



Inclusion Policy

St. Wilfrid's Catholic Academy



Special Educational Needs Co-ordinator: Mrs C Lawton

Academy Committee SEND Representative: Mrs R Hughes

OUR MISSION:

"Love One Another As I Have Loved You"

St. Wilfrid's Catholic Academy recognises that Gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

St Wilfrid's Catholic Academy is a mainstream school which aims to include all pupils in all aspects of school life:

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Provide a caring environment in which our children are given the opportunity to develop their many potentials.
- Create a nurturing environment that children feel safe, secure, and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with SEND enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development, and so, achieve their full potential.
- To involve pupils and parents in planning and any discussion making that affect them and their family.
- To provide all children with the opportunity to access the wider school community.
- Our policies for raising standards are for all children, therefore operating inclusive schooling for children with SEND. Early identification of difficulties and appropriate intervention will give children with SEND the best possible start to their school lives (DfE Excellence for all children).

Definition of Special Educational Needs

Special Educational Needs and Disability Code of Practice: 0-25 years (2015) states:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

We also identify children as having Special Educational Needs (SEN) if their behaviour is such that they cannot; access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provide in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, monitoring the progress of all pupils.
- To provide a Special Educational Needs Co-ordinator(SENDSCO) who will work with the Inclusion Policy and SEND Information Report.
- To provide support and advice for all staff working with special educational needs pupils.
- To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision.

Identification and Assessment Identification

St Wilfrid's is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible. The Code of Practice defines the four broad areas of need as:

Communication and Interaction

Speech, language and communication needs (SLCN) Autism (ASD).

Cognition and Learning

Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).

Sensory and/or physical needs

Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)

Social, emotional and mental health difficulties.

These four broad areas of need give an overview of the range of needs that should be planned for but school undertakes assessment in order to meet individual needs. The school sees the parental views as essential in identifying pupil's needs. If a parent has any concerns regarding their child's learning needs or disability then parents may wish to speak to class teachers initially. The class teachers can then liaise with the SENDSCO or other appropriate staff, where applicable.

The SENDSCO: **Mrs Lawton** can be contacted through the school office.

The following sources of assessment information are taken into account:

- Nursery; Baseline Assessment
- Foundation stage profiles
- Y2/Y6; SATs
- Standardised testing (BPVS, HAST, Salford Reading Test)
- Y1-Y5; termly Mathematics and English tests
- Assessment of progression using teacher assessments and records.

A child identified as having English as an additional language is not classified under the SEND Code of Practice as having a Learning Difficulty. However, some of our children may also have an English and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEND Support

All pupils are entitled to access good quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils' diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs, the SENDCO will advise and support around effective provision and outcomes.

Children with special educational needs will be supported by their class teacher and support staff in school. They may receive additional support in school, in class, on a one to one basis or within a group and sometimes this may take place outside the classroom environment. This support will be monitored and timetabled by the class teacher and SENDCO. Children with special educational needs will have a pupil passport which will include the agreed support for the child and this will be kept in class. Parents will be provided with a copy. Effectiveness of this support will be monitored termly by the class teacher and SENDCO during planned meetings and will follow the assess, plan do and review cycle. Parents will be consulted following these meetings by the class teacher and SENDCO, if required. All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage. Class teachers will inform and involve parents where a child has been identified as requiring additional support. Intervention, support strategies and/or reasonable adjustments will be agreed with parents in order to achieve desirable outcomes.

The school uses the 'Assess, Plan, Do and Review' cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet children's needs.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this the Senior Leadership Team or SENDCO will monitor through:

- Formal and Informal lesson Observations
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision, the SENDCO will monitor through:

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEND Representative termly and the SEND Action Plan will be updated to include new areas for development across the school.

The progress of pupils with SEND will form part of the conversation at performance management meetings.

Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

St. Wilfrid's ensure that all children are fully included in the wider school life, including school visits, after school clubs and other events. All trips and visits are staffed with appropriate ratio of adults to children unless one to one is required. All areas visited are wheelchair accessible.

Social and Emotional Development for pupils

The school supports overall wellbeing through pastoral, medical and social support. Our Family Support Worker-Mrs Kelsall can offer support in a supervisory capacity and to listen to children. This is done in a quiet, safe space away from the classroom.

Pastoral Support

For additional information see Behaviour policy.

Medical Support

If a child requires medical support, the school will contact the School Nursing HUB to ask for support and a care plan will be completed alongside parents. Parents can also contact the HUB to arrange this. If a child is under the age of 5, their Health Visitor will be contacted for support. Details of any medical conditions will also be recorded on the child's pupil passport, where required. For additional information see Supporting Children with Medical Conditions policy.

Social Support

For additional information see Safeguarding policy.

Bullying

The school recognises that children with SEND are more vulnerable to become involved in incidents of bullying. For additional information, see Bullying policy.

Working Together with Pupils and Families

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's designated teacher, Miss D Lee, will work with the SENDCO and academy committee to monitor the progress and provision for pupils with SEND who are looked after.

The school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils, there are regular parent consultations and an annual written report. For pupils with SEND, meetings will be held three times a year to review the impact of their individual provisions and to review their next steps.

SEND questionnaires are sent out to parents with children who have special educational needs to allow parents to express their opinions. Child friendly questionnaires are also completed by all children on the SEND register.

We value the input of pupils around decisions to be made about their provision, where appropriate. Pupils will contribute to termly review meetings about their provision.

The school welcomes the involvement of parents. Initially, parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENDCO or other appropriate staff, where applicable. The SENDCO can be contacted through the school office.

St. Wilfrid's SEND information report can be found at:

<http://www.stwilfridsnewman.co.uk/provision-for-children-with-special-educational-needs/>

The Local Authority's Local Offer can be found at:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Admission Arrangements

See admissions policy.

Transition Arrangements

Transition is arrangements for supporting children and young people in starting school, moving between year groups and schools. For children with SEND, specific arrangements may be put into place to support their additional needs.

Transition arrangements include:

- Meetings with new teachers
- Transition afternoons / days
- Time in new classroom
- Induction meeting with parents and new class teachers.

Transition days are planned in the summer term. Support for transition is matched to the needs of the individual. If parents feel that their child needs additional support, they may speak to the class teacher who can help to arrange this.

For children with SEND, specific arrangements may be put into place to support their additional needs. Class teachers can be contacted and will work with parents to enable these adjustments.

Training and Resources

How are resources matched to SEN?

Through the Assess-Plan-Do-Review cycle, provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHCP).

How are the training needs of staff identified and planned for?

St. Wilfrid's identifies training needs through audits or through the needs of a class or a child in order to provide the correct support.

Specialist Involvement

Where parents and staff feel it would be beneficial, the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Health Visitor services, Speech and Language Therapy, CAMHS and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with SEND.
- liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- advising on the graduated 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 parents are informed about options and a smooth transition is planned.
- working with the head teacher 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.

The SEND Governor is Mrs R Hughes. The SENDCO and SEND Governor communicate regularly regarding the overview of the schools arrangements for SEND and disability. The SEND Governor offers support and challenge around the quality and impact of SEND provision.

Complaints

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014

- Equality Act 2010

Policy Review

This policy was reviewed in September 2022