

# St John Fisher RC Primary School

When You Love To Learn  
You Learn To Love



## SEN & Inclusion Policy

Jan 2023

Next Review: Spring 2025 - if not required sooner

Led by: LB, SG, GJ, LM, AB, JS, BT, DKE, KB

# SEN & Inclusion Policy

Person responsible: Special Educational Needs Coordinator, Governors, Headteacher, and all staff

Linked policies: Child Protection, Medical Needs Policy, Teaching and Learning, Behaviour, Physical restraint, Feedback and Marking

## Purpose

At St John Fisher Catholic Primary we want to ensure that all children have the same opportunities and that barriers to learning and participation are removed along the way.

## Broad aim

The broad aim of this policy is to provide inclusive education with the aim of pupils being included fully in our school community so that they reach their full potential.

## Pupils

The school encourages children to take responsibility and to make decisions. This relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

## Parents

At St John Fisher we aim to develop good relationships which enable open communication between the school, parents, pupils and outside agencies. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have additional educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

## Staff

All staff are vital in creating and maintaining an inclusive ethos throughout the school.

## Identification and Assessment of special educational needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school is committed to early identification of additional educational needs and adopts a graduated response to meeting these needs in line with the Code of Practice (2015).

1. Following an initial concern about a child's progress, a range of evidence is collected by the class teacher, including referral to Bexley guidelines, pupil achievement levels and teacher assessment.
2. If this evidence suggests the child is not making progress, the class teacher will meet with the Special Needs Co-ordinator (SENCo) and then meet with parents.
3. Pupils will initially be placed on class action and their progress monitored.
4. A decision will then be made as to whether additional and/or different provision is necessary, usually resulting in the child being placed on the Special Educational Needs (SEN) register.

5. If a child is not making sufficient progress despite significant support and intervention, advice may be sought from outside agencies. The child then moves onto SEN support on the school's SEN register.

6. If a child's needs cannot be met effectively through the school's own resources, it may be necessary to apply for a statutory assessment from Bexley LEA. This assessment may result in a child being given an EHC Educational Healthcare Plan outlining the provision they require - any child currently on a statement will be transferred to an EHCP in line with Bexley Borough Policy.

7. Where a child has a EHCP, their progress will be reviewed annually and a report provided for Bexley LEA.

8. The provision for all children on the SEN register will be reviewed regularly by the SENCo.

### Intervention

Some children will require support in addition to accessing a differentiated curriculum in the classroom. Intervention programmes will be set up according to the needs of particular pupils.

### Care Plans/Medical Needs Alert Book

Care Plans are written for children who have specific medical difficulties, however we use the Bexley Medical Needs Alert Book for all of our children with medical needs. . The Care Plans/Medical Needs Book are in the school office and are updated annually, or sooner if necessary.

### Outside agencies

Outside agencies play an important part in helping the school identify, assess and make provision for pupils with additional educational needs. Advice from outside agencies is used to inform planning. The following outside agencies may be consulted for advice by the school:

- Educational Psychologist
- Specific Learning Difficulties Service
- Occupational Therapy
- Speech and Language Therapy
- Ethnic Minorities Achievement Service

- CAMHS
- Behaviour Support Service
- Physiotherapy
- ASD Outreach
- Advisory service for Visual Impairment
- Advisory service for Motor and Coordination Skills Advisory service for Hearing Impairment
- Early Years SENCo team
- Parent Partnership Service
- SEN Case Officers
- School Nurse

### Training

The Head, together with the SENCo, take responsibility for prioritising the training needs of staff. Training needs for all teaching and support staff will be identified and planned for in the school's Development Plan.

## Inclusion Policy

### Introduction

This policy is written in order to set out how the Governors and staff of St John Fisher School have set in place policies and procedures which enable our school to provide inclusive education. The aim is for all pupils to be fully included in our school community and for all pupils to reach their full potential. This policy has two guiding principles:

1. To value each child as a unique individual and child of God.
2. To have regard to the Special Educational Needs Code of Practice: 0-25 years (DfE/ DoH January 2015), The Education Act 2011 and Special Educational Needs and Disability Act 2001 (SENDA).

### Inclusion

Inclusion is a human rights issue. It requires us to give all our children and young people the right opportunities to:

- Enjoy and benefit from an appropriate education
- Value each other's contribution
- Develop life-long positive attitudes to diversity.

The aim of education inclusion is for all pupils to be respected, valued and given the opportunity to participate as equal members of the community so that effective learning can take place.

It relates to all aspects of school life, not just the academic curriculum, so parent/carer evenings, break times, school events and after school activities matter in how they promote the wellbeing of all learners. Inclusion is above all about removing barriers to learning and participation.

### Principles

1. To make the necessary provision to meet the needs of any child in our school with special educational needs (SEN).
2. To ensure clear procedures for identification of pupils whose development is giving cause for concern.
3. To create an open climate which recognises the views of the child, and the vital role of the parents in supporting their child's education.
4. To offer such children full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum and the National Curriculum.
5. To work in close co-operation with all agencies concerned and to use a multi- disciplinary approach to the resolution of issues.

### Inclusion And School Admission

At St John Fisher, we admit pupils according to our admission policy. We do not discriminate against pupils with already identified SEN. Pupils with or without statements of SEN are treated as fairly as all other applicants for admission. We also aim to identify and provide for pupils not previously identified as having SEN, valuing them as unique, and including them fully in our school community.

### Roles And responsibilities The Governing Body

- In co-operation with the Head Teacher, determines the school's general policy and approach to provision for children with SEN; establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- Appoints a named governor - Ms P Osabase - to take a particular interest in and closely monitor their school's work on behalf of children with SEN.

- Reports annually to parents on the implementation of the school's policy for pupils with SEN.

### The Head Teacher

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN.
- Keeps the governing body fully informed.
- Works closely with the school's SEN coordinator and staff.

### All teaching and non-teaching staff

- Should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- Will refer to the Feedback and Marking Policy for guidance on giving clear feedback to children.
- Will look for opportunities to incorporate pupils' interests and strengths in their learning, to raise self-esteem and help the pupil maintain a good level of motivation.

### The SENCo

Working closely with the Head teacher, senior leadership team and staff, the SENCo:

- Determines the strategic implementation of the Inclusion policy and co-ordinates and monitors provision for pupils with SEN.
- Is responsible for maintaining contact and working with the parents of children who have additional needs.
- Contacts outside agencies as needed, ensuring staff are kept informed of a child's needs.
- Works closely with the Teaching Assistants, providing support and guidance as needed.
- Oversees pupils' records.

### Partnership with parents

School is normally the first point of contact for parents. At St John Fisher we aim to develop good relationships, which in turn set the tone for all other interactions with the local authority, other professionals and agencies overseeing their child's education.

We recognise that parents have rights and responsibilities which include:

- The right to have difficulties identified early with appropriate intervention to tackle them.

- To have a real say in the way in which their child is educated, and play an active and valued role in this.
- To have knowledge of what they can expect for their child as of right.
- To have access to information and advice and support during assessment and decision making.

All staff in communicating with parents aim to:

- Recognise the emotional needs of parents and be aware of their feelings.
- Focus on the children's strengths as well as areas of need.
- Ensure that parents understand procedures and offer support in making their views known.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have and recognise the need for flexibility in the timing of meetings.

Parents of all our children are welcomed and encouraged to work in partnership with the school in order to provide the best education for the children.

### **Pupil participation**

The ways in which children are encouraged to participate in decision making should develop to reflect the child's evolving maturity. Children should be given the opportunities to make choices and to understand that their views matter.

Very young children can be encouraged to choose play activities and share their wishes and feelings with families and staff. The Early Learning Goals recognise the importance of children's ability to develop competencies and confidence progressively and to have opportunities to develop a range of social as well as educational skills.

Confident young children, who know that their opinions will be valued and who can practice making choices, will be more confident and effective pupils during the school years.

Pupils with SEN may have low self esteem and lack confidence, so it is important that all staff encourage pupils to be involved in setting their own targets, and recognise and celebrate progress and achievement.

At St John Fisher, all children are involved in self-assessment, and given opportunities to review their achievement with a view to raising pupils' self-esteem and encouraging them to recognise their own strengths.



## Identification, assessment and provision

Types of need:-

- General Learning Difficulties
- Specific Learning Difficulties
- Behavioural, Emotional, and Social Difficulties
- Speech and Language Difficulties
- Autistic Spectrum Disorders
- Hearing Impairment
- Visual impairment
- Physical and Medical Difficulties

Good practice guidance in decision making on identification and provision for pupils with any of the above SEN is contained in the DfEE publication 'SEN Thresholds'.

This guidance provides a framework to enable us to respond to pupils' SEN; to decide on appropriate forms of action and to review our decisions. It sets out in general terms the main actions and interventions usually thought to be appropriate for meeting additional educational needs.

The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be. Assessment is regarded as a continuous process.

To help identify those children, who may have additional educational needs, staff measure children's progress by referring to:

- Their performance monitored by the teacher as part of the ongoing observation and assessment.
- The outcomes of Early Years Foundation Stage Profile assessment results.
- Their performance against the age related expectations within the National Curriculum at the end of every school year.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation.

When a child is identified as having additional educational needs by the class teacher using the above assessment tools, the child is referred to the SENCo using the Concern Form.

Intervention is then planned using the graduated approach as set out in the Code of Practice, as follows:

1. **SEN support** - This is triggered by the recognition that a child:
  - Is not making sufficient progress, even when teaching approaches are targeted particularly in a child's area of weakness.
  - Demonstrates difficulty in developing literacy or maths skills which result in inadequate attainment in some curriculum areas.
  - Demonstrates emotional or behavioural difficulties, and does not respond to usual behavioural techniques used.
  
2. **SEN SUPPORT** - when additional support is required This is triggered by the recognition that a child has:
  - A child is discussed at the termly meetings with the EIT.
  - Made little or no progress even when teaching approaches are targeted particularly in a child's area of weakness.
  - Shown signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas.
  - Presented with persistent emotional or behavioural difficulties, which are not helped by the behaviour management techniques we usually employ.
  - Developed sensory or physical problems and continues to make little or no progress despite provision of specialist equipment.
  - Made little or no progress with communication and/or interaction skills despite provision of a differentiated curriculum.

The SENCo will now take the lead in further assessment of the child's strengths and weaknesses. The SENCO will plan with the class teacher future support for the child, monitor and review the action taken.

The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will be consulted and kept informed of the action taken to help the child, and will be supported to help at home.

The SENCo, Class Teacher, together with curriculum, literacy and maths co-ordinators and external specialists, meet to consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialists may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

- The delivery of education and the meeting of these targets continues to be the responsibility of the class teacher.
- The SENCo will monitor provision and will consult with parents and seek their consent for further advice from outside professionals.

All of the monitoring will follow the four part guidance of:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### 3. School referral for an EHC plan

In some cases, after having taken action to meet the learning difficulties of a child, we may conclude that the child's needs remain so substantial that they cannot be met effectively within our resources.

Then we refer the child to the Local Authority to ask for an EHC plan. Parents may also request this, as can another agency, such as the child's doctor or speech therapist.

The evidence we provide will include:

- The views of parents.
- The views of the child where possible.
- Evidence of rate of progress, or lack of progress over time.
- Copies of advice, where provided, from health and social services.
- Evidence of the involvement and views of professionals with relevant knowledge and expertise outside the normal competence of the school.

Once the LEA has agreed to support a child through an EHC plan, the parents will be consulted and guided to decide on the best place to help their child achieve the objectives of the statement. Children with an EHC plan will have short-term targets set and strategies to meet those targets.

### Annual Reviews

The procedures to follow are set out by LEA following Code of Practice.

Most EHC's are reviewed annually. Parents are always invited and involved in these reviews. Reviews prior to phase transfer are important, as decisions need to be made regarding the provision required at the next stage, ie Reception class or secondary school.

### Early Years setting

Staff in the Early Years setting have a key role to play in identifying learning needs and responding quickly to any area of difficulty in order to develop effective strategies to meet those needs so that later difficulties may be avoided.

Parents are often the first to identify a need and can inform staff if a child has a difficulty. Staff work closely with parents to build on children's previous experience, knowledge, understanding and skills, and provide opportunities to develop:

- Personal and social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world

- Physical development
- Creative development

Monitoring of individual children's progress throughout the foundation stage is essential. Children making slower progress may include those who are younger, who are learning English as a second language or who may have particular learning difficulties.

It should not be assumed that children who are making slower progress must, therefore have additional educational needs.

All children need carefully differentiated activities to enable them to move forward, and only for those children whose progress continues to cause concern should action be taken.

The Code of Practice sets out a graduated approach and in many cases the action taken will mean that the child's needs can be resolved. If the intervention does not enable the child to make satisfactory progress then staff will discuss their concerns with the SENCo.

### Training

The Head, together with the SENCo, take responsibility for prioritising the training needs of staff. Training needs for all teaching and support staff will be identified and planned for in the school's Development Plan.