



Bede's Catholic Primary School



Inclusion and Special Educational Needs Policy

2022 - 2023

Our Mission Statement:

**“This is my Commandment: That you
love one another as I have loved you.”
(John 15, Verse 12)**

Adopted: September 2022

Review date: September 2023



**“Children are a gift from the Lord.”
(Psalms, 127:3)**

Statutory Requirements

This policy complies with the statutory requirements laid out in the 'SEND [Special Educational Needs and Disability] Code of Practice 0-25' (September 2014; updated April 2020). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Feb 2013 (DfE)
- 'SEND Code of Practice 0-25' September 2014 (updated April 2020) (DfE; DoH);
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014 (DfE; DoH)
- The National Curriculum in England: Primary Curriculum 2015 (DfE)
- School's SEN Information Report Regulations (2014)
- Teachers' Standards 2012
- Children and Families Act 2014

This Policy should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection and Safeguarding policies, and the Equality Policy; it forms an essential part of all curriculum policies.

At St. Bede's, the **Inclusion Manager** with responsibility for the co-ordination of SEND, is Miss Monica Barker.

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This policy can be accessed through the school website: <http://www.st-bedes.hants.sch.uk> or in paper form by requesting it from the school office.

All staff have responsibility for maximizing the opportunities and achievements of all learners – specifically, ***all teachers are teachers of pupils with special educational needs***. This policy outlines our principles and practice.

Aims and Objectives

As a Catholic school, we view each individual as a unique 'child of God', loved and valued in their own right. Pupils with SEND are not only welcomed into our school community but valued for their contributions and the positive impact that they have on others. We endeavour to make every effort to achieve inclusion of all pupils whilst meeting pupils' individual needs.

The aims of Inclusion and Special Educational Needs Policy and practice in this school are:

- For children with SEND to be provided with every opportunity to succeed
- To be an inclusive school where every child is valued
- To meet individual needs through a wide range of provision
- To attain high levels of fulfilment and participation from students, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide optimum resources to enhance learning opportunities and outcomes for children with SEND
- To provide curriculum access and support for all
- To work towards inclusion in partnership with external agencies and other colleagues
- To achieve a level of staff expertise to meet students' needs or to meet them with alternative support

Partnership with Parents/Carers

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

- Working effectively with all other agencies supporting children and their families
- Giving parents and carers opportunities to play a pro-active role in their child's education
- Making parents and carers feel welcome and well-informed about their child's additional needs in school and how the school intends to meet them
- Families are invited to contribute to the application and review processes with regard to Education, Health and Care Plans (EHCPs) using the 'Our Contribution' form
- Encouraging parents and carers to inform school of any difficulties or challenges they perceive their child may be having at the earliest opportunity
- Inspiring confidence that the school will listen and act appropriately with regard to their child's needs
- Focusing on the child's strengths as well as where support is necessary
- Allowing parents and carers opportunities to discuss ways in which they can help their child in partnership with school, for example through parent/carer/teacher interviews
- Agreeing appropriate targets for children with needs in school and providing opportunities to review these with school staff and other professionals as appropriate
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision for their children
- The school will provide parents and carers with a forum where they can chat informally with other families of children with SEND – termly SEND Coffee Mornings hosted by the Inclusion Manager

Involvement of Children

We recognise that all children have the right to be involved in making decisions and exercising choice ('SEND Code of Practice'). All children are involved in monitoring and reviewing their progress. We aim to fully involve children by encouraging them to:

- Share their views about their education and learning
- Identify their own needs and develop learning at an appropriate pace
- Share in individual and personal target-setting across the curriculum
- Self-review their progress and participate in new target-setting

In addition, students who are in receipt of an EHCP, are invited to participate in the Annual Review process where they contribute their thoughts on their progress and achievements at school over a given year, using the 'My Contribution' form.

Context

All children have a right to learn. For some children this may be more challenging than for others. At St. Bede's, we believe that all children should be provided with the opportunity to enjoy a full, enriching and enjoyable curriculum, irrespective of SEND. We aim to meet each child's requirements, by making necessary adaptations, providing appropriate support and taking in to account their strengths, needs and aspirations. We will consult with children, parents, carers and outside agencies to help support our good practice. Strengths will be acknowledged as well as challenges, so that adaptations may be made relevant to the individual child. We focus on individual progress and achievement as the main indicators of individual success, in the full range of curricular areas.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience, thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional

to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. 'SEND Code of Practice'

Through our Inclusion and SEND Policy we aim to:

- Provide a high quality standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have clear opportunities to achieve and to be supported in this

We aim to achieve these outcomes by:

- Ensuring pupil progress is tracked systematically and action is taken to address and intervene at an early stage
- Identifying those with a wide variety of need – learning; social; emotional; psychological; physical or sensory
- Ensuring all class teachers are well-trained and equipped to support additional needs
- Keeping up-to-date with research and best practice
- Working in a co-operative, 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
- Listening to children and families, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to be confident learners whatever their needs in school
- Offering quality provision which meets needs, leads to positive outcomes and provides value for money

Definition of Special Educational Needs & Disability (Section 20 of The Children And Families Act 2014)

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.'

Identifying Concerns & Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning; we also recognise that these may be short term, or longer standing. At St. Bede's, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve and enjoy a positive learning experience. The earlier action is taken, the more responsive the child is likely to be with more outcomes of a more positive nature.

Any of the following may trigger a concern:

- Parent/Carer
- Child
- School/Class teaching staff/other adults working in school
- Widening gap or failure to close a gap between the student and his or her peer group
- Feedback from outside agencies and/or other professionals
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house assessment and informal monitoring

How we define SEND in our children at St. Bede's:

There are **four** general areas of special educational need, as outlined in the 'SEND Code of Practice'. These areas are to help the school identify and provide support appropriate for children. The needs of the child will be identified with consideration of the 'whole child' and in consultation with families and school staff.

1. Communication and Interaction

We support children with a speech and language delay, language impairments or disorders, specific learning difficulties such as dyscalculia, dysgraphia and dyspraxia, hearing/visual impairment, and those who demonstrate features within the Autistic Spectrum. We also offer 'Bucket Time' to promote interaction and empathy between children. This is available for any child across the school where a need has been identified.

2. Cognition and Learning

We support children who demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties, such as dyscalculia, dysgraphia or dyspraxia, can also affect Cognition and Learning.

3. Social, Emotional and Mental Health Difficulties

We support children who may be experiencing difficulties over emotions; social interactions; confidence and self-esteem; concentration, or anger management. The school currently has two Emotional Literacy Support Assistants (ELSAs) in post and we also now offer support to children through 'Drawing and Thinking Therapy', a programme designed to help identified children explore deeper feelings and emotions. We are now also working closely with the new Mental Health Practitioners' Team who can provide more specialist support for our children and families.

4. Sensory and/or Physical Needs

We support children with sensory, multi-sensory and physical difficulties. This need may affect a range of areas including gross and fine motor skills' development and may be inherent with other areas of need, for example, children on the Autistic Spectrum often experience sensory 'overloads'. The school offers a sensory area where children can explore, using a variety of physical resources; this area also serves as a calming environment when required.

Important to Remember:

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. St Bede's complies with a duty to make reasonable adjustments in accordance with current *Disability/Discrimination Legislation*. Children with concerning behaviour, poor attendance, looked after children (LAC), or those with medical

needs, for example, will not automatically be considered as having SEND. There may be a range of considerations that impact on progress and attainment but, in isolation, these are not considered SEND issues.

Supporting Children with SEND – A graduated approach to support provision which focusses on **Quality First Teaching**, as an entitlement for all of our children.

Initial Concerns

At St. Bede's, we offer a holistic approach to supporting children with SEND. Identified children will be monitored by teachers and senior leaders, and supported by a range of school resources. Assessment for learning, catering for learning styles, prior and reinforcement teaching, will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEND. St. Bede's regularly and systematically reviews its teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Further Need

Overseen by the Inclusion Manager, school staff work together to ensure appropriate provision is made for our children with SEND. Classteachers will make provision that is additional to and different from the core curriculum diet.

Identifying Support

Teachers will identify the specific support needed to support a child with SEND. Where appropriate, children with SEND will be provided with a set of **Personal Learning Targets (PLT)** which are established and reviewed termly. All children's progress will be reviewed at parent/carer/teacher meetings over the course of the year and at pupil progress meetings with the Headteacher and the Leadership Team.

Next Steps

Where a child continues to have experience challenges, despite quality support, advice will be sought from external services. This involves the assessment and advice from outside agencies in pinpointing the nature of a student's need and helping to plan more specific support; we would predominately do this in partnership with the child's family/carers. Other professionals include: our Educational Psychologist (EP); our Occupational Therapist (OT); our Behaviour Therapist; the Primary Behaviour Support Team (PBS); our School Nurse; the Speech and Language Therapist (SALT); a Counsellor Mentor; a Specialist Teacher Advisor for Hearing Impairment; 'Stepping Stones Down Syndrome Support'; the Mental Health Practitioners, and the Maple Ridge Outreach Support Team.

Educational Health Care Plans (EHCP)

We recognise that in some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their learning experience. Where the need is such that significant support is needed from a range of sources, a request may be made to the Local Authority for an **Education, Health and Care Plan (EHCP)**, which will be drawn up in consultation with parents/carers, the child and professionals working with the child. The plan will be reviewed formally annually. At St. Bede's, we currently (September 22) have 9 children with an EHCP (2% of the school's population).

Supporting Children and Families with SEND

We listen to and act upon the concerns of parents/carers. We actively encourage parents and carers to support their child through positive attitudes and home interventions, providing user-friendly information and effective communication. We work towards a partnership with families, in full recognition of their knowledge and expertise with regards to their child. Parents will be made aware of useful agencies should they require support as a family, for example, 'Barnardo's'; the 'NSPCC', 'Family Action'.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the **Local Authority** website: <https://www.hants.gov.uk/> ([Hantsweb](#)), which outlines service provision in our local authority and signposts support available to parents/carers and children with SEND.

National Tests

Children entering national SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. Consultation between the Deputy Headteacher, the Classteacher and the Inclusion Manager takes place as to what is best for individual children and the appropriate arrangements are subsequently made. With regard to the Y1 phonics check, the decision as to whether a child takes the test lies with the Headteacher. Special arrangements may also be considered with regard to the Year 4 Mathematical Tables Check, the decision for this being at the discretion of the Class Teacher.

Transition Arrangements

Times of transition are often challenging for children with SEND. When children move on to their secondary placements, key staff members meet with receiving Inclusion Managers in order that children's needs can be addressed and that transition is smooth. Children are also usually offered additional transition days at their secondaries prior to starting in September. Our main secondary (Bishop Challoner Catholic Secondary School) also offers family consultations in the Summer Term for children with SEND or where there are specific concerns with regard to transition. For children who do find moving up to secondary school a challenge, we support them by managing an Inclusion Partnership Agreement (IPAs). This focusses on contemporaneous successes for the child and details how to manage new scenarios for them. IPAs are also completed by staff where children internal to the school find transitioning up to a new year/phase tricky.

Managing Medical Conditions

As appropriate, staff are trained to support children with specific medical needs - see Supporting Pupils with Medical Conditions, incorporating Administration of Medicines Policy. Where appropriate, children have Care Plans in place which are updated at least annually; these cover conditions such as diabetes, asthma or for children with allergies. Where children have specific physical medical needs or physical needs related to SEND, the school will make appropriate provision, for example, providing sensory areas to support children on the Autistic Spectrum. Where there are physical disabilities, the school fulfils its obligations under the 2010 Equality Act in ensuring that "reasonable adjustments" are made to facilitate individual children's needs.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The Governing Body is the admitting authority for St. Bede's.

Facilities for Pupils with SEND

The school complies, as much as possible within the constraints of the building, with relevant accessibility requirements, with some limited space around the school for working individually with children or with small groups. Parts of the building can be accessed by wheelchair users and the ground floor of the main building houses an adapted toilet for disabled users. Staff across the school utilise a wide range of resources to support children with SEND; these include 'Numicon' (maths); 'Nessy' (an online facility to support the acquisition of phonics); visual timetables; reading overlays (to support children with dyslexic tendencies); OT equipment (scooter boards; weighted jackets, etc.); electronic devices; ear defenders, and the use of 'Outreach' support from the team at Maple Ridge School; working with PBS, and liaising with our Mental Health Practitioners.

Responsibilities

The Inclusion Manager (Miss Monica Barker) has responsibility for:

- The day-to-day operation of the school's Inclusion and Special Educational Needs Policy
- Advising and supporting Classteachers and support staff on current SEND practice, as related to the children in their care
- Liaising with external agencies including, educational, medical, social and voluntary services
- Working with Classteachers to devise, implement, monitor and update **Personal Learning targets (PLTs)**, *Provision maps* and other SEN documentation as part of our pupil progress cycle
- Working with the Leadership Team with regard to the deployment of Teaching Assistants to meet the needs of the children across the school
- Monitoring effectiveness of support programmes and services
- Meeting with and ensuring that families are fully involved in working towards positive outcomes for their child's learning
- Implementing programmes of Annual Reviews, transition agreements, EHCP paperwork with SEND students
- Managing records of all children with SEND
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with SEN governor and keeping up-to-date with national/local developments through network meetings, regional conferences and relevant training
- Supporting and working with families to further promote the high profile of SEND across the school and its community, for example, through hosting termly Coffee Mornings for families of children with SEND
- Ensuring her own professional development is furthered, for example, by attending SEN Cluster Group meeting, SEN Circle meetings and LA SEN conferences

Teachers are responsible and accountable for the progress, development and well-being of pupils in their classes at all stages of SEND support. Classteachers work to develop independent, confident learners. They are responsible for managing support staff and resources within their class and for liaising with parents/carers, in the first instance.

The Governing Body understands their duty of care and endeavours to ensure the best possible provision for Inclusion & Special Educational Needs at St. Bede's.

The **SEND/Inclusion Governor** has responsibility for:

- Assisting and advising the Governing Body on fulfilling its SEND responsibilities
- Ensuring that children with SEND are fully integrated within the school and learning community, so far as this is reasonably practical and compatible with equal education for all and appropriate to the individual needs of our children

- Ensuring that the budget allocation for SEND takes account of staffing, training and resourcing requirements for individual children
- Is aware of the implementation and effectiveness of the school's policy by monitoring:
 - The existence of accurate and up-to-date record keeping with regard to children with SEND
 - Feedback from children, families, staff and any other interested parties
 - The achievements, progress and well-being of children with SEND
 - The nature and presentation of the needs of our children with SEND and how they impact on the school's provision

Training and Resources

Training needs are identified by the Inclusion Manager, teaching and support staff where specific needs have presented the need for further professional input for children in school or those known to be coming into school. The Inclusion Manager regularly attends LA training, conferences and briefing meetings to keep up-to-date with local and national developments and to share best practice. She also attends SEN Circle and Cluster meetings to keep abreast of local and professional initiatives.

Monitoring and Evaluation

Pupils' progress is monitored using the school's chosen assessment methods, including a range of approved, standardised tests. For children with EHCPs, a tailored assessment package is used. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness, manageability and value for money. Family and pupil surveys, feedback on reports and at parent/carer meetings, and SEND review meetings, further inform our practices with regard to children with SEND.

Complaints And Concerns

Should a parent or carer have a concern about the provision made for their child, they should, in the first instance, discuss this with the Classteacher. If the concern continues, this should be referred to the Inclusion Manager or the Leadership Team who will try to resolve the matter and can advise on further queries and procedures. At all stages, families are able to seek advice from the Hampshire Parent Partnership Service:

*Special Educational Needs and Disability Information Advice and Support (SENDIASS) Service in Hampshire:
Hampshiresendiass.co.uk*

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We endeavour to make all learning fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to children's learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix A

SEND Graduated Support Provision

Stage of Support	SEND	Education, Health and Care Plan (EHCP)
Nature of Support	Quality First Teaching/additional support using school's resources. <i>Specialist</i> support may also be sought (This may be advisory or direct input with the pupil. It may or may not require some level of funding from the school).	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will normally be available to meet the child's needs.
Criteria for placement	Academically, working below age expectation; making below expected progress. Some children will go straight to this stage if they have a specific need requiring specialist advice, for example, those students requiring input from a Speech and Language Team or Autistic Spectrum Condition OUTREACH Service. Socially, emotionally, where a child requires some further support, for example, participating in ELSA sessions.	Where a child has a significant 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.
Moving on	Child will remain at this stage if making progress but still below professional expectations or if their additional needs continue to require outside agency support or Monitoring, for example, Autistic Spectrum Condition OUTREACH Teacher.	Child will remain at this stage whilst their need remains, subject to ongoing monitoring and annual review.
Criteria for exiting from SEND provision	Child is making expected progress and attaining at the expected standard for their age. (Children with a specific diagnosis may remain at this stage to ensure their needs continue to be met.)	It is agreed by all at the child's Annual Review Meeting that a statement or EHCP is no longer required.