

St. Albert's Catholic Primary School  
Policy for Inclusion and Special Educational Needs



POLICY FOR INCLUSION,  
SPECIAL EDUCATIONAL NEEDS & DISABILITY  
(SEND)

HEADTEACHER & SEN ADVOCATE ON SLT- MRS L MCEVOY

SPECIAL NEEDS COORDINATOR – MRS R RIDDICK

SPECIAL NEEDS GOVERNOR – Fr D Potter

Rhianon Riddick SENCO – March 2021

## **Mission Statement**

*Walking together with Jesus, to Love, Learn and Serve.*

## **Guiding Principles**

At St Albert's we are committed to providing our children with a learning environment in which all pupils have an equal right of entitlement to an appropriate and worthwhile education.

At St Albert's we believe that:

- Our school provides a focus on outcomes for children and not just hours of provision and support
- All people are of equal value
- All staff have regard to the individual needs of those within this school
- Differences are a cause of celebration not segregation
- Every child has special gifts and needs which are as varied as human nature itself
- The greatest possible integration should be ensured in our school

We are committed to a policy of Equal Opportunities regardless of gender, background, ethnic origins, religious practice, disability or individual need.

At St Albert's, every teacher is a teacher of every child including those with SEN.

## **Aims**

We have high expectations of all our children. In keeping with the three principles of inclusion and our school aims and objectives, we are committed to ensuring all children achieve their full potential by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming the potential barriers to achievement

In line with the current Code of Practice and Disability Equality legislation we aim to include all children e.g. by changing classrooms to accommodate a child where physical needs demand. The Specific objectives of our SEN policy are:

- to identify pupils with SEN and ensure that their needs are met
- to ensure that children with SEN join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to provide access to the National Curriculum through differentiated learning programmes tailored to individual needs
- to ensure that a programme of differentiated work is provided by each class teacher for those children identified as having SEN including those identified as gifted and talented in accordance with the Code of Practice and the Local Authority policy
- to ensure parents are informed of their child's special needs and provision
- to ensure effective communication between parents and school
- to support all children and parents through the assessment procedure

- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies, when appropriate

### **Objectives**

- to identify and provide for pupils who have special educational needs and additional needs
- to work within the guidance provided in the SEND Code of Practice 2014
- to operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- to ensure that the Special Educational Needs Coordinator (SENCO) works within the SEN inclusion policy
- to provide support and advice for all staff working with pupils who have special educational needs.

### **Identifying Special Educational Needs**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St Albert's we attempt to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The SEND Code of Practice 2014 identifies four broad categories of need as:

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **2. Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or Physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

### **Impacts on progress and attainment which are NOT SEN**

- Disability, the Code of Practice outlines reasonable adjustments as a duty for schools provided under current Disability Equality legislation
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour which is to be seen as an underlying response to a specific need

### **A Graduated Response to SEN Support**

In recording pupils needs on the SEN register our criteria include:

- The child will have access to quality first teaching by the class teacher which is differentiated for individual pupils. The teacher is responsible for the progress and development of all children in their care. They will devise and implement interventions and adjustments.
- Children's progress is reviewed regularly and where there are concerns, the teacher will consult with the SENCO and all the information about

the pupil's progress will be considered alongside expectations of progress.

- The class teacher and SENCO will suggest a personalised plan for the child which will be finalised with the input of the child and the parents.
- This plan will follow the ASSESS, PLAN, DO, REVIEW cycle and will be reviewed every half term.
- If the child continues to make little progress, the school can call upon the Learning Support Teacher who will be able to carry out specialist assessments and suggest further activities and support for the child. The Learning Support Teacher will also work with children in small groups or individually to provide intensive interventions.
- It may be that despite these interventions, a child continues to make little progress. In this case, school may call upon other specialist support and there are a number of agencies available to provide this expertise.
- Parents and children are invited to the initial assessment and planning stages and are part of the assessment process at regular review meetings.
- At St Albert's we operate an open door policy and any parent with concerns can speak to the class teacher and time will be made to discuss their concerns.

### **Managing pupils' needs on the SEN Register**

At St Albert's, all children are assessed regularly so that any difficulties can be identified early. When they are placed on the register they will all be in one category, SEN Support. Initial assessments will identify children who need additional support and this will begin the graduated response approach to support provision.

### **Assess Plan Do Review**

In identifying a child as needing SEN support the class teacher, working with the SENCO, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the previous teacher as to pupil progress, attainment, and behaviour.

At St Albert's we take seriously any concerns raised by a parent. These will inform and contribute to the overall assessment of the child.

The assessment will be reviewed on a six weekly cycle (though this will be more frequent in the EYFS.) This will help ensure that support and intervention are matched to need.

The class teacher holds the ultimate responsibility for providing evidence of the child's progress towards the outcomes described in the plan.

The class teacher also has responsibility for keeping the records of progress up to date and these will be reviewed by the SENCO on a termly basis.

The records can be brought to the SENCO at any time if the class teacher feels that the child's progress is still causing concerns.

At every review, parents will be invited to meet with the teacher and the SENCO to review progress.

If, after a term of focussed interventions, assessments show that the outcomes are not being met. The SENCO and class teacher will liaise with the Learning Support Teacher who will carry out targeted assessments and suggest further interventions.

The child who continues to make limited progress will be discussed at the Planning and Review meeting and outside agencies will be approached for help.

For referral to outside agencies, we are able to refer to a single agency e.g Educational Psychologist or CAMHS; multi agency e.g. ASC pathway referral or any appropriate support agency.

All referrals are discussed with parents and their agreement must be gained before any referral can be made. Children are also involved in the discussions of their needs usually as part of the Assertive Mentoring process.

### **Supporting Children and Families**

Parents can find out about the authorities Local Offer at

<http://www.knowsleyinfo.co.uk/categories/special-education-needs-and-disability>

St Albert's Local Offer can be found on the school's website at

[www.stalbertsprimary.co.uk](http://www.stalbertsprimary.co.uk)

At St Albert's, we ensure that all children are able to access examinations by making provisions:

- Applying for extra time for children who would benefit
- Ensuring that those who need it will be given a quiet area to take the exam with support from an adult
- Ensuring that readers are available for those who need them
- Children with visual impairments will have access to large print versions of test papers
- Children with hearing impairments will have access to written versions of oral tests.

### **Transition**

Children will have a number of transitions during their time at school. These occur from Foundation Stage to Key Stage 1: from Key Stage 1 to Key Stage 2 and from Key Stage 2 to Key Stage 3.

When children move from the Foundation Stage there will be;

- Frequent visits between settings to enable the children to become familiar with the new settings and staff
- For children with additional needs, social stories can be used to enhance preparation
- There will be meetings arranged between current and new staff with parents to ensure a smooth transition for all

When children move from Key Stage 1 to Key Stage 2 the level of preparation will depend on the needs of the child. As a small school, the children will already be familiar with the setting and staff to which they are moving.

Children with additional needs will have extra time and visits and will also have access to personalised social stories.

When children move from the primary to the secondary sector, there is obviously a need for a carefully planned transition for those children with additional needs.

While secondary schools arrange transition days for all children, it is often necessary for extra arrangements to be made for children with additional needs.

These can include:

- Organising extra visits with a small group or a staff member
- Children creating their own social stories
- Ensuring all records are passed over and discussed with the new setting
- Liaising with staff in the new setting even after the child has moved

### **Monitoring and evaluation of SEND**

The monitoring and evaluation of provision is carried out in a variety of ways:

- As part of the cycle of planning, teaching and scrutiny of work
- As part of the Assess, Plan, Do, Review cycle
- At regular personal learning plan reviews
- PASS data
- Regular scrutiny of SEN files

### **Training and Resources**

SEN is funded by the SEN budget in the Designated School Grant (DSG). It is also subsidised further by the school through the DSG. Where appropriate, some Pupil Premium funding may be used.

SEN funding supports SENCo, Specialist SEN support, SPLD place at Central, TA support, additional Ed Psych time, SEN resources and CPD.

Staff training includes:

- The SENCO attends half-termly co-ordinators meetings and conveys information to the staff at staff meetings.
- The SENCO has regular contact with staff at the Central Support Centre to discuss children receiving support.
- Attendance at SENCO conferences
- The staff from the Centre will be invited to lead staff meetings on various topics concerning teaching programmes for supporting SEN pupils in the classroom.
- Additional plans for INSET may be found in the School Development Plan
- Termly staff meetings are held to discuss SEN issues and update staff
- There are plans to provide further training for Learning Support Assistants who are or will be working with SEN children.
- The Induction Policy indicates the support offered to new staff and the SENCO will ensure the implementation of the Code of Practice 2014, and relevant documentation is explained to them

### **Roles and Responsibilities**

The SEN Governor is Fr D Potter.

SEN TAs are line managed by MRS Riddick as SENCo.

The Designated Teacher with responsibility for Safeguarding is Mrs Riddick

The staff member responsible for Pupil Premium Grant/Looked After Children funding is Mrs L McEvoy.

The staff member responsible for meeting the medical needs of pupils is Mrs R Riddick as SENCo.

### **Storing and Managing Information**

All paper information is stored in a locked cabinet inside a locked room. Great care is taken to ensure that access to confidential information is limited to interested parties.

Digital information is only stored on encrypted devices.

Reports can only be sent through a secure server and must be password protected.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

### **Dealing with complaints**

Initial concerns should be raised with the class teacher who will endeavor to solve the problem.

Should parents not be happy with the outcome, in the case of SEN children, the concern should be referred to the SENCO or a member of the SLT.

The head teacher will consider the complaint in accordance with the school's complaints procedure.

### **Bullying**

The school has a rigorous anti - bullying policy which is available on our website:

<http://www.stalbertsprimary.co.uk/>