



**The Bishop Wheeler Catholic Academy Trust**

ST MARY'S CATHOLIC PRIMARY SCHOOL,

A VOLUNTARY ACADEMY

**INCLUSION AND SPECIAL  
EDUCATIONAL NEEDS POLICY**

**Policy review date- Spring 2017**

**Person Responsible- Alison Ashworth and Helen Tomlinson**

**Ratified by Governors- Spring 2017**

**Review date- Spring 2020**

## **St. Mary's Catholic Primary School** **Policy for School Inclusion and Special Educational Needs**

**“Our mission is to offer a distinctive Catholic education for every child within a caring Christian community where every individual feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive environment where Christ is at the centre of all that we do and is our inspiration.”**

As seen from the above mission statement from our school, we value each individual as gifted and unique and so we aim to provide an environment in which all our children can develop to their full potential.

### **In the light of our beliefs our ISEN policy and objectives aim:**

- To educate and help every child reach his/her full potential
- To provide for the needs of the children – academic, emotional, physical, moral and spiritual - matched to each child's appropriate level
- To provide a broad, balanced and relevant curriculum designed to meet the needs of every child
- To ensure barriers to learning are removed by providing differentiated materials to enable the needs of the individual pupil to be met
- To ensure that the curriculum is accessible to all pupils and builds on previous knowledge and experience
- To provide a curriculum that follows the good practice guidelines of the Foundation Stage and the National Curriculum
- To give every child the opportunity to be involved in all aspects of school life
- To provide a partnership with parents, pupils and other professionals

### **Responsibility and Arrangements for ISEN provision**

- Our school SEN Co-ordinator is Andrea Westhead

- Our SEN Academy Council member is Mrs Liz Jones
- The Head of School, Mrs Helen Tomlinson, has overall responsibility for SEN.

Provision will be monitored by:

- Allocated staff meeting time
- Allocated Senco time
- Visits to classrooms/monitoring of planning to ensure differentiation
- The Annual Review process
- Reports to the Academy Council
- An up to date record of all children on the Inclusion and SEN School support
- The annual report to parents
- Reviewing the ISEN policy

### **Admission and Transfer Arrangements**

- Admission arrangements are laid out in the school prospectus where criteria for priority of admission can be found
- When a child on our SEN register moves to a different school it is the responsibility of the Senco to make sure that all relevant paperwork is sent on as soon as possible
- If a child comes from another school it is the responsibility of the Senco to ensure any necessary paperwork arrives at our school
- High School transfer will be discussed at Year 5 Annual EHCP Reviews for pupils with an EHCP
- At Year 6 Annual Reviews the Senco or a representative from the relevant High School will be invited to attend
- Arrangements will be made for children with an EHCP to visit their chosen High School with their peers and if appropriate on another occasion in collaboration with the school.

### **Facilities for children with a physical disability**

Ramp access is available into the Reception/Y1 areas. All areas of the school are accessible at ground level.

The toilet facilities near the entrance hall are designed for and are wide enough for wheelchair access. All access doors in the school are wide enough for wheelchair access.

The school will take all reasonable steps to ensure that pupils with a physical disability [including visual or hearing impairment] are not placed at a

disadvantage or treated less favorably than non-disabled pupils. We recognise that some children may need to be treated differently so that they have the opportunity to experience the same outcomes as other children.

### **Children who are unable to attend school because of medical needs**

The school will notify the LA if a pupil is likely to be absent from school due to medical need for more than 15 working days. The named person will be responsible for liaising with other agencies as necessary and ensuring successful re-integration of the pupil into school.

### **Allocation of resources for pupils with SEN**

Funds are allocated in accordance with the needs of the pupils, the current budgetary position and the School Development Plan. Money is delegated by North Yorkshire County Council to make provision for school inclusion and some EHCPs are maintained by the local authority.

The Academy Council members of the school are aware that some cohorts of children may require additional resources because of extraordinary needs and will take this into consideration when allocating funds on a year by year basis as advised by the Head of School.

Decisions are made by the Head of School, SLT and the Senco with regards to pupils with a EHCP, those with special educational needs and those with additional educational needs and recommendations are then discussed and approved by the Academy Council.

### **Identification, Assessment and Review of pupils' needs**

The School has a commitment to a continuous programme of assessment which will identify children who have specific needs. All teachers are teachers of special educational needs and meeting the needs of all children is the responsibility of all staff in the school.

Parents will be consulted and their agreement sought and given about placement on the SEN School Support Record.

The Senco will ensure that the class teacher has explored all available strategies to meet the child's needs by class teacher records, action taken and outcomes.

### **Assessment**

Assessment will be carried out using the following as appropriate:

- Teacher information. If a child has transferred from another school, and written information has not been forthcoming, contact will be made by the Head of School or Senco by letter/phone to obtain this documentation.
- Parental information
- Foundation Stage Profile/National Curriculum attainments
- Key Stage 1 S.A.T. results. Optional S.A.T. results
- Reading tests/spelling tests [these may be administered by the Senco]
- School reports/records
- Discussion with the child
- Medical information
- Psychological reports
- Behaviour records
- Learning Support reports/records of monitoring visits
- Attendance records

Where a child is still experiencing problems after intervention in the classroom, the class teacher will:

- meet with the child's parents and discuss their concerns
- enter the child on the school SEN register at School Support after receiving parental permission
- formulate an Support Plan and share this with the Senco and parents/carers
- discuss the Support Plan with the child concerned

## **Reviews**

The progress of each child will be reviewed and monitored each term by the class teacher together with the Senco. Parents will be informed by the class teacher of progress made or areas needing monitoring. Where progress has been made, new Individual Support Plans will be drawn up and the child will remain at School Support. Should a child make up the deficit and /or the problem is resolved, they will be removed from the register and records held in abeyance. Parents would be informed.

If, over time, little progress is made, the deficit increases or the problem is not resolved, then the decision will be made at the review, with the agreement of the parents/carers, to seek further advice from relevant external services eg. School Support Service, Enhanced Mainstream School, Educational Psychologist etc. Assessment and monitoring of children on School Support will be the responsibility of the class teacher, Senco and the external agencies involved.

A child will only be considered for a request for formal assessment if a minimum of two reviews at School Support have been compiled [in line with the new SEN Code of Practice], the child meets the special needs criteria [ as outlined by the LA ] and parental permission has been sought. It is the responsibility of the Senco to collate the report and request for formal assessment with the support

and agreement of the Head of School and parents/carers. All subsequent reports towards an EHCP would be completed by the class teacher and the Senco.

### **Annual Reviews**

Where a child has an EHCP the Senco is responsible, with the Head of School's agreement, for carrying out the Annual Review in accordance with the LA guidelines.

At St. Mary's we will:

- Inform the LA of the intention to hold an Annual Review
- Invite parents/carers and all interested parties, at least four weeks before the review date, to attend the meeting and request any written contributions to be sent to school at least one week before the review
- The Senco, with the Head of School's consent, will chair the meeting
- Following the meeting, the Annual Review Report, including the child's targets and any copies of reports submitted will be forwarded to the LA [within ten days]
- Copies of all documentation will be kept in school

### **Monitoring and evaluation arrangements**

The Senco will:

- liaise with teachers to evaluate progress and set new targets
- monitor SEN record files
- liaise with and report to the SEN Academy Council
- discuss Individual Support Plans with teachers and parents
- provide the Academy Council with SEN reports
- keep the SEN register updated

### **Responsibility and Arrangements for ISEN Provision**

Gifted and talented children will be identified through assessment and observation and provision will be made to enable them to develop their special gifts and talents so that they reach their full potential.

Provision mapping together with teacher planning will identify where teaching assistants or the class teacher can work on a 1:1 basis or in small group situations with gifted and talented children. Their progress will be monitored termly.

## **Arrangements for Inclusion**

At St. Mary's we will ensure that all children are happy to be with us and feel able to work, play and socialise appropriately together. All barriers to inclusion and learning will be removed and the needs of individual children will be discussed and addressed. We will work closely with parents/carers to make it a school/parent partnership

## **Evaluating the Success of SEN provision**

We can measure our success by evaluation if :-

- The needs of all children are met
- Identification of SEN are made early
- Interventions reap success
- The child has personal input in decision making [where appropriate]
- Professionals and parents work together
- Parents/carers views are considered and valued
- Support Plans are monitored and evaluated and reviews held termly
- School uses other agencies to support them
- Class teachers keep a well informed SEN file
- We follow the guidelines from North Yorkshire Education regarding EHCPs
- All staff are aware of their responsibilities in relation to the Code of Practice

## **Complaints procedures**

Should a parent/carer have need to complain regarding a child's SEN provision it will be dealt with according to the specific implications and in accordance, with the Complaints Policy of the school. The Head of School would be informed at the first indication of any complaint, and will seek to resolve the problem on an informal basis in the first instance. However, in the unlikely event of a problem/complaint not being resolved in school, then the Parent Partnership Service are available to support or mediate.

## **INSET**

INSET will be organised as training is identified and required. School Support Services, Speech and Language therapists and the Educational Psychologist will speak directly to class teachers and TAs about programmes of work to be delivered in the classroom. Anyone needing support should speak directly to the Senco who will seek advice from other agencies.

## **Links to North Yorkshire Support Services and External Services**

The Senco, with parental agreement, will seek advice from various agencies. These include:-

- Enhance Mainstream Schools
- Educational Psychologist
- Speech and Language Therapy Department
- Social Services
- Early Years Team
- 0-16 Unit [Health Visitor/School Nurse]
- SENDIASS
- Traveller Education Team
- Outreach Service
- Family Liaison Officer

### **Support Staff in School**

Curricular planning, preparation of work and the work for the teaching assistant are the responsibility of the class teacher. The teaching assistant is a valued member of staff and should feel welcome in the classroom and the school. The class teacher must ensure that the TA is respected by all members of the class, as any adult working in school should be. All members of the school staff should support, help and advise so that the TA feels a member of a successful team. The Senco will support and advise those people working with children who have a statement. Those children who are vulnerable or have severe behavioral difficulties will have access to pastoral help guided by the Head of School.

### **Partnership with Parents**

Initial concerns about any aspect of a child's development will be discussed by the class teacher with the parents. Parents, as first educators, play a vital role in their child's development and are encouraged from the time their child enters school, to come in and discuss any concerns that they have. All staff endeavor to make parents feel welcome. Parental involvement is paramount at all stages of the assessment procedure.

Booklets and information leaflets on a wide range of issues are available for parents. These include:-

- Copies of the school ISEN Policy and LA guidance
- New Code of Practice on the school website
- Support and services available for children with SEN and their parents
- Parents right to be involved with the assessment process
- Local and national voluntary organisations which might be of use and provide advice for parents
- SENDIASS

### **Conclusion**



At St. Mary's Primary School we value every child for their uniqueness and all staff should create opportunities for each child to feel valued and special. A child with special needs, just as any other child in school, should feel special because of his/her talents and because he/she belongs to the community of St. Mary's.

A child should not be made to feel different because of his/her special educational needs even though it may be obvious that he/she is being given special help. Whenever possible this help should not be given in isolation but within the confines of the normal classroom. Sometimes, for more focused intervention, it will be necessary to work away from the class group. The teaching assistant will generally be working with the child individually or as a member of a small group.

It is our hope that every child at St. Mary's will reach his/her full potential and we aim to achieve this by all members of our school community working together and helping in whatever way they can. We hope to develop the whole person and to do this we fully support every stage of the child's life in school so that they feel a valued member of society.

Signed(Head of School) Helen Tomlinson

Date: Spring 2017

Signed(Chair of Academy Council) Paul Jackson

Date: Spring 2017

Review Date: Spring 2020