



SEN Inclusion Policy

Mission Statement

This is our school St Werburgh's and St Columba's
A place to be inspired, be accepted, be yourself and be unique.
Be able to grow spiritually, academically and morally.
Be able to contribute to the community and be a responsible global citizen.
Be able to reach for the stars and fulfil your potential.
A place, providing an excellent Catholic education for everyone.
Where we belong, where everyone belongs.

Agreed 16/10/2023
Review Autumn 2024

1. Rationale:

St Werburgh's and St Columba's School is committed to providing an appropriate and high quality education to our children. We believe that all children, including those identified as having additional needs should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion and aim to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, aiming to remove barriers to learning.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with additional educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional state and chronological age.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning; these may be long or short term. We recognise the need for early intervention.

At St Werburgh's and St Columba's school we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having additional needs as an equal opportunities issues and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from a Special Education Needs approach that locates a problem with the child to looking at what additional individualised provision we need to make for a specific child.

The Inclusion Coordinator / SENCO is Mrs Paula Crimes who liaises with and reports to the members of the senior management team (Headteacher Mrs K Oates, Deputy Headteacher Mrs A Chesworth), Inclusion / SEN Governor (Mrs Beccie Rippon), English as an Additional Language Coordinator (Kathryn Oates), Lead Behaviour Team (Mrs A Chesworth and Mrs D McLintock) and Learning Mentor.

2. Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, Behaviour Support staff, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from an Education Health and Care Plan occurs – disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having additional needs at **Element 2 or booster and Element 3 (including children receiving Top-Up Pupil Funding) and Education Health and Care Plans.**
- To ensure that pupils with additional needs are perceived positively by all members of the school community, and that learning support and inclusive provision is positively valued by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

3. Arrangements for coordinating additional provision

- The Inclusion Coordinator/SENCO (IC/ SENCO) will meet with each class teacher at least twice a year to discuss any concerns they have regarding children with additional needs and to review Graduated Approach Forms for children receiving provision at Element 2 level.
- At other times, the IC/SENCO or Behaviour Support Staff will be alerted to newly arising concerns through a First Concerns Form.
- The IC/SENCO or Behaviour Support Staff will discuss issues arising from the First Concerns Form with the class teacher within 10 days of receiving the form.
- Where necessary, reviews will be held more frequently than three times a year for some children.
- Targets stated in the child's Graduated Approach Form and information from review meetings will be used to inform and support whole-class approaches to inclusion, e.g. differentiation, and varied teaching styles.
- The IC/SENCO monitors teacher's planning for children with additional needs and supports and guides teaching assistants (TA) in the planning and delivery of intervention programmes to support children.
- The IC/SENCO, together with the Head teacher and Deputy, monitors the quality and effectiveness of provision for pupils with additional needs through observations of

teachers and TAs in the classroom and during intervention sessions, as well as using book scrutiny and learning walks.

- Support of children with additional needs is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget and Top-Up / EHCP funding (from the LEA). The support timetable is reviewed termly, by the IC/SENCO, and the management team, in line with current pupil needs.
- Support staff, class teachers, Lead Behaviour Professional (LBP), ILSC and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no resourced provision units at St Werburgh's and St Columba's school.

Allocation of Resources to and amongst Pupils

Each term we evaluate and map our provision to show how we allocate resources within each year group to individuals and groups of children and calculate the cost of our provision for inclusion.

4. Identification and Assessment Arrangements, Monitoring and Review Procedures

Identification of children needing additional support

The school's system for termly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. In addition to this the teachers and TAs use assessment for learning to measure progress on a day to day basis and any concerns can be shared with the IC/SENCO via the First Concerns Form.

The school's system includes reference to information provided by:

- Baseline assessment results
- Mapping Attainment Grids
- APP levels
- National Curriculum levels (including pre-key stage levels)
- B-Squared
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Behaviour Support staff, IC/SENCO and parent, the child may be recorded as needing either:

- **Differentiated curriculum support within the class**
- **Additional support through Element 2 intervention (booster)**

In some circumstances (See criteria for **Element 2 below**) it may be necessary to start the CWAC graduated response paperwork (SEND Pupil Profile) and give additional support through Element 3 intervention.

Differentiated Curriculum Provision / Element 2 (Booster) Intervention

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class or sooner if necessary and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **Element 2** level may need to be made.

Element 2

Triggers for Element 2 Support

- Pupil requires help **additional to** or **different from** that which is available in class/subject
- Pupil has made little/no progress with appropriate teaching
- Pupil continues working at levels significantly below those expected of peers
- Pupil has difficulty developing literacy/maths skills
- Pupil presents persistent EBD and has not responded to intervention
- Pupil has physical or sensory problems and does not respond to use of specialist equipment
- Differentiated curriculum has had little impact on improving pupil's communication/interaction difficulties

Response to Element 2 Needs

- Senco collects pupil assessments, plans support, monitors and reviews progress
- Senco coordinates planning of pupil's Graduated Approach Form and sets targets with class teacher
- Teachers plan and deliver provision outlined in the Graduated Approach Form.
- Teachers/SENCO collect new additional pupil information
- Teachers responsible for identifying appropriate curriculum access methods – Local Offer site on the LA website can be consulted for ideas. Also, high quality teaching strategies addressing all 4 areas of need (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical/Sensory) provided for teachers to access
- Additional support in place – at least 2x20mins intervention sessions

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. As well as some individualised support for their more unique needs.

The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the Class teacher, **in consultation with the SENCO**.

A child receiving support at **Element 2** will have a Graduated Approach Form. This document forms an individual record for the child and contains information about school-based assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. This is based on the graduated approach outlined in the SEND Code of Practice 2015 (DfE/DoH, 2015).

Monitoring will be carried out on a weekly basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

The child's Graduated Approach Form will be reviewed three times a year, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme making and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to request provision at the **Element 3** level from the LEA.

Element 3

Triggers for Element 3

- Pupil makes little or no progress over a long period
- Pupil continues working curriculum levels substantially below their peers
- Pupil has difficulty in developing literacy/maths skills
- EBD regularly/substantially interferes with their own learning and that of others
- Sensory/physical needs which require greater intervention
- Communication/interaction difficulties inhibit social relationships and cause barriers to learning

Response to Element 3

- External specialists are consulted and involved
- External specialists advise teachers on provisions and targets
- External specialists provide specialist assessments, advise on use of new/specialist strategies/materials, teaching approaches
- SENCO, external specialists, school staff consider use of ICT to support pupil
- External specialists teaching/supporting pupil directly
- Graduated Approach strategies implemented in classroom
- Delivery of provisions outlined in the Graduated Approach Form is the responsibility of class teacher
- 15hrs plus support in place – interventions, in class support etc

Provision at this level always includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child.

With targets which incorporate advice from outside agencies. **Monitoring** will take place as for Element 2 and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for Top Up Funding and Education Health and Care Plan

For a child who is not making adequate progress, despite a period of support at Element 2, and in agreement with the parents/carers, the school may request the LA to make an assessment of need in order to determine whether it is necessary to provide an Education Health and Care Plan or provide Top Up Pupil Funding.

The school has to prove why Element 2 was unsuccessful and its assessments panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement will be made using LEA's current criteria for providing an Education Health and Care Plan or providing Top Up Individual Pupil Funding. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Top Up Pupil Funding or Education Health and Care Plan

A child who has Top Up Individual Pupil Funding or an Education Health and Care Plan will continue to have arrangements as for Element 2, and additional support that is provided using the funds made available through the Top Up Funding or the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Top Up Funding or EHCP.

5. The School's Arrangements for SEN and Inclusion In-Service Training

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion

Meeting additional needs and Inclusion issues are targeted each year through the school long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

6. The use made of teachers and facilities from outside the school, including support services

The SENCO liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Autism Team
- CAMHS
- Behaviour Support
- Educational Psychologist

Parent/carers are required to give signed consent before outside agency is involved.

7. Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The IC/SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that Parents/carers are given information about support groups for parents of children with SEN - our local Parent Partnership organisation - as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as needs are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Individual targets can also include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Pupil Profiles and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/Carers- evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

8. Links with other schools/Transfer arrangements

- Reception staff will meet with parents of new pupils . Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from St Werburgh's and St Columba's to another school will have particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

9. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the staff responsible for Safeguarding (Mrs Oates, Learning Mentor or Mrs Chesworth, and for out of school club – Mrs Mugnaini) if there is a concern they would like discussed (see Safeguarding Policy).
- There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers- notice board.

10. Inclusion Principles

- Staff value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils- needs within the school. There is a flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with additional needs will be part of the process.

11. Access to the Environment (see also School Access Plan)

- St Werburgh's and St Columba's School is a single site school, with Key stage 1 and Key stage 2 departments. The school is built on a single level with wheel chair access to most doors. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There are changing facilities. There is currently one accessible toilet for children or adults in the junior area.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

12. Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions and success criteria are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum are contained in our Access Plan.

13. Access to Information (see also School Access Plan)

- All children requiring information in formats other than print will have this provided. Advice will be sought from the Sensory Impairment Service.
- We adapt printed materials so that children with literacy difficulties can access them or ensure access by giving extra adult support or peer/pairing support.
- We provide alternatives to paper and pencil recording where appropriate or provide access through adult scribing.
- We use a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information are contained in the school's Access Plan.

14. Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception can be on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP or SEN, Top Up Pupil Funding or any other additional need will be invited to discuss the provision that can be made to meet their identified needs. An Action for Inclusion Plan will be completed to support this.

15. Incorporating Disability Issues into the Curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disability organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models and we encourage disabled people to join our governing body.
- Library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. We try to prioritise the ordering of books which give a positive image/portrayal of disabled people as they become available.
- Opportunities are used to teach Makaton signs e.g. for signed singing and using some symbols around the class e.g. visual timetables.

16. Terminology, imagery and disability equality

- The school has a disability officer.
- We work with the children to understand the impact of the words they use and deal seriously with any derogatory name calling related to special educational needs or disability under our Anti-bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

17. Listening to disabled pupils and those identified with additional needs

- We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- Children can refer themselves for time with our Learning Mentor in The Fox's Den.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation and making the information and meeting itself accessible and unthreatening.

- The staff has on-going training opportunities on issues relating to communication and listening skills.

18. Working with disabled parents/carers

- We recognise that there will be a number of disabled parents/carers of children within the school and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas that are accessible.
- When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. large print, electronic format or by telephone contact.

19. Disability equality and trips or out of school activities

- We try to make all trips inclusive by planning in advance and using accessible places. We provide additional TA support for individual pupils as required.
- All children are welcome at after school activities.
- Out of school club provides places for pupils with additional needs.

20. Evaluating the success of the School's SEN and Inclusion Policy

- We analyse assessment data termly and focus on progress made by pupils. We analyse data on behaviour more regularly (see behaviour policy). We use this analysis to help us plan our provision map.
- In the summer term we set targets for the year ahead aiming for:
 - ❖ An increase in the percentage of children recorded as having special educational needs attaining Band 2 Secure at the end of KS1 and Band 6 secure at the end of KS2.
 - ❖ A reduction in behaviour incidents and exclusions.
- We report progress against these targets to the Governing Body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- In November and July the SENCO will provide information to the Governing Body as to the numbers of pupils receiving special educational provision through Element 2 and Element 3 – Top Up Funding and EHCPs. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEN and Inclusion is a standing agenda item at all Curriculum Sub Committee meetings and will be reported at the full governing body meetings through sub committee reports, which are then discussed as necessary.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and within each Key Stage. Percentage targets are set for children to achieve Secure Band 2 at the end of Key Stage 1 and Secure Band 6 at the end of Key Stage 2. Targets are also set for children having additional needs. These targets aim towards increasing the number of children with additional needs who achieve either age-appropriate levels at the appropriate Key Stage or 2 levels of progress from their starting point during each Key Stage.
- The policy will be reviewed annually.

21. Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher. The Headteacher will reply in 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on request from the school office.