governing Body Meetings.

This Policy was last updated in March 2025.
This Policy will be reviewed annually.

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 and complies with paragraph 3 of schedule 10 of the Equality Act 2010 and includes:

- Level access or ramps located at each entrance to school;
- Designated disabled parking space in school car park;
- A wheelchair stair lift for access to the KS2 classrooms, library, music room and Computer suite (which are located up a small flight of stairs);
- A disabled toilet;
- Environmental audits take place prior to admission of pupils with disabilities to ensure necessary adjustments are made to the environment;
- Adjustments are made to any after school clubs and provision, including the employment of staff to support, to ensure children with disabilities can participate in all activities;

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;
- An electronic copy weekly newsletter is sent home to all families; this can be enlarged or translated on request;
- The weekly newsletter is also available as a hard copy in the main entrance and can be accessed via the website;
- Curriculum information is available on the school website.
- Seesaw used to inform parents of educational information

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 possible;
- 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, roger aids etc.;
- Resources to alleviate visual stress including overlays, reading rulers, coloured exercise books and paper;
- Pencil grips, specialist pens or pencils, wobble cushions, supportive seating or writing slopes to alleviate pain or provide support for those children with hypermobility or dyspraxia.
- Resources to meet sensory needs including ear defenders and sensory toys.

SECTION 14 DEALING WITH COMPLAINTS

The complaints procedure for SEND mirrors the school's other complaints procedures which can be found in the School Brochure. 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 SENDCO, Mrs Oldham or the Headteacher, Mr Darbyshire. If the concern cannot be resolved then parents may contact the SEND Governor Mrs Carla Gradt and Chair of Governors Mrs Margaret Scard, who will meet with the parents. Parents also have the right to contact the LEA and the SEND Parent Partnership Team based at the Area Education Office (South), East Cliff, Preston.

SECTION 15 BULLYING

Instances of bullying are extremely rare at St Gregory'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 during our annual anti-bullying week. Staff and pupils also receive training in the dangers of social media. Our teaching and procedures gives special consideration to children with ASC (Autistic Spectrum Condition) and other social or emotional needs. The school's anti- bullying policy is published on the website.

SECTION 16

Glossary of terms

EHA	early help assessment
EHP	early help plan
EHCP	education, health and care plan
LA	local authority
SENDCO	special educational needs and disability co-ordinator
SEND	special educational needs and disability
TAF	team around the family

ST. GREGORY'S