

St Thomas More Catholic Primary School

SEN & Inclusion Policy

CONTENTS

A SCHOOL ARRANGEMENTS

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C PARTNERSHIPS WITHIN AND BEYOND THE SCHOOL

1. Partnerships with parents
2. The voice of the child
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

D MONITORING & REVIEW

A SCHOOL ARRANGEMENTS

A1 DEFINITION AND AIMS

Definition

In **St Thomas More Catholic Primary School** we see every pupil as a unique member of God's family, and we aim to ensure that every child has full access to the whole curriculum in order to develop their God given talents and skills as far as they are able.

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (Education Act 1996).

Aims

We believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) or additional educational needs (AEN) at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. **St Thomas More Catholic Primary School** aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to ensure the five ECM outcomes for all pupils
- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN or AEN equal opportunities to take part in all aspects of the school's provision as far as is appropriate, and removes barriers to learning
- to identify, access, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and Academy Committee for SEN is implemented and maintained
- to ensure that all our procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. It is important that each pupil is included as a valued, unique individual member of our learning community. All approaches are adapted

appropriately in order to meet and support the needs of children with SEN, AEN, Gifted and Talented children and children with disabilities.

St Thomas More Catholic Primary School has adopted the Oxfordshire Dyslexia Policy and follows the Oxfordshire Dyslexia Guidance document.

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his or her class, and to be aware that these needs may be present in different learning situations. All staff are required to meet the National Curriculum Inclusion Statement and are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making graduated provision to meet these needs.

The **Academy Committee**, in co-operation with the Principal, has a legal responsibility for determining the policy and provision for pupils with SEN – it maintains a general overview and has appointed a representative (the SEN Committee Member) who takes particular interest in this aspect of the school.

The Academy Committee must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need for early identification of and provision for pupils with SEN in accordance with new reforms (2014)
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the Academy Committee's Annual Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if there is concern that their child may have Special Educational Needs and the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review, to ensure the efficient use of resources.
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- they are aware of the changes taking place in SEN from May 2014 and their resulting implications

The **Academy Committee** play a major part in school self-review. In relation to SEN, members of the Academy Committee will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

- the needs of pupils with SEN are recognised and included in the School's Access Plan and Disability Equality Scheme

The **Principal** has overall responsibility for monitoring and reporting to the Academy Committee about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole.

The **Principal** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the Academy Committee informed about SEN issues
- working closely with the SEN co-ordinator
- the deployment of all SEN personnel in the school

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with SEM
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping to identify pupils with SEN/AEN as early as possible in order to ensure appropriate differentiation and support for each pupil's learning and progress
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up support plans or Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process. This includes offering information about support, advice and guidance offered by the Parent Partnership Service
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, and completing a Common Assessment Form (CAF) to establish if a Team Around the Child (TAC) if required
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, eg: class-based assessments/records, end of year optional tests, SATs, etc.
- contributing to the in-service training of staff
- attending pupil progress meetings in addition to the Key Stage Co-ordinator, meeting with class teachers to identify concerns with the progress of different groups of children
- managing teaching assistants
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in County SEN moderation/audit exercises
- attending Inclusion Briefings with locality co-ordinator

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for prompt identification, intervention, monitoring and supporting pupils with SEN/AEN
- giving feedback to parents of pupils with SEN at least three times a year in a Pupil Profile review meeting

Teaching assistants work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN in class. They play an important role in implementing Pupil Profile targets and monitoring progress. They contribute to review meetings and help pupils with SEN gain access to a broad and balanced curriculum.

Teaching Assistants should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular pupils.

A3 CO-ORDINATING AND MANAGING PROVISION

At St Thomas More Catholic Primary School:

- sharing of expertise is welcomed and encouraged
- SEN is an item on every staff meeting agenda or the main item of a meeting
- the SENCO, Principal or Key Stage Co-ordinators meet regularly with TAs to review progress
- the SENCO ensures that regular meetings are held, normally three times a year, to review Pupil Profile targets, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils progress and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision, and their involvement is recorded

The SENCO ensures that the following information is easily accessible to staff:

- the school's SEN policy
- the SEN register
- the overview of provision using the new reforms 2014
- the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff

- individual pupils' SEN files giving information about the pupils, copies of the pupils' Pupil Profiles, moderation descriptors and other relevant information
- an intervention assessment folder, in which interventions assessments are maintained for reference and discussion between teaching assistants and staff

A4 ADMISSION ARRANGEMENTS

St Thomas More Catholic Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the school's admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

At St Thomas More Catholic Primary School:

- the SENCO is currently working towards the National SENCO Award
- we recognise that emotional and social development is fundamental to enabling children to fulfil their personal and academic potential. Additional pastoral support arrangements are in place to enable children to talk about their needs and what helps them. Communication books are sometimes used between home and school to provide a link. These are used to form the basis for discussion the next day. Circle time in class is used to support the emotional well-being of children, using Family Links and SEAL resources.
- all teaching staff are able to teach pupils with SEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated strategies and resources are used to ensure access to the curriculum; resources are easily accessible at St Thomas More in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe caring environment
- we have access to the expertise of the LA Inclusion Team, LA services and other agencies if it is required
- the building has been adapted to provide access for wheelchairs, and appropriate toilet and washing areas
- use of online training materials are used to support staff in their knowledge about different areas of SEN as required

B IDENTIFICATION, ASSESSMENT & PROVISION

B1 ALLOCATION OF RESOURCES

Element 1:

The universal offer: funding provided for all learners

Good quality teaching

Element 2:

The targeted offer: the first £6000 of any additional educational support provision (the notional SEN budget)

Element 3:

The specialist personal offer: top up funding above £10,000 (universal and targeted) provided on a per learner basis

The Principal, SENCO and the Academy Committee of the school regularly monitor the needs of pupils with SEN. Resources are allocated accordingly to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

St Thomas More Catholic Primary School follows LA guidance, as given in the SEN handbook, to ensure that all pupils' needs are appropriately met. Details of how resources are allocated are in the Academy Committee Annual Report to Parents.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

St Thomas More Catholic Primary School uses *'Identifying and Supporting Educational Needs in Oxfordshire Schools and Settings' (2014)* as a starting point for identifying children who might have additional needs. Teachers are responsible for collecting evidence and supporting the needs of the children.

A child or young person is considered to have a difficulty or disability if they:

- *'have a significantly greater difficulty in learning than the majority of others of the same age;*
or
- *have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age'* (Code of Practice, 2014)

The **Code of Practice** (2014) recognises two categories, **Special Educational Needs Support** (SEN Support) where children's needs can be met in a mainstream setting with additional support and those who require specialist support from multi agencies in the form of an **Educational Health and Care Plan** (EHCP).

Categories of Special Educational Need

The SEN Code of Practice recognised four broad areas of need:

Code of Practice needs	Categories
Communication and Interaction	Language Autistic Spectrum Disorder
Cognition and Learning	Learning Specific learning difficulties eg: Dyslexia KS1 onwards
Social, Emotional and Mental Health needs	
Sensory and/or Physical	Hearing impairment Visual impairment Physical difficulties Multi-sensory impairment (MSI)

Review

Children who have identified additional needs have a Pupil Profile with specific outcomes to be achieved within a specific time frame. These are shared with the parents/carers three times per year and parents are asked to contribute as to how they can help their child. Reviews of pupils identified as having additional needs are usually carried out towards the end of term (terms 2, 4, 6). Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher at a later date. Copies of the review form are sent to parents who are unable to attend. New targets are also shared with parents at the review meeting.

Annual Reviews

For pupils with statements or EHC Plans, an Annual Review Meeting has to be held in addition to the regular Pupil Profile reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a report.

Common Assessment Framework (CAF)

The CAF is a generic assessment for children with additional needs, which can be used by practitioners across all children's services in all local areas in England. It aims to help early intervention of need, promote co-ordinated service provision and reduce the number of assessments that some children and young people go through.

Team Around the Child (TAC)

The TAC process allows a range of different professionals, for example council social workers, schools, police and healthcare professionals to work together to develop care plans for children with additional needs in a multi-agency working environment, led by a single Lead Professional. This

approach means that the team supporting each child will be different and that as the child's needs change, so too does the team of people around it.

Assessing Pupils

The following assessments are used to identify an area of support, monitor the effectiveness of intervention or to establish a baseline assessment and are carried out by Teachers, TAs or SENCO.

- **BPVS – British Picture Vocabulary Scales** (assesses vocabulary and helps to identify level of expressive language ability)
- **SALFORD** – (identifies word reading age and basic inference and deduction comprehension skills)
- **SUFFOLK Reading Test** - (identifies word reading age)
- **YOUNG'S Parallel Spelling Test** – (identifies spelling age)
- **NARA – Neale Analysis of Reading** (identifies word age and basic inference and deduction comprehension skills)
- **QCA Behaviour Assessment** – (helps to assess emotional, conduct and learning behaviour)

With parental permission, children may also be referred for assessment by outside agencies such as: Speech and Language Therapists (SLT), Educational Psychologist (EP), Occupational Therapist (OT), Physiotherapist, SENSS Team, Communication and Interaction Team, Visual Impairment Team and Down's Syndrome Support Service. These agencies may carry out their own assessments.

B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age. As there is a wide range of abilities in each class, all staff provide a differentiated curriculum suitable for all pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. It may be appropriate to withdraw a pupil sensitively, to work individually with a TA or SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to give support in a particular area eg: spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified. A provision map of our range of interventions is drawn up annually with programmes carefully matched to pupils' needs.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development. Our school Access Plan and Disability Equality Scheme include consultation, monitoring and planning for improving all aspects of our provision for SEN pupils.

B4 EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators, through planning scrutiny and learning walks
- analysis of pupil tracking data and test results for individual pupils and for cohorts/intervention groups

- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN governor
- school self -evaluation
- the Academy Committee Annual Report to parents, which contains the required information about the implementation and success of the SEN policy
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan targets, revise provision and celebrate success.

B5 ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Principal or a member of the Academy Committee. The Oxfordshire Parent Partnership Service is available to offer advice.

C PARTNERSHIP WITH AND BEYOND THE SCHOOL AND CHILDCARE

C1 PARTNERSHIP WITH PARENTS

The staff at **St Thomas More Catholic Primary School** will continue to forge home/school links and encourage parents to be partners in the education process. Parents are notified early if staff have any concerns about their child, are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year, in terms 1 and 4 but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, whenever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

Oxfordshire Parent Partnership Service (OPPS) provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on **(01865) 810541**.

C2 THE VOICE OF THE CHILD

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At **St Thomas More Catholic Primary School**, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- using assessment for learning strategies in all lessons
- responding to class and individual reward systems.

The views of pupils on the SEN register are recorded and included in the Pupil Profile review process.

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire. This includes outreach teachers from Language Resource Bases, the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion (SEN), the Partnership of Schools. We are committed to using the expertise and advice provided by other professionals. The school belongs to the Oxfordshire Quality Schools Association and has access to their advisory teams, resource centres and in-service training programme.

C4 LINKS WITH OTHER SCHOOL AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEN action records are transferred following county procedures
- There are opportunities for all pupils to visit their prospective secondary school
- Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time of transfer
- For pupils with a statement of SEN or an EHCP, the pupil's statement or plan is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Baseline assessments are carried out for new children who have transferred from other schools to ensure that the pupils' needs are met as soon as possible

Transfer within school

- Teachers liaise closely when pupils transfer to another class within the school
- A cohort transfer document is completed which provides information about the needs of pupils in the class
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

C5 STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to gaining expertise in the area of SEN
- There are regular training sessions for TAs based on needs as they arise
- The SENCO attends the DBMAC SENCO meetings on a termly basis
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- Reading and discussion of documentation, and SENCO/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENCO and other staff attend County meetings and INSET when relevant

- Newly appointed teaching and support staff meet the SENCO to discuss SEN procedures in the school

D MONITORING & REVIEW

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.

Designated Teacher: Helen Skertchly

Date:

Date Agreed by Staff:

Date Agreed by Academy Committee:

Signed on behalf of the Academy Committee:

Next Review Date: