



Learning, playing and growing together in the love of Jesus

St Mary's Catholic Federation, Carshalton

"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."

SEND and Inclusion Policy (Statutory) (Annual)

This policy is to be read in conjunction with the following policies: School Mission & Vision Statement & Vision, Safeguarding and Child Protection, Positive Behaviour, Anti Bullying, Equal Opportunities, Managing Children with Medical Needs, Teaching, Learning and Assessment and Curriculum Overview, Intimate Care.

Author: SLT

Committee: Inclusion

Date Prepared: March 2023

Date Approved:

Date of Review: March 2024

Approved by Full Governing Body Date:

Chair of Governors.....

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Junior School: Mrs M Kenny

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Safeguarding Deputies: Mrs S Hulme, Mrs F Black & Mr S Pratsis (Juniors) and Mrs S Hulme & Mrs E Heath (Infants)

Governor designated safeguarding officer: Mr T Richmond

Mission Statement and Introduction:

"Love one another " John 1.

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the **love of Jesus** as they pray, play and grow together as friends.

Every child is unique and we are proud of our inclusive and supportive **learning** environment, where we celebrate each others' achievements. Children have the opportunity to reach their full potential as we guide them to become life long learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

"Ambition, Belief, Compassion for every child."

- To strengthen self-esteem by listening to, planning for the growth of and celebrating pupil's individual interests and talents.
- To have individual targets that are known by the pupil, shared with the family, fully supported at home and in school for ongoing progress and success.

St Mary's Catholic Federation, Carshalton SEND and Inclusion Policy

General Rationale:

St Mary's Federation is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. Careful planning takes place so that all groups are able to participate in a creative curriculum.

All pupils' individual needs including boys and girls, pupils with special educational needs (**see appendix A for further information**), pupils with disabilities, disadvantaged pupils, pupils from all social and cultural backgrounds, pupils from different ethnic backgrounds and those from diverse linguistic backgrounds are considered: we value their diversity.

The Catholic ethos of the school celebrates diversity and promotes self-belief. The school will, within the context of services available, seek the relevant support and advice from the Diocese, the LA and other external agencies in order to facilitate inclusion.

Our school aims:

To include **all** pupils in school life including those with special needs, English as an additional language, more able and talented, ethnic minority, girls /boys, and asylum seekers where applicable.

To promote the spiritual, personal, social, moral and cultural development of all pupils.

To maximise the learning potential of all pupils and raise attainment for all.

To celebrate the progress and achievements that all members of the community make.

To develop inclusive practices throughout our community by promoting equality of access and opportunity for all.

To continue to raise staff awareness of inclusion via ongoing staff development.

To ensure that resources are matched to need.

To work together with all partners in the education of all pupils.

To seek to continuously monitor and evaluate the success of the policy and practice.

To remove any barriers to achievement for all groups of children.

Legislation and guidance:

This policy complies with the statutory requirement laid out in The SEND Code of Practice 0 - 25 (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
SEND Code of Practice 0-25 (September 2014)
- Equality Act 2010
- Health and Social Care Act 2012
- Education Act 2011
- Working Together to Safeguard Children 2018
- Education and Skills Act 2008
- Teachers Standards 2012
 - Part 3 of the Children and families Act 2014

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Quinn (SENCO & Deputy Headteacher).

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- For pupils on the SEND register: Keeping Pupil Passports up to date.
- For pupils on the SEND register: Collaborating with parents and Pupils to set 'SMART' (Small, Measurable, Achievable, Recorded, Timebound) individual targets. Targets are set and reviewed using the Plan, Do, Review cycle a minimum of three times a year in October, February and June.

Implementation/ Teaching:

Pupils with Special Educational Needs and /or Disabilities (SEND):

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Where appropriate, teachers should work closely with representatives of other agencies.

Progress of SEND pupils is monitored regularly by the SENCO and Leadership Team within half termly progress meetings. Individual targets are reviewed and revised by class teachers half termly and tracking documents shared with pupils and parents.

Individuals and groups, such as SEND, English as Additional Language (EAL), More able and Talented are monitored via assessments. The head teacher, SENCO and Assessment Leader analyse results along with Subject Leaders and Class teachers. Support is then targeted accordingly.

Outside agencies are used in a supportive and advisory capacity.

Pupils with disabilities:

Teachers must take care, when applicable, in their planning to ensure that pupils with disabilities and EAL are enabled to participate as fully as possible within the Curriculum. Potential areas of difficulty are identified and addressed at the outset: the school has a range of facilities in place for pupils with disabilities and EAL, and specifically requests information from parents and carers in advance of a pupil starting at the school to ensure that any individually specific facilities required for access are in place. Risk assessments are carried out as necessary. Steps required are identified and acted upon depending on a pupil's needs, to prevent pupils from being treated less favourably than other pupils.

Parents and carers of pupils with disabilities and EAL are encouraged to engage and communicate with the school regarding any information that supports their child as and when needed.

More Able and Talented children:

More able and talented pupils are set suitable learning challenges within the curriculum and receive appropriate adjustments accordingly. Teachers must take action to ensure that they are set challenging targets and are encouraged to stretch their learning with high quality teaching expectations and delivery of well-planned, engaging lessons.

Pupils who are Learning English as an additional Language:

EAL Vision statement:

To provide a school environment that is inclusive of all EAL and multilingual children and parents, and enable all pupils to access the school curriculum from their individual English language starting point.

At St Mary's we aim to provide a school environment that is inclusive of all children and parents who are multilingual and those that have English as an Additional Language (EAL).

We cater for each individual child's starting point in their learning and teachers' planning takes into account factors such as a pupil's age, stage of English language acquisition, length of time in the country, previous educational experience and skills in other language(s). Teachers will monitor each pupil's progress in their acquisition of the English Language. This is done by supporting children to develop their language skills, acquire subject knowledge and gain an understanding to enable them to access all areas of the curriculum. EAL subject leaders are available to support families and children upon their initial entry into school, and to support teachers to plan for the individual learning needs of all EAL and multilingual pupils'.

Aims:

- 1) To enable all staff to be able to identify and support EAL and multilingual pupils needs.
- 2) To enable all EAL and multilingual pupils to access the curriculum.
- 3) To support all EAL and multilingual parents to be fully involved in the school community.
- 4) To promote ethnic, cultural and social diversity.

Monitoring, Assessment and Support for EAL:

- The Progress of EAL and Multilingual pupils is monitored as part of half termly data tracking and during progress meetings.
- EAL data is reported to Governors termly during inclusion reports.
- For children who are below age related expectations in literacy, an individual additional EAL assessment is undertaken and completed termly to track smaller steps in their reading, writing, speaking and listening.
- Careful monitoring of each pupil's progress in the acquisition of English Language skills and of their subject knowledge and understanding is necessary to confirm that there are no learning difficulties / SEND needs present.
- EAL subject leaders support class teachers to conduct 'Welcome meetings' with families that are new to the UK.
- To support new Multilingual and EAL families there is a School Community Parent Partnership scheme which aims to match new families with another family that shares the same home language(s) to support their induction into the school and the translation of school policies, routines etc...
- EAL subject leaders provide additional resources where needed to support beginner speaker EAL pupils especially those who are new to the UK.
- EAL subject leaders lead 'Sign-a-Long' throughout both schools which is embedded into daily life and routines e.g as part of morning greetings, class teaching, Liturgies, Sing and Praise and assemblies. Each school also has 'Sign-a-Long' club with 'Sign-a-Long Ambassadors' which includes EAL pupils from each year group and specifically targets beginner speaker pupils.

Vulnerable groups of children are identified and progress tracked across the school including: Pupils in receipt of Free School Meals and Pupil Premium, Looked after children, pupils on the Child Protection register.

All children:

All children are set suitable learning objectives (LO) and are provided with clear expectations or Steps to Success.

When planning, teachers have high expectations and provide opportunities for **all** groups of pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic minority backgrounds, those from diverse linguistic backgrounds and vulnerable groups.

A School Equality policy is in place and needs to be taken into account when meeting the needs of all pupils.

Attendance is monitored by the head teacher and lateness/absence is targeted.

The School Council is involved in making key decisions. Children from each class are elected annually.

Governors are aware of inclusion issues and strategies. The SEND Governor oversees inclusion in practice within the school.

Success criteria:

This policy will be successful when:

Monitoring demonstrates that needs of pupils are provided for and appropriate progress is made given the starting points.

Monitoring indicates that support and intervention is successful.

Monitoring demonstrates that pupils at particular risk (for example SEND, EAL, disadvantaged and ethnic minority pupils) are well supported.

Tracking of pupils informs appropriate planning and intervention.

Agencies work effectively together to support pupils.

Monitoring, evaluation and review:

The Head Teacher, Assessment leader, Senior and Middle Management, SENCO, EAL and More able and Talented Leader; together with the Phase Leaders and Class Teachers will monitor progress and provision each term.

The Governing Body, via the Inclusion committee, and Curriculum and Standards committee will review progress made and the effectiveness of the policy annually.

Concerns and complaints

All concerns should be reported as soon as possible to the class teacher and should it need to be taken any further please speak to the SENCO.

Complaints should follow the school's complaints policy.

Determining appropriate provision:

We continuously review a child's needs in school and will engage with the child, the parents and other agencies to determine if the child's best interests are being met within our setting.

Appendix A:

Definition of Special Educational Needs

Children have a Special Educational Need if they have a **learning or physical difficulty** that calls for **special educational provision, which is different from and additional to the provision available for all children in the school.**

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children will 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, nor because they have a recognised disability. Children will have needs and requirements which may fall into at least one of four areas. Some children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account.

The areas of need are:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and /or physical

Graduated Response and Early Identification

In order to help children who have SEN, the school will adopt a graduated response that recognises there is a continuum of SEN and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

- Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will consult with the SENCo to consider what else might be done.
- We recognise that some difficulties in learning may be impacted on by the school's learning environment/relationships. The class teacher will therefore consider all elements of high quality teaching including for example: planning, classroom organisation, groupings, teaching materials, pupil interests, teaching style and appropriate adjustments.
- If adjustments and/or interventions do not lead to adequate progress, the class teacher will review, with the SENCo, the strategies which have been used.
- This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. **The key test of the need for action is evidence that the child is not making adequate progress despite high quality support in class.**

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

The school will engage with parents if a child is not making expected progress and this will be recorded on a 'Parent Partnership' document with time limited targets to be worked on at school and at home. When these targets are reviewed a decision about any further action which may be required e.g. assessing if the child has a specific Special Educational Need (SEN). We believe that early identification is most beneficial for the child.

Special Educational Needs Support (SEN Support):

When a child has been identified as having SEN (Special Educational Needs), and requires interventions that are additional to or different from those provided as part of the school's usual high quality teaching strategies and an adjusted curriculum, the child's name and details will be placed on the school's SEN Register, which is reviewed and up-dated termly. Parents will be part of this process and will be aware that the school has concerns before this point. The triggers for intervention will be underpinned by evidence, about a child who shows any of the following:

- Despite receiving adjusted learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Despite receiving adjusted learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adjusted curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo will contact them if appropriate, with parental consent. **The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme where**

necessary. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of Intervention

The SENCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA or other support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

Inclusion and provision of support

This may include a variety of adjustments and interventions: small group activities, or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable a child to fully participate in class activities.

Addition onto the school SEN register:

Generally it means that despite receiving adjusted and specific individualised support the child: *(A comprehensive list of triggers for this are set out by and can be accessed on the London Borough of Sutton (Cognus) website / 'Local Offer'.)*

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum age related expectations substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for significant support from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a termly review of the child's needs. On School SEN support external support services may see the child in order to advise teachers on devising individual targets and accompanying strategies. Advice given will be implemented mainly in the classroom setting, and is the responsibility of the class teacher.

For pupils with the most significant additional needs an application for an Education and Health Care Plan may be made. (Appendix B)

Appendix B: School request for a Education and Healthcare Plan

Where a child on SEN support has demonstrated **significant** cause for concern, a request for statutory assessment may be made by the school. Parents will be involved in this process.

The School follows the LA guidelines for implementing an EHC Plan (Education and Health Care Plan). These include holding meetings to which parents, professionals and relevant school staff are invited in order to:

1. After 6 months to review the EHC Plan where the child is under five years of age.
2. To annually review the plan.

The feelings and opinions of the child will be sought before the meeting when it is appropriate and possible. The review will focus on what the child has achieved as well as on any difficulties that need to be resolved, and any changes that need to be made to the wording of the Plan.

Individual 'Pupil passports' and 'Learning Plans' will be used for children on SEN support or those with an EHC Plan.

These will include information about:

- The child's strengths and interests
- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the targets are to be reviewed
- Outcomes (to be recorded when the targets are reviewed)