

Holy Cross Catholic Primary School



Inclusion Policy

Mrs. M Awolola – Special Needs Coordinator (SENCo)

Mrs R Thomas – SEND Governor

Autumn 2024

To be reviewed: Autumn 2025

Mission Statement Motto: **Building relationships with God and each other, working hard in faith and hope to give our best in all things.**

SEND Policy

Mission Statement

Holy Cross is a Catholic Primary School. Its religious dimension lies at its heart and is fundamental to its existence. Its ethos is based around Christian values as laid down by the person of Jesus Christ and exemplified in His teaching.

Our Mission Statement expresses this clearly:

Building relationships with God and each other, working hard in faith and hope to give our best in all things.

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best. We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God. [OBJ]

We recognise Jean Baptiste Debrabant's vision that:

"A Christian based education is a sure hope for the future of religion and society."

This policy complies with the following guidance:

- SEND Code of Practice (2015)
- Working together to safeguard children (2023)
- The Children and Families Act (2014)
- Reasonable adjustments for disabled pupils (2015)
- Supporting pupils with medical conditions (2014)
- Keeping Children Safe in Education September (2024)
- The Equality Act (2010)

The relevant school policies linked to the SEND policy are:

- Accessibility Plan
- Support Children with Medical Needs policy
- Safeguarding Policy
- Behaviour policy
- Positive Handling policy
- Teaching and learning policy
- Complaints policy

Introduction

Holy Cross Catholic Primary School uses the Special Educational Needs Code of Practice 2015 which gives guidance to schools and governing bodies on their responsibilities to all pupils with special educational needs. As defined in the Code of Practice 2015, pupils have special educational needs if:

'Their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (COP 2015/6.15)

Pupils must not be assumed to have special educational needs because they are slow learners or of lower ability. Children with SEND have 'significant barriers to their learning' which require extra individualised provision, often with the support from Outside Agency colleagues.

The categories of SEND, as outlined in the Code of Practice 2015 are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Special educational provision means for pupils aged 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for the pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.

Pupils 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.

Within the outcomes of the Help Children Achieve More framework, our guiding principle is one of inclusion in which we serve to identify and break down barriers to learning.

Objectives of Special Educational Needs Provision

- To ensure that all pupils with special educational needs are identified, assessed and recorded through the graduated approach and the four-part process of assess, plan, do, review, which is in line with the 2015 Code of Practice.
- To ensure that there is careful monitoring and assessment of pupils throughout their time at the school.
- To support early identification and intervention programmes, which will prevent later difficulties.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching, differentiated for individual pupils.
- Appropriate differentiated provision to ensure that all pupils have equal opportunities to access a full, broad and balanced curriculum from the Early Years Foundation Stage onwards, to achieve their full potential in all aspects of school life.
- To make reasonable adjustments for disabled children to help alleviate any disadvantages they experience because of their disability as set out in the Equality Act 2010.
- To ensure that special educational needs is reflected fully in school policies, schemes of work and planning.
- To inform, involve and support parents and carers at all stages of intervention.
- To endeavour to involve pupils in the target setting process and reviewing their SEND.
- To maximise the opportunities for pupils with SEND to participate in all the activities of school.
- To enable all pupils to experience success.
- To develop existing skills of all staff in identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

How we meet the objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Early identification of pupils who need extra help through ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage and National Curriculum outcomes for each year group, performance against, standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the pupils' needs.

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- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and can recognise emerging needs and implement a graduated approach to SEN.
- We follow the advice in the National Curriculum Framework (page 8) on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided via assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.
- Termly planning and reviewing of Pupil Support Plans (PSPs) for all pupils with SEN, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into PSPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupils' achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education Health Care Plans (EHCP).
- Ensuring that SEN is featured in the School Development Plan, reflecting the training needs of all staff - Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including SLT, Phase leader, SENCo, Class teacher
- Ensuring that class teachers of pupils from the ARP work closely with the staff in charge of the Additionally Resourced Provision to provide an inclusive curriculum
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY IS A WHOLE SCHOOL RESPONSIBILITY.

Responsibilities

The Governing Body

The school governors have specific responsibility to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that SEND pupils join in activities of the school, so far as is reasonably practical
- ensure that pupils' needs are made known to all who teach them
- ensure teachers are aware of the importance of identifying, and providing for those pupils who have special educational needs
- ensure parents or carers are aware of the special educational needs provision for their child
- consult the Local Authority and other governing bodies when it is necessary or desirable in the interests of coordinated special provision in the area
- have a governor who is designated Special Educational Needs Governor

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting special educational needs.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Right Code of Practice for Schools. The Governors will report to parents or carers annually on the implementation of their Special Educational Needs Policy.

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The Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head teacher keeps the governing body fully informed and works closely with the Inclusion Managers. The Head teacher seeks out and shares best practice with the Local Authority and other schools.

Teaching Staff

All teachers are teachers of pupils with special educational needs and disability and will endeavour to adapt the curriculum to meet their individual needs. All staff are involved in the development of the school's special educational needs policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. Class teachers are responsible for the progress of all in their class pupils, including those with SEND.

The SENCO

The SENCO is Mrs Modupe Awolola

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Overseeing the records on all pupils with SEND.
- Co-ordinating provision for pupils with special educational needs
- Assessing the individual needs of pupils who require learning support
- Advising, supporting and liaising with other teachers and support staff in the school
- Liaising with parents or carers of pupils with special educational needs
- Liaising with other school SENCOs/Inclusion Managers, Educational Psychologists, School Nurse, Speech and Language Therapists and other agencies.
- Contributing to the in-service training of staff.

Admission arrangements

All pupils who apply for admission to Holy Cross will be considered according to the admission criteria as decided by the governors.

Accessibility

Reasonable adjustments are made to the school environment to enable wheelchair access throughout the school premises (***reasonable adjustments for disabled children 2015***). There are accessible toilets in the infant and junior buildings. The school has an accessibility plan. We do everything in our power to ensure no child is excluded from school activities because of their additional needs. Extra resources will be provided to ensure they are included, as far as is practicable and safe. Further information is outlined in our Accessibility plan.

Allocation of Resources

The Local Authority provides the school with funding in its school budget towards meeting pupils' special educational needs. In addition, the school follows the principles of 'Best Value' to ensure efficient and effective use of their resources.

The Budget is allocated to:

- Inclusion Manager/SENCO
- Learning Assistants
- Continuous Professional Development for teachers and support staff.
- Resources

The allocation of resources within the school is based on a running annual audit of need during each academic year.

Identification and assessment of pupils with special educational needs

Pupils are only identified as having special educational needs if additional or different action is being taken. They will be identified as working at significantly below age related expectations, and/or will present with issues which are proving to be a significant barrier to learning and achievement.

The class teacher may identify difficulties in one or more areas, as outlined in the Code of Practice 2015: Communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical needs

The progress made by all pupils is regularly monitored and reviewed by the Senior Leadership team and discussed at termly 'Pupil Progress meetings. Any child whose progress or current ability to achieve their potential is causing concern is highlighted to the class teacher and the SENCO, if appropriate. These concerns are shared with the parents/carers.

All staff are responsible for identifying pupils with special educational needs. The SENCO works with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Please refer to 'Initial Concern' section in the next paragraph for further details.

Initial Concern

If the school or parent/carers has concerns about the progress of a pupil and suspects the child may have Special Educational Needs, the SENCO will observe the pupil, and an 'Initial Concern' form will be completed by the class teacher. The parents/carers will be invited to school or virtually for a meeting to discuss the concerns and to gather more information. Strategies to be implemented will be discussed and agreed. This is the monitoring phase.

After 4 – 6 weeks of monitoring, a review of the ongoing staff observation, teacher assessments, suggested strategies and information gathering will be used to determine whether to move a pupil from the monitoring stage to the SEN Support phase. If adequate progress has not been made, or additional/different provision needs to continue, a Pupil Support Plan (PSP) will be put in place with targets discussed and agreed with the child's parents/carers. The parent/carers will receive a copy of the PSP. Where applicable, advice and/or support of Outside Agency specialists in undertaking additional assessments will be sought. Pupils and parents/carers will be fully involved in the referral process unless the child is at risk of harm.

Pupil Support Plans (PSP's)

PSPs are written by class teachers, with support from the SENCO where required. They should contain no more than 3 'Agreed Targets'.

In accordance with the SEND Code of Practice 2015, parents/carers will meet with the class teacher three times a year to review the PSPs, and the outcomes will be recorded on the plan. Pupils will participate in the review process and their views will be noted.

These review meetings will be in addition to the regular 'parent/teacher' consultation meetings.

Copies of all PSP's will be given to parents/carers. Plans will be signed by the parent/carers and the class teacher.

Discontinuing SEND Support

When a child makes the necessary progress so that additional or different provision is no longer necessary, the class teacher will discuss ceasing the child's PSP with the SENCO. If it is agreed an PSP is no longer required, the class teacher will discuss this with the child's parents/carers at the review meeting or arrange a meeting sooner if appropriate. The class teacher will give the parents/carers written confirmation that the child's SEND Support plan is ceasing.

Education and Health Care Plans (EHCP)

If a pupil demonstrates significant cause for concern, the school will request that an EHC Needs Assessment is carried out by the Local Authority where the child is resident. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEND Support provision.

Any pupil with an EHC plan, in addition to termly reviews of the PSP, will have a review of their progress and the specific support outlined in their EHC plan at least once a year. All professionals involved in the provision for a child with an EHC plan will be invited to attend the meeting and/or provide a written report. After the Annual Review meeting, a report will be provided for the Local Authority.

When the pupils are due to transfer to key stage three, planning for this will be started in year 5, with parents encouraged to begin considering the secondary school options most suited to their child. If a pupil makes sufficient progress an EHC plan may be discontinued by the Local Authority.

Parents and carers may also request that an initial evaluation to carry out an EHC Needs Assessment of their child's needs is carried out by the Local Authority, by contacting the Thurrock Inclusion/SEND team.

Behaviour support plans

Pupils who need additional support to regulate their behaviour will have a Behaviour Support plan written by their class teacher, in consultation with their parents/carers. These will be reviewed termly.

SEND Class Information

Pupils with SEND have individual folders on our secure electronic platform. Class teachers have access to these folders and update them with the reviewed and new PSPs. Pupil folders also contain information that is pertinent to their needs from the LA and from outside agencies.

The allocation of resources within the school is based on the ongoing audit of need identified in the SEND register, pupil outcomes through observations, formative, baseline and summative assessments, as well as recommended resources and strategies from outside agencies.

Adaptive Teaching

All pupils, including pupils with SEND receive support to access the curriculum through quality first teaching and adaptive teaching. Adaptive teaching, according to the Education Endowment Foundation (EEF), will enable pupils to experience success by:

- Adapting lessons whilst maintaining high expectations.
- Balancing input of new content.
- Making effective use of support staff.

Using ICT to support children with SEND

Children throughout the school have regular access to iPads to support their learning. This enables children to access a range of programs to support skills development, knowledge and recording of ideas. Specific iPads are issued to individual children on a needs basis by the SENCo.

Pupil Participation

Pupils will be encouraged to participate in all decision-making processes including the setting of learning targets and contributing to PSP's, discussions about choices of schools and transition processes. Pupils will be involved in these processes in the most appropriate way according to their age and needs. These may include; forms to express their views through writing or pictures; pupil interviews; using PECs cards to indicate likes and dislikes.

Transition between year groups

Current class teachers meet with the new class teacher at the end of the summer term, for a SEND 'handover' meeting during which provision for SEND children and the details of any current Care Plans are discussed. The purpose of this meeting is to facilitate a smooth transition for the child.

Transition work for pupils with SEND, as appropriate to their needs, begins in the summer term. This work may involve some or all the following: use of 'Social Stories'; providing photographs of members of staff and the classroom; additional time spent in the new classroom/meeting the new teacher and LSA; the new teacher and/or LSA observing and working with the child in their current class.

Links with other mainstream schools, pre-schools and nurseries

The SENCO will liaise with the SENCOs/Inclusion Leaders of the secondary schools during the summer term to ensure that effective transfer arrangements are in place to support pupils at the time of transfer. Pupils are also given support through transition activities within school.

Where a child is to be admitted into Reception with an EHC plan from a local pre-school or nursery, staff from EYFS and the SENCO will arrange to liaise with the child's current setting.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2005. When pupils transfer to Holy Cross Catholic the Administrator accesses pupils' records via a secure website or delivery.

Medical Needs – Health Care Plans

If a child has a medical condition which requires a Health Care Plan to be written, their parents or carers are either invited to a meeting with the School Nurse and SENCO or the Care plan is completed off site and sent to school. Once the Care Plan is written, copies are given to the child's parent/carer; SENCO, the child's class teacher; the Office Staff; the School Nurse; the child's GP. An electronic copy is saved on the secure platform in the child's folder.

Teachers must ensure they are familiar with the details in the Care Plan. Care Plans are reviewed annually and distributed as stated above.

Children who may suffer extreme reactions, e.g. anaphylaxis, hypoglycaemia or seizures have a photo card displayed on the classroom medical cupboard or back of the classroom door, detailing their condition and where their medication is located. A copy is also displayed in the staff room and school office so all staff are aware.

Children who have been prescribed EpiPens for anaphylaxis are required to keep one pen in school which is kept in class in a first aid box. The box is out of reach for the children but visible for any adult who needs to find it. It is the responsibility of the parent/carer to ensure medication is in date.

(See policy on supporting children with medical needs for further information).

Partnership with parents or carers

All parents or carers of pupils with special educational needs will be valued as partners and supported to play an active and valued role in their pupil's education. Initial concerns about a child will always be discussed with parents and carers. Parents and carers are invited to meet with their child's class teacher termly to review the current SEND support targets and discuss new ones, as appropriate. PSPs detail ways in which parents and carers may support their child's learning and development at home.

The school provides information about Local children's centres and Parents in Partnership Service to all parents. Details of these are located on the school website.

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Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. They also provide training to develop teaching and learning strategies. The school receives regular visits from the Educational Psychologist for the school. Other Educational Psychologists also visit pupils who live out of the Borough. In addition, the school may seek advice from the following agencies:

Thurrock SEND/Inclusion team • Educational Psychologist

The Educational Psychology Service works with schools, families and others in the care of children and young people who experience educational difficulties. The school's Educational Psychologist (EP) visits the school regularly over the course of each term. The EP completes assessments of pupils identified as causing a significant concern and liaises with the SENCO.

CAMHS

CAMHS Early Intervention in Schools Programme (CEIS) is aimed at children and young people between the ages of 5 – 18 years, at risk of and/or experiencing mental health problems, using evidence-based models of therapeutic and holistic mental health support.

Speech and Language Therapy Service

This service monitors the progress of referred pupils and provides support programmes for school staff and parents to enable children to communicate to the best of their ability. The speech and language therapist may work with pupils who have eating and swallowing problems.

Thurrock SENSORY service - Visual Impaired Service

This service provides training to staff and consultation about school environment for visually impaired pupils. The outreach workers also develop specific programmes for pupils and work with class teachers to assist pupils reach their full potential. Team members make home visits to work with parents/carers on specifically designed programmes to stimulate their child's use of vision or compensate for lack of vision.

Thurrock SENSORY Service - Hearing Impaired Services:

St Clere's School provides an outreach service to pupils which includes:

- in-class support for pupils;
- in-service training and deaf awareness sessions;
- care and maintenance of audio logical equipment;
- the practical aspects of hearing aid care and management;
- play-based activities to promote language development;
- support and advice for families;
- monitoring and assessment of progress.

- **School Nurse**

School nurses work across education and health, providing a link between school, home and the community. Their aim is to improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen and are usually linked to a school or group of schools. If your child has a particular health condition the school nurse can be contacted to draw up a Health Care Plan. The school nurse will also conduct training for staff on various medical needs.

- **The Paediatrician**

Paediatricians are doctors who manage the health of your child, including physical, behaviour, and mental health issues. They're trained to diagnose and treat childhood illnesses, from minor health problems to serious diseases. Children are sometimes referred to the child development Centre to see a paediatrician.

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Please contact the SENCO, Mrs Awolola for further information about different specialist services. The SENCO is the person who usually coordinates the contact and works with outside agencies.

Complaints Procedures

The school's complaints procedures are set out in the school's prospectus. Under the Special Educational Needs and Disability Act 2001 parents may seek advice on resolving disagreements through the LA Mediation Service. The school will make further information about this process on request.