



# Inclusion Policy (SEND) and Information Report for Parents 2016

*'Children of God, learning and growing together in love'*

## **Philosophy:**

We believe that every child is a unique gift from God and has the right to have his/her individual talents developed through a broad, balanced and differentiated curriculum delivered in a stimulating and accessible building to all children and their families. Accordingly, this policy is consistent with the teachings of the Church, the School's Mission Statement, School Motto and current legal requirements and guidelines including those in the Equalities Act 2010, Children and Families Act 2014 and the SEND Code of practice ) to 25 years.

We are a mainstream primary school and can cater for a range of special needs. Although we have improved our accessibility greatly to cater for children with physical disabilities (provision of disabled toilets, removal of steps, wide corridors, removal of some doors) we still have parts of our school with narrower corridors. We urge any parents considering our school to arrange for a personal visit where we can discuss their child's needs and whether our school is the best school to meet them.

## **Inclusion:**

At St Louis we aim to provide a broad, balanced and interesting curriculum for all pupils that will stimulate learning and enable all children, including those with disabilities to achieve well. This includes access to after school clubs, external visits and residential visits.

The four principles essential to developing a more inclusive curriculum are:

- a) Setting suitable learning challenges.
- b) Responding to pupils' diverse learning needs.
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- d) A structured approach to the identification and review of children with additional needs that is shared regularly with parents (*more information about this can be found in our SEND parent information leaflet and on page 2 of this document*).

### *A. Setting Suitable Learning Challenges*

Teachers are flexible in their approach to take account of pupils abilities and needs. This may mean choosing knowledge, skills and understanding from earlier / later groups or Key Stages so

that individual pupils can make progress. All staff attend regular training in order to meet the needs of the children they work with.

### *B. Responding to Pupils' Diverse Learning Needs*

Teachers respond to pupils' diverse needs by:

- Creating effective learning environments both inside and outside the classroom
- Securing their motivation and concentration.
- Providing equality of opportunity through different teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.
- Providing a range of support services including a school counsellor or sign posts towards them. Our school buys in additional support from a range of professionals. Where demand for the support exceeds the initial allocated budget our school gives a commitment to buying in additional resources, where ever it is possible to do so. Parents will always be advised and consulted with when external professionals are being consulted with.
- Being familiar with our school's transition policy which ensures that children do not 'fall through the net' at key points during their school career

### *C. Overcoming Barriers*

Curriculum planning and assessment for pupils with special educational needs take account of the type and extent of the difficulty experienced by the pupil. In many cases this will take the form of greater differentiation of tasks and materials. Additional staff may be deployed and additional resources provided. For children with disabilities a discussion will take place with all relevant parties to ensure all reasonable adjustments that can be made, will be made. Our school has an accessibility plan in place.

### *D. Structured Approach*

- e) Teachers and Teaching Assistants are confident in their ability to identify children who may have additional needs, and are familiar with the schools procedures and structures. These are shared regularly with parents through planned meetings including our termly SEN Review Days and reports (*more information about this can be found in our SEND parent information leaflet and below on this page*).

**The success of our Inclusion Policy will be measured by the progress that our children make and their attendance levels.**

## **Inclusion: Special Educational Needs and Disabilities (SEND)**

### **Aims:**

In order to meet the needs of all our pupils we aim to:

- Ensure that our admission arrangements to our school are fair, comply with all legislation and do not discriminate against any group of pupils including those with disabilities. Admission to our school for children with EHCs are co-ordinated by the Local Authority. Further information

for prospective parents can be obtained by contacting the Admissions Team at Buckinghamshire County Council

- Provide every child with genuine access to the whole curriculum, so that he/she makes progress within it according to his/her particular abilities and national expectations. Progress of all children is monitored carefully particularly those children with disabilities.
- Review our resources regularly to ensure that they reflect our children and their families, including those with disabilities
- Ensure that in partnership with parents special educational needs are identified, strategies developed to meet them and are regularly reviewed.
- Work closely with all other agencies, such as Speech and Language, Specialist Teachers, Pupil Referral Unit, Educational Psychologist etc to ensure that the school's provision is the best it can be.

### **Implementation:**

Not all children who are lower attainers or are making slow progress will have SEND. We intend that access to the National Curriculum will be achieved for children of all abilities through the planning of differentiated work. Pupils needing additional learning support will be identified initially through an "expression of concern" either by the parent, a teacher or member of another agency involved with the child. If the concern has not been raised by the parent he/she will be informed and the child entered on the 'Class Action' Monitoring List:

#### ***Class Action:***

This is an informal stage and we call it 'Class Action'. When a need is first identified the children will be monitored carefully by the Class Teacher and SENCO. Information regarding attainment levels and areas of difficulty are recorded. Targets will be set and these will be recorded. Differentiated work, resources and activities will be used as a means of ensuring better progress.

This might mean that children spend time with other year groups for direct teaching of particular needs, e.g. phonic knowledge, sentence construction, basic counting skills etc.

#### ***School Support (A):***

Where progress remains limited despite these targets and interventions, pupils will have a higher level of differentiation or provision. This will be recorded in the Class SEN file. Information about this will be shared with parents and the Special Needs Co-ordinator (SENCO). Progress is reviewed termly with parents and appropriate staff. The Specialist Teacher and or other professionals may be contacted for advice or support.

Within each Class SEN file there is a personal profile for children at School Support or with an EHC. This allows anyone teaching them to understand more about their needs and what may affect them. These files containing the profiles are shared with any observers within the classroom or student teachers and supply teachers etc. Our children contribute to these profiles so we are sure to represent their views.

The SENCO works alongside the Class Teacher in identifying and organising provision and setting targets. If appropriate, suggestions will be made as to how parents can support their child's learning at home. The pupil may remain at School Support, taken off School Support (A) or, placed on the School Support (P) stage.

### ***School Support (P):***

Assessments from outside agencies are requested and recommendations are made as to how the pupil can be further supported. Advice received is always acted upon. Progress is reviewed termly. The pupil may remain at School Support (P) or return to School Support (A). If appropriate the school may request that the LA carry out a Formal Assessment of the child's Special Educational Needs. If the LA considers it appropriate a statutory assessment is undertaken at:

### ***Statutory Assessment:***

Either the school or parents can apply for formal assessment of a child's needs. Any parent considering this should make an appointment to speak to the Head Teacher. The LA request reports from all the agencies involved including the school and carries out a statutory assessment. If appropriate the pupil moves to Educational Health Care Plan:

### ***Educational Health Care Plan:***

In light of the assessment, the LA issues an EHC plan which includes information about the child's Special Educational Needs. At this stage both parents and school are invited to give their views. At each stage detailed records about progress are kept. For children who are making very small increments in progress referral will be made to 'Pivats' documentation.

### **Parental Involvement:**

Parents will be consulted regularly and encouraged to participate through out the process. They will be invited to review meetings and their views, together when appropriate with the child's, will be recorded and their evaluation of his/her progress will be considered when identifying provision and setting targets. These meetings take place at Parent Consultation evenings and/or at 'SEN Review Day' and are held at a minimum of once per term.

When a child is placed on the Class Action List parents are given an information leaflet explaining the staged approach and the overall step-by-step guidance offered by the school. Parents are also given a leaflet to explain Specialist Teacher services as involvement becomes necessary. If it should be necessary to involve other outside agencies such as Educational Psychologist, PRU etc permission is always sought from parents first. Professionals are always happy to meet with parents to discuss any concerns.

Parents are encouraged to contact the SEND Information Advice Services Helpline on 01296 383754. Their advice is free and impartial. Leaflets about SENDIAS are kept at the School Office.

### **Resources:**

Resources, other than those kept in the classrooms, are kept in the Resources Room and Shared Areas. Resources may also be borrowed by prior arrangement with the Specialist Teaching Service. ICT resources are available in ICT Room and various classroom computers and laptops.

### **External Support:**

Links with other professionals are vital to the over-all care and well being of the child. Close liaison with all agencies will be maintained and parents will be informed of any known voluntary organisations, which may be able to offer help and support.

### **Links With Other Schools:**

Good liaison within our school is essential to ensure information gathered from other schools is enacted upon to enable the relevant approach to the child's needs. The Special Needs Co-ordinator will liaise with feeder/transfer school co-ordinators and ensure they are invited to reviews of pupils during the year of transfer.

### **Governors:**

A member of the Governing Body is designated as having responsibility for Special Educational Needs. Their role is to ensure that the school is meeting all its statutory duties; that provision is the best it can be; that appropriate resources are available and that children are making the progress they should be. Regular meetings are held between SEN co-ordinator and the Governor. The SEN Governor is offered opportunities to watch group work or SEN targeted work being taught e.g. phonics groups etc. This enables them to have 'first hand' experience of some of the provision being offered.

### **Admission Arrangements:**

Our school website outlines the admission arrangements and provision for children with special educational needs and disabilities. Parents are invited to an introductory meeting when the arrangements are explained in more detail.

### **Monitoring and Evaluation:**

Our SEN provision will be reviewed at least annually, by the SENCO and designated Governor using the following success criteria:

- The existence of an accurate, up to date school record of each child with special educational needs.
- Regular reviews to assess the children's progress.
- Number of pupils remaining at a stage of assessment or reverting to the previous one on the SEN Action List.
- % attendance information for SEN group of pupils SEN provision will be reviewed at least termly by the SENCO and the Class Teacher using the following success criteria:
  - Existence of accurate up to date class records showing need, progress and provision, pupil profiles.
  - Records that show that further actions are implemented as a result of termly meetings
- Parental involvement and feedback.

All of these actions and procedures should result in:

- Progress which is at least as good as other members of the school population and where it is not, the school have identified the reasons why, have implemented appropriate resources and support and sought professional advice.
- % attendance figures which are at least as good as the general school population.

**SENCO:** Mrs M Louisy  
**SEN Governor:** Mrs V Dodd

Both the SENCO and the SEN Governor can be contacted in confidence via the school office 01296 488915 or by email at [office@stlouisrcc.bucks.sch.uk](mailto:office@stlouisrcc.bucks.sch.uk)

Information contained in this policy and information report forms part of the Buckinghamshire Local Offer. Information about the Buckinghamshire Local Offer can be accessed through [www.bucksfamilyinfo.org/local offer](http://www.bucksfamilyinfo.org/local%20offer)

**This policy was revised May 2016.**