

SEND and Inclusion Policy

St Monica's RC High School

Approved by: Mr C Foley

Date: September 2019

Last reviewed on: N/A

Next review due by: September 2020

St Monica's Roman Catholic High School

Special Educational Needs & Disability/ Inclusion Policy

Guiding Principles

As a school, our vision is to provide an excellent and enjoyable early education for every child. Each individual is valued, encouraged and inspired to develop their resilience and love of learning.

This policy is built on the principles laid out in the Special Educational needs and Disability Code of Practice (2014), particularly the need to support children, and their parents or carers, in their development and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Definition of SEND

'A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age'

(SEND Code of Practice, 2014)

The Code of Practice identifies four broad areas of need: 'Cognition and Learning', 'Communication and Interaction', 'Social Emotional and Mental Health' and 'Sensory and Physical'. An individual may have difficulties in one of these areas, or in a combination of two or more.

Inclusion

Definition:

"Equality of opportunities is promoted, discrimination is tackled and learning is personalised so that all learners achieve well"

(Inclusion Tool, SSE)

Statutory Requirements:

Schools must admit pupils already identified as having SEN as part of normal admissions procedures.

Admission authorities cannot refuse to admit children on the grounds that they do not have an Education Health and Care Plan (EHCP) or 'Statement of Special Educational Needs', or are currently being assessed.

Pupils with an EHCP/ Statement naming the school may be admitted outside the normal round, even if numbers exceed 30 for the class in that academic year.

A parent's wish to have their child with an EHCP/Statement educated in a mainstream school should only be refused if the inclusion would be incompatible with the efficient education of other children.

Our Commitment:

We are committed to providing an inclusive ethos, developing policies, practices and a culture that includes all learners. We aim to promote the highest standards of achievement for pupils with SEN or a Disability. We strive to eliminate prejudice and discrimination, ensuring that all our pupils are equally valued in an environment where all children can flourish and feel safe.

Aims

The aim of this policy is to ensure that:

- The school is fulfilling its obligations to children with SEN as laid out in the SEN Code of Practice (2014), and in line with the Hertfordshire Local Offer.
- All children with identified SEN have full access to a broad and balanced curriculum.
- Learning activities are planned in such a way as to enable all children to make progress and for all to experience success.
- All children with SEN are included in all aspects of school life alongside their peers.
- Accurate assessments are made to identify areas of strength and difficulties for children with SEN, and are used to pinpoint person centred strategies and interventions that will best support them in their learning.
- The school works closely with a range of external agencies, to ensure that pupils and their families have access to all necessary and relevant support.

Roles and Responsibilities

The Role of the Executive Board – SEN Board Lead Mr J McManus

The Governing Body has the overall responsibility for the school's policy and approach to providing for children with SEND, and appoint a specific Governor to take a particular interest in and to monitor the school's work in support of these children. Their policy is developed in consultation with the Head Teacher and the SENCO.

The Role of the Head Teacher – Mr C Foley

The Head Teacher has overall responsibility for the day-to-day management and provision for children with SEND, working closely with the school's SENCO and keeping the Governing Body informed.

The Role of the SENCO – Mrs L Oxley-Parnell

The designated SENCO is responsible for the day to day operation of the school's SEND/Inclusion Policy, and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. It is the responsibility of the SENCO to ensure that the records of children with SEN are kept up to date.

The SENCO provides professional guidance to colleagues, and works closely with staff, parents and other agencies. S/he works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. This includes the writing of reports, assessments and requests for support from outside agencies as required.

The SENCO liaises with primary providers, other schools, and potential next providers to ensure that parents are informed of options, and smooth transitions for children with SEN are planned.

The SENCO is mindful of the contents of the Bury Local Offer, and ensures that the school's Information Report is up to date, and easily accessible to parents via the school website.

The SENCO also has a strategic role within the school. This involves developing SEN provision within the school to match the assessed needs of the children across the whole school, and to evaluate the impact of that provision on pupil progress. This information is used to identify particular patterns of need and potential areas of staff development.

The Role of the Class Teacher

Teachers make regular assessments, both formal and informal, which seek to identify children making less than expected progress, given their age and individual circumstances. This includes progress in areas other than attainment – for example where a pupil needs to make additional progress with wider development or social needs.

Teachers then use high quality teaching to target the areas of weakness. Where progress continues to be less than expected, further targeted strategies are put in place – including interventions carried out with small groups or on a 1:1 basis. Teachers, together with the Senior Leadership Team, regularly monitor the effectiveness of these interventions using SMART targets, and consult with the SENCO about whether a particular child has SEN.

The Role of the Teaching Assistant/ Support Staff

Teaching Assistants work collaboratively with Class Teachers, the SENCO, Senior Leadership team and outside agencies, in order to enable both pupil access and progress. They both support individuals or groups within the class, and carry out agreed interventions with small groups and individual children.

The Graduated Approach

In accordance with the 2014 Code of Practice, the school uses a 'graduated approach' to supporting children with SEN.

This begins with a cycle, consisting of four steps as outlined below:

Assess – where areas of weakness for an individual child are identified

Plan – decisions are made about the type of provision that will best support their progress in this area, when and how often this will happen, and in what context (a small group or individual session with an adult). Baselines and targets are set in order to monitor and evaluate the intervention.

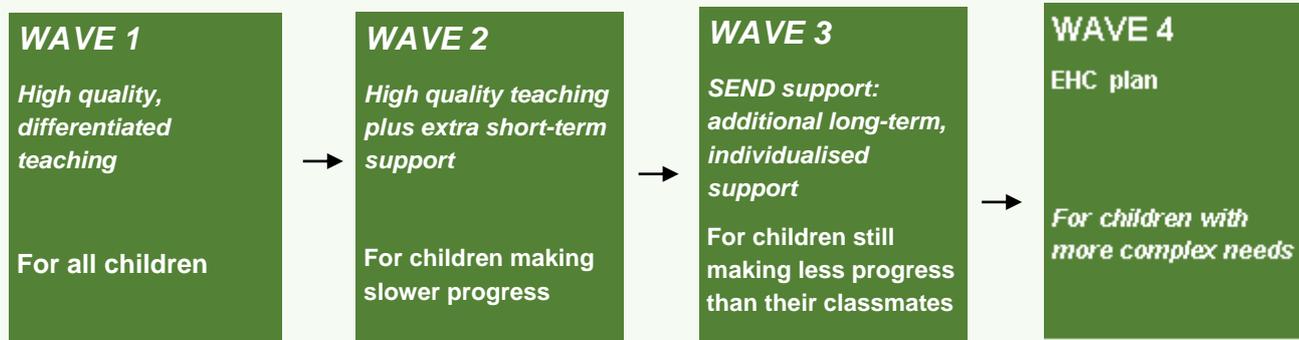
Do – For a set period of time (often half a term) the strategies agreed are carried out, as outlined in the plan.

Review- At the end of the planned intervention, assessments are made, and decisions taken as to the next steps for an individual child.

The Wave Model

The provision of support at St Monica's uses a 'Wave Model', which works as follows

Schools often use the 'wave' system to determine the type of support best suited to each child:



Identification, Assessment and Provision For Children with SEN

Initial concerns about the level of development or slow progress of an individual may come either from the parents or carers, outside agencies (such as a child's primary school setting, or a paediatrician), or following observations or assessments by the child's Class Teacher.

The Class teacher will initially make changes to planned learning experiences, either by differentiating the level of questioning or instructions given, the support offered to the child during a lesson, the range of resources used, or tailoring the expected outcomes to the individual's strengths or abilities. Adaptations may also be made to the learning environment to support all children, and particularly those with SEN.

For some children, extra small group interventions will be planned, in order to support their learning. A few children will receive individual programmes of support.

Partnership With Parents and Carers

At St Monica's the views and experiences of parents and carers are valued highly. They are kept informed at all times of their children's progress, and are invited to participate in the development of strategies to support their child in school and at home. We recognise the personal and emotional investment in children by their parents, and are aware of their feelings. We respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

In discussions about a child's particular SEN, school staff and SENCO, together with parents and carers will draw on the family's knowledge and expertise in relation to the child. Areas of strength, as well as areas of need are focussed on.

We try to ensure that parents and carers understand procedures, and are aware of how to access support in preparing their contributions to the process.

Parents and carers also have a responsibility to communicate effectively with the school to support their children's education. We ask that they communicate regularly with us to alert us to any concerns they may have, and inform us of the results of any referral to other agencies.

Pupil Participation

All children have the right to be involved in making decisions about their learning, and exercising choice. Ascertaining children's views may not always be easy, however, we will seek to ensure that the child is as involved as possible in discussions about their work, and next steps in learning.

Collaboration with Other Agencies

For some children a referral to an outside agency might be made, in order for more expert advice to be sought.

The school has links with, and work regularly with, a number of different services, both from Education and Health services. These include the Bury Educational Psychology service, and Paediatric Services through the Child Development Centre (which is accessed by a referral from the family GP).

Support from a variety of other services is sought as and when it is needed to support the children in our school.

Provision Maps

Staff produce a Provision Map each half term to show the various strategies and interventions they are using to support learning for the children. The maps show provision at Wave 1 (all children) Wave 2 (some children) and Wave 3 and 4 (a few children), as outlined above. For children in Waves 3 and 4, they set SMART Targets for these interventions, with a given timeframe for working on them. At the end of the half term, the impact of the interventions is assessed, and new targets (if required) are set.

Individual Support Plans

For children struggling to demonstrate progress, an Individual Support Plan (ISP) is created. This is developed through discussions between the school staff, SENCO, parents and carers, and the child. The ISP outlines the actions being taken by the school, and at home, to meet specific targets. The plan will include strategies and any specific resources which will be used, including expertise, allocated time, materials and equipment.

ISPs are reviewed termly with the child's parents. Progress against the targets is assessed, and next steps (which may or may not include a new ISP) agreed.

Education, Health and Care Plans

If, following a review of a child's progress, it is concluded that:

- a) The child might have a significant educational need, as defined in the Local Authority's Criteria document, and/or
- b) We have fully used the resources available, including external advice and applied strategies, for meeting the child's needs;

it will be considered whether an application to the Local Authority for an Education and Health Care Plan (EHCP) is required.

In order for this to be considered by the Local Authority, the school would need to demonstrate that the child has demonstrated significant cause for concern. The school would provide evidence or information about:

- The school's interventions through the graduated approach, ISP's and reviews
- The child's health and medical history, where relevant
- Whether the child is working within age related expectations
- Attainments in English and Maths
- Assessments from specialists#
- Views of parents or carers and the child
- Involvement of any other professionals
- Any involvement of children's services or educational welfare services.

An EHCP comes with a legal obligation to provide the services outlined in its objectives, and is reviewed on an annual basis. At these reviews, progress towards targets are shared, and new targets are set.

Staff Development

At St Monica's we are committed to maintaining the highest standards of teaching and learning across the school, including for those children with SEN.

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who either holds a National Award in Special Educational Needs Co-Ordination or is working towards this qualification.

In addition, the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEN, either within the school's Professional Development Programme or provided elsewhere.

Equal Opportunities

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential." (SEND Code of Practice 2015)

The school is mindful of its obligations under articles 7 and 24 of the United Nations Conventions of the Rights of Persons with Disabilities, the Children and Families Act 2014 and the Equality Act 2010, towards individual children with SEN or disabilities.

The SEND Code of Practice 2015, which underlies this policy, makes clear the duty of schools to make reasonable adjustments for children with SEN or disabilities. This includes the provision of auxiliary aids and services, and is, where possible, anticipatory in nature, giving thought to what children might require and what adjustments might be needed to prevent any disadvantage arising from their special educational needs.

Complaints

Complaints regarding the school's SEN Policy or Provision should be addressed in the first instance to the SENCO or Head Teacher. Further procedures are laid down in the School Complaints Policy.