



St John Fisher Catholic Primary School

Inclusion Policy

The Oxfordshire Local Offer:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Mission Statement

Let all you do be done in love

(1. Cor. 13.13)

The word love should inspire every aspect of life in the school.

Love will inspire the school community to demonstrate its care in aiming to achieve the highest possible standards in all aspects of life.

A loving response to life will enable all pupils, parents, teachers and governors to fulfill their vocation.

We aspire to cultivate in our lives a personal relationship with God, based on love, trust and prayer in an endeavor to foster our growth of faith.

We aspire to develop Christ-like attitudes and behaviour in regard to, for example, school policies and their implementation, in approaches to governance and management and all the relationships within the school community.



Inclusion team Staff:

Principal: Mrs L Penman, SENDCo: Mrs Becky Clark, Learning Mentor: Mrs M. Moss

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A School Arrangements

A1 DEFINITION AND AIMS

Definition

At **St John Fisher 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 talents as skills as far as they are able.

We use documentation to identify if children experience sustained difficulties in learning despite strategic support and intervention. 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. 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 our school.

Aims

We believe that each pupil has individual and unique needs. However, some pupils may require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. 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 John Fisher Catholic Primary School aims to provide all pupils with strategies for meeting their needs in a supportive environment, and to give them meaningful access to the National Curriculum and EYFS Framework. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that 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
- give pupils with SEND opportunities to take part in all aspects of the school's provision as far as is appropriate, and removes barriers to learning
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their pupil's development
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- ensure that the responsibility held by all staff at St John Fisher Catholic Primary School is sustained
- ensure that all our procedures are free from bias, stereotyping and generalisation in respect of gender identity, class, religion, race and disability. It is important that each pupil is included as a valued, unique individual member of our learning community

A2 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff 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.

We ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need for early identification of and provision for pupils with SEND in accordance with new reforms (2015)
- pupils with SEND are included in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- staff report to parents on the implementation of the school's SEND policy
- staff have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if there is concern that their child may have Special Educational the school decides to make SEND provision for their pupil
- parents are aware of the local offer (see link) where information about additional funding and support is provided
- staff are fully informed about SEND issues, so that they can play a major part in school self-review, to ensure the efficient use of resources.
- they are regularly updated of the changes taking place in SEND

The Senior Leadership Team and specifically the SENDCo ensure that:

- the SEND policy is reviewed and that staff as a whole will also be involved in its development during staff meetings and external training
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored
- the SEND governor is informed about SEND
- the needs of pupils with SEND 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 schools' SEND policy and the effects of inclusion policies on the school as a whole, e.g. through Monitoring Quality review meetings Parts 1 and 2.

The **Principal** has responsibility for:

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

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with SEND as early as possible in order to ensure appropriate differentiation and support for each pupil's learning and progress
- overseeing detailed assessments and making observations of pupils with specific learning problems
- supporting class teachers in devising strategies, writing pupil profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, 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 and information that is available as part of The Local Offer:
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, and supporting the completion of an Early Help Assessment to establish a Team Around the Family (TAF) if required
- applying for Education, Health and Care plans (EHCP) where appropriate
- applying for additional funding where necessary
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year Optional tests, SATs, etc , evidence in books
- contributing to the in-service training of all staff, including lunch time supervisors and office staff if relevant
- attending termly pupil progress meetings in addition to the Principal, meeting with class teachers to identify concerns with the progress of different groups of children
- managing teaching assistants
- liaising with the SENDCos 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 SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo and Learning mentor for advice on assessment and strategies to support inclusion
- ensuring that pupil profiles are relevant and up to date
- details of interventions are recorded on a class provision map
- ensuring that a varied curriculum is accessible for all children
- making themselves aware of the school's SEND Policy and procedures for prompt identification, intervention, monitoring and supporting pupils with SEND
- developing a love for learning

- providing feedback to parents of pupils with SEND

Teaching assistants (TAs) work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing pupil profiles and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum. Continued professional development is offered to ensure consistency within the whole staff team.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- liaise with the class teachers and SENDCo to link interventions with learning in the classroom

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

A3 CO-ORDINATING AND MANAGING PROVISION

At St John Fisher Catholic Primary School:

- sharing of expertise is welcomed and encouraged
- SEND is part of the school development plan
- SEND is an item on every staff meeting agenda or the main item of a meeting
- the SENDCo and Principal meet regularly with TAs each term to review progress
- the SENDCo ensures that regular meetings are held, normally once a term, to review pupil profiles and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision, and their involvement is recorded in an age appropriate way

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

- the school's SEND policy
- the SEND register
- an overview of SEND provision using the new reforms 2015
- the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
- a class SEND file giving the names of all pupils in the class on the SEN register, and copies of the pupil's profiles, moderation descriptors and other relevant information
- the expectation to train alongside the teaching staff to improve outcomes for children

A4 ADMISSION ARRANGEMENTS

St John Fisher 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 SEND, in accordance with the school's admissions policy. If a parent wishes to have mainstream provision for a child with an Education and Health Care plan, the LA must provide a place unless this is incompatible with the efficient education of other pupils.

A5 SPECIALISMS AND SPECIAL FACILITIES

At St John Fisher Catholic Primary School:

- The Principal and SENDCo have both achieved the National SENDCo award (NASENCO)
- The Principal and Learning mentor are both designated safeguarding leads
- Our experienced Learning Mentor works closely as part of the Inclusion Team with families, teachers and children aiding additional support from external services. She attends regular briefings to ensure that she is up to date with the most recent documents
- We are introducing a curriculum designed to foster self-regulation and emotional control called The Zones of Regulation, across the whole school and to parents
- Regular refresher training takes place to ensure that all staff maintain a high confidence and skill level to deliver a varied curriculum for all of our children
- 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. 1:1 mentor sessions provide a regular time for children to talk about their feelings and review and set new targets to enable them to thrive. 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. Nurture groups are used to enable pupils to work together on a particular social or emotional difficulty. Circle time in class is used to support the emotional well-being of children, using the Family Links guidance and Seal resources
- In 2021, all staff received training in Family Links training to support children with developing strategies for emotional health
- All teaching staff are equipped to teach pupils with SEND. 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 John Fisher and in each classroom, following the advice of external support teams
- All resources are placed on the shared drive for easy access
- A bank of resources, including schemes to support learning and emotional wellbeing can be located in the Inclusion area, outside the Inclusion team office
- 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
- We have access to the expertise of OXIST, LA services and other agencies if required
- The building has been adapted to provide access for wheelchairs, and appropriate toilet and washing areas
- Use of on-line training materials are used to support staff in their knowledge about different areas of SEND

The SEND Code recognises two categories, special educational needs (SEN) 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 Education, Health and Care plan (EHCP). Areas of identified need include:

Communication and Interaction needs;

This includes children who have speech language and communication difficulties including autistic spectrum conditions.

Cognition and Learning needs;

This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health needs;

This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression.

Sensory and/or Physical needs;

This includes children who have visual or hearing needs, or a physical disability that affects their learning

Review

Children who have identified additional needs may have a **pupil profile** with specific outcomes to be achieved with in a specific time frame. These are shared with parents in terms 1,3 and 5; incorporating parent views is important and this is encouraged. Reviews of pupils identified as having additional needs are usually carried out in terms 2, 4 and 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.

Annual Reviews

For pupils with EHCP plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement or EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year and for the end of the Key stage. All relevant professionals, including those who contributed to the original plan, are invited to attend or submit a written report. Parents and multi-professionals receive a written report two weeks before and two weeks after the meeting, outlining any new information since the last review. These meetings may be held before the end of the year, should professionals consider that further advice is needed to enable staff to meet additional needs of the child or to review suitability of placement in main stream education.

Early Help assessment and team around the family

The EHA has been created using feedback from young people, parents and professionals across Oxfordshire. Oxfordshire County Council have adopted a whole family approach to ensure the best outcomes can be achieved for children and families and hence the Team Around the Child will become the Team Around the Family (TAF).

Assessments to identify areas of learning support

The following assessments are used to identify an area of support, monitor the effectiveness of intervention or to establish a base line assessment and are carried out by Teaching assistants or SENDCo:

- BPVS – British Picture Vocabulary Scale (Assesses vocabulary and helps to identify level of expressive language ability)
- YORK - York Assessment of Reading for comprehension (Assesses reading and comprehension and can help to identify early reading difficulties)
- SALFORD (Identifies word reading age and basic inference and deduction comprehension skills)
- YOUNG’S Parallel Spelling test (Identifies spelling age)
- NARA – Neale Analysis of Reading Ability (Identifies word reading age and basic inference and deduction comprehension skills)
- SANDWELL Maths assessment KS1 & KS2 (Assesses early numeracy difficulties)
- BOXALL PROFILE (To analyse the needs of children with Social, Emotional and Behavioural difficulties)
- QCA Behaviour Assessment (Helps to assess emotional, conduct and learning behaviour)

Children may also be referred for assessment to outside agencies such as: Speech and Language Therapists (SLT), Educational Psychologist (EP), Occupational Therapist (OT), Physiotherapist, SENSS Team, Communication and Interaction Team(C and I) and Physical disability (PD) service. These agencies may carry out their own assessments and will work alongside the family.

B3 CURRICULUM ACCESS AND INCLUSION

St John Fisher Catholic Primary School has one class for each year group. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the 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 for a pupil to work individually or in small group with a TA or the SENDCo in order to acquire, reinforce or extend skills more effectively. These sessions may support gaps in a specific area e.g. spelling.

Intervention programmes are normally time-limited and the criteria for inclusion in such programmes are clearly specified. A provision map of our range of interventions is drawn up termly with programmes carefully matched to pupils' needs. The impact of the intervention is monitored. Teaching staff and the SENDCo ensure that the varied curriculum that we offer to all children is not jeopardised due to interventions taking place.

Provision for pupils with SEND is intended to enable them to make accelerated 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 SEND pupils.

B4 EVALUATING SUCCESS

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

- monitoring of classroom practice by the SENDCo and subject co-ordinators, through planning scrutiny, learning walks, observations and book trawls
- analysis of pupil tracking data and test results terms 1,2,3,4,5 and 6:
- for individual pupils
- for cohorts/intervention groups
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND Governor
- school self-evaluation,
- the Monitoring Quality review meetings, Parts 1 and 2
- the Academy Committee' Annual Report to parents, which contains the required information about the implementation and success of the SEND Policy
- the school's annual SEND review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school, and which includes the Access Plan, and Disability Equality Scheme.
- 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 pupil profiles and 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 SENDCo. 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 Committee Member, if they prefer. The Oxfordshire Parent Partnership Service is available to offer advice.

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS

The staff at **St John Fisher 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 SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service. The SENDCo is present at parent evenings and happy to meet and discuss any concerns with parents.

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 SEND 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 SEND. The Local Offer website is easily accessible and contains the most up to date information for children with SEND.

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 John Fisher 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
- class and individual reward systems
- Being resilient to learn new things and face challenges

The views of pupils on the SEND 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.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- There are close links with the South Oxfordshire Partnership of schools and those within the Pope Francis Academy
- SEND 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 for transfer
- For pupils with a statement of SEND or an EHCP plan, the pupil's statement 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 SENDCo 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 representatives from transfer schools visit our school to meet parents and pupils before transfer
- 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 the school

- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress and at times new staff observe the child in their current class
- There are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school.

C5 STAFF DEVELOPMENT AND APPRAISAL

- The school is committed to gaining expertise in the area of SEND
- There are regular training sessions for TAs
- The SENDCo attends the partnership SENDCo support group termly meeting
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- Reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENDCo and other staff attend County meetings and INSET when relevant
- Newly-appointed teaching and support staff meet the SENDCo to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach which is being reviewed at the moment

SEND Policy next review due October 2023