



Loving Learning and Looking Forward with Christ.

Our Lady and St Benedict Catholic Academy

Inclusion Policy

In partnership with the Newman Catholic Collegiate

Growing Together for Life

**Special Needs Co-ordinator:
Graeme Rathbone (SENCO)**

Academy Committee SEN Representative: Janet Powell

Our Lady and St Benedict Catholic Academy is a mainstream academy which aims to include all pupils in all aspects of academy life by/through:

- Providing an aspirational and engaging educational environment in which our children are given opportunities to develop their many potentials.
- Creating a nurturing and caring environment that children feel safe and secure and able to achieve to their highest ability.
- Providing a range of teaching styles and strategies to accommodate the different learning styles of all children.
- Employing a graduated approach to meeting additional needs by using the 'Special Educational Needs Matrix for Schools' to set appropriate targets, choose teaching methods and monitor the effectiveness of provision.
- Ensuring that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development (Academy Mission Statement).
- Involving pupils and parents in planning and any discussion making that affect them and their family.
- Providing all children with the opportunity to access our wider academy community.
- Giving children the opportunities to have their voice heard about the curriculum, how they learn and what interests them.
- Ensuring that our policies for raising standards are for all children, therefore operating inclusive learning for children with SEN.
- A robust pathway for the early identification of difficulties and appropriate interventions will give children with SEN the best possible start to their academy lives (DfEE-Excellence for all children).

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0-25 years (June 2014) states:

A child of compulsory academy age or a 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, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream academies, schools or mainstream post-16 institutions (Pg 4)

We also identify children as having SEN if their behaviour is such that they cannot; access the Foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole academy” approach to the management and provision of support for special educational needs, monitoring the progress of all pupils
- To provide high quality teaching and a suitable learning environment that enables all pupils to access the curriculum.
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To work in partnership with parents around all areas of a child’s education, and involve parents in reviewing and shaping SEND provision)

Identification and Assessment

Identification

Our Lady and St Benedict Catholic Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as;

- Communication and interaction
Including *speech, language and communication needs (SLCN) and Asperger’s syndrome and Autism (ASD)*.
- Cognition and Learning
This includes *moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD)*.
- Sensory and/or physical needs
This includes *Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)*
- Social, emotional and mental health difficulties.
This is when a child’s emotional needs have an impact on their learning.

These four broad areas of need give an overview of the range of needs that should be planned for but academy undertakes assessment in order to meet individual needs.

The academy sees parental views as essential in identifying pupil's needs. It is important that parents and carers are involved in the decision making of what is best for their children. Pupil Passports allow parents to provide their input and support in moving your children's learning forwards. Parents are encouraged to work with the class teacher to create a pupil passport which best suits their child's needs. The class teacher will use a range of assessment to develop SMART targets for the child. A SMART target is one that is:

- Specific
- Measurable
- Attainable
- Relevant
- Time-based

The following sources of assessment information are taken into account when building a Pupil Passport and considering SMART targets for a pupil:

- EYFS; Baseline Assessments, the Reception Baseline Assessment, Stoke Speaks Out. Progress for all children is measured against the EYFS Framework.
- Termly standardised testing in Mathematics, Reading and SPAG, alongside teacher assessment in Reading for all KS1 and KS2 pupils every term.
- Y2/Y6; SATs
- Maths mastery assessments
- Assessing Primary writing
- Age related foundation subject assessments
- Professional teacher judgements and observations
- Collecting Pupil Voice
- A range of standardised assessments such as BPVS, HASTE 2 and The Boxall Profile.
- ASP and IDSR

A child identified as having English as an additional language is not classified under the SEN code of Practice as having a Learning Difficulty. However some of our children may also have a literacy and/or cognitive difficulty that are not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. Our academy will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEN Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and

overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes.

Every teacher in every class plans for the children's needs and has been trained on the use of adaptive teaching strategies. However if a child requires specific support then this is targeted through their pupil passport, where the parent and teacher discuss ways in which best to support the child. If a child is on the SEN register then an opportunity to review and discuss the support needed with parents will be available 3 times a year.

All pupils will access a broad and balanced curriculum. Adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all pupils engage.

Class teachers will inform and involve parents where a child has been identified as requiring additional support. Intervention, support strategies and/or reasonable adjustments will be agreed with parents in order to achieve desirable outcomes. Pupil passports allow parents to provide their input and support in moving children's learning forwards. Parents are encouraged to work with the class teacher to create a pupil passport which best suits their child's needs.

Our Academy uses the Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs. Concerns are raised by the teacher through observations and analysis of data. If children show no/little evidence of progress then standardised tests and assessments will take place such as: Salford reading and Comprehension, spelling tests and BPVS.

If a parent or carer has any concerns about their child having special needs then this should be discussed with the class teacher who will then pass the information on to our academy's' SENCO.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this Senior Leadership Team or SENCO will monitor through:-

- Formal and Informal Lesson and Intervention Observations
- Pupil Conversations
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Parent conversations
- Appraisals
- CPD

To ensure quality and personalised provision the SENCO will monitor through;

- Intervention records / provision maps
- Pupil conversations
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Parent conversations
- CPD

The outcomes of monitoring and evaluation of SEND provision will be shared with the Academy Committee SEN Representative termly.

The progress of pupils with SEND will form part of the conversation at performance management meetings.

Accessibility

The academy continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

Inclusion beyond the Classroom

Under the Equality Act (2010) all children must have access to all of the activities and trips within our academy. Teachers are aware of children's needs and select trips and activities to suit these needs. Whilst parents are welcome on trips it is advisable that children are given the opportunity to gain their own independence with friends and other adults.

Social and Emotional Development for pupils.

Our academy supports overall wellbeing through pastoral, medical and social support. As we are a Catholic academy we have a strong Catholic ethos where children are given the social and moral support which they require through our caring environment. We have a learning mentor who often works one-to-one and in small groups with children who need extra social, behavioural or nurturing support. Those children who need extra medical support will have a Health and Social Care plan where your child's needs are specifically identified. Our academy works closely with the nurse who can support the needs of your child. Our behaviour policy is extremely effective in supporting children in their behaviour and avoiding exclusions. We use the good to be green behaviour system where children are encouraged to stay on green throughout the academy day. Over the course of the year various rewards are given for those children who have stayed on green for a certain percentage of the time. These can range from mad science days to fencing activities.

We believe it is extremely important for our children to contribute their views and we support children in doing this through student council, peer mediators and pupil interviews.

Pastoral Support

For additional information see Behaviour policy.

Medical Support

For additional information see Supporting Children with Medical Conditions policy.

Social Support

For additional information see Safeguarding policy.

Bullying

The academy recognises that children with SEN are more vulnerable to become involved in incidents of bullying.

For additional information see Bullying policy.

Working Together with Pupils and Families

- Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. Our academy's designated teacher; Janine Pickerill will work with the SENCO and Principal to monitor the progress and provision for pupils with SEN who are looked after.
- The academy recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils there are regular parent consultations and an annual written report. For pupils with SEN meetings will be held three times a year to review the impact of their individual provisions and to review their next steps.
- We value the input of pupils around decisions to be made about their provision. Pupils will contribute to termly review meetings about their provision.
- Young people within our academy are able to contribute their views through the school council and Benedictines (pupils annually, democratically chosen by their peers to be their RE/RHSE champions). Also through regular subject Deep Dives, leaders talk to pupils about their learning to ascertain their feelings and opinions.
- The academy welcomes the involvement of parents. Initially parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENCO or other

appropriate staff, where applicable. The SENCO Graeme Rathbone can be contacted through the academy office.

- Please check the school website for a link to our SEN Information Report.
- The Local Authority's Local Offer can be found at www.stoke.gov.uk/localoffer

Admission Arrangements

Our admissions policy is written in coordination with the DSC and our partner academies.

Transition Arrangements

Transition is arrangements for supporting children and young people in starting at our academy, moving between year groups and moving to Secondary schools/academy's' or moving academy.

In preparation for starting our academy all children have access to our Benedict Bear induction sessions where they will meet other children and staff. In September there will be numerous induction days for children to get used to their new setting in our academy. If a child is starting in Nursery or Reception then they will receive a home visit from their teacher. This is an opportunity for parents and children to get to know their new class teacher. Further workshops based around reading, phonics and the EYFS curriculum will be made available for parents during the year.

For those children who require extra support in their transition into our academy then extra meetings can be arranged where required or a plan will be put into place to support this child. Staff will liaise with any outside agencies already involved with the child and make efforts to visit them in their current setting beforehand to ensure a smooth and happy transition.

Every child is supported through the different stages in academy life through transition meetings between class teachers, where important information is passed on from each year group. Children also take part in roll over days where they move up to their next class, meeting their new teacher.

Children moving on to our feeder high schools will have the opportunity to meet their future teachers and classmates, sample their new curriculum and visit the site over the final half term of Year 6. Children moving on to other high schools have the opportunity to take part in the transition programme of that setting. Where necessary extra transition settings can be arranged to ensure every child is comfortable in their new school.

For children with SEN specific arrangements may be put into place to support their additional needs.

Training and Resources

How are resources matched to SEN?

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in academy through our existing resources, a request will be made for an assessment for an Education Health Care Plan (EHC). This plan will help staff to better structure and tailor the support they can give to the child in school. A successful request for an EHCP means that the school may be able to provide some additional support for a pupil, this additional support can take a number of different forms, such as additional staff training or acquiring specific resources.

How are the training needs of staff identified and planned for?

The SENCO will undertake an audit of needs each year/when appropriate. This will then inform us as to what training needs are to be put in place to ensure all children have the correct support.

Specialist Involvement

Where parents and staff feel it would be beneficial our academy can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the academy currently works with include Education Psychology, Occupational Therapy, SEND services, Academy Nurse, Health Visitor services, Speech and Language Therapy, CAMHS and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the academy's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other academy's, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps the records of all pupils with SEN up to date

The SEN Governor is Janet Powell

The SENCO and SEN Governor communicate regularly regarding the overview of our academy's arrangements for SEN and disability. The SEN Governor offers support and challenge around the quality and impact of SEN provision.

Complaints

As an academy we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy.

Policy Review

This policy was agreed by Governors in September 2023 and will be reviewed in September 2024.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

This Policy has been developed by the Newman Catholic Collegiate.