



Policy

Inclusion

Published: October 2011
For Review: 2014–15





Our Purpose

The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others.

This policy was adopted by the Governing Body

Signature:

A handwritten signature in black ink, appearing to read 'R Lavery', written over a horizontal line.

Mr R Lavery, Chair of Governing Body

Date:

5/10/2011

A. Basic information about the school's special education provision

1. Objectives of the policy

1.1) Philosophy

This Special Needs Policy has the Aims and Objectives of St Mary's Catholic Comprehensive School central to its implementation. The Governing Body supports the principles of this policy through its mission statement:-

The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity: worship, learning and service to others.

With regard to Learning Support, we seek to:

- a) promote early identification and assessment of children with Special Educational Needs.
- b) provide personalised learning programmes to help pupils overcome specific problems.
- c) promote inclusion in all activities.

This policy is written with regard to the following legislation and guidance:

- SEN Code of Practice introduced in September 2001 (updated from 1994 code of practice)
- SENDA (Special Educational Needs and Disability act) 2001.
- Equality Act 2010

The policy is linked to the whole school improvement plan, and targets relating to Inclusion are reviewed annually.

1.2) Definition of Special Educational Needs

At St. Mary's, pupils are regarded as having Special Educational Needs if:

- a) they have a learning difficulty which is significantly greater than that of pupils of the same age,
or
- b) they have a disability which prevents or hinders them from using ordinary educational facilities.

S.E.N. includes: learning difficulties, physical impairment, medical needs, hearing impairment, visual impairment, autism and emotional and behavioural difficulties.

Students who have special educational needs are identified in the S.E.N Register.

Pupils whose circumstances may affect their educational progress are also listed on a separate inclusion register for example, children in the care of social services. Electronic copies of both registers are available to all staff. Updates are made throughout the year.

At St Mary's the needs of the most able are recognised by the Gifted and Talented initiative.

2. Responsibility for co-ordination of SEN provision & arrangements for co-ordinating SEN provision

2.1) Inclusion Manager: Mrs Lynda Metcalfe

The duties of the Inclusion manager are:

- a) the day to day operation of the Inclusion policy
- b) liaising with and advising teaching and support staff
- c) co-ordinating provision for pupils with S.E.N. or additional educational needs
- d) maintaining and overseeing Inclusion pupil records
- e) liaising with parents of these pupils
- f) contributing to in-service staff training
- g) liaising with external agencies.
- h) coordinating special arrangements for examinations
- i) Lead professional on Common Assessment Framework

2.2) SEN Governor: Mr Keith Walker

It shall be the duty of the Governors:

- a) To use their best endeavours to ensure that pupils with Special Education needs have the best possible provision made for them.
- b) To ensure that when a pupil on roll has Special Educational Needs, those needs are known to all those who are likely to teach them.
- c) To ensure the teachers in school are aware of providing for those who have Special Educational Needs or additional educational needs
- d) To fulfil the requirements of the Code of Practice on the identification and assessment of Special Educational Needs.
- e) To uphold Leeds LEA's S.E.N. Policies and procedures for assessment and monitoring of students with Special Education Needs.
 - i. Also Bradford's policies at Stages 4 and 5 of the Code of Practice for pupils resident in Bradford Metropolitan District.
- f) To ensure that all pupils have access to a broad and balanced curriculum and to enable them to achieve the highest possible level of success.
- g) To ensure the school practices a whole school approach to pupils with Special Educational Needs.

2.3) SENCO Mr T Rothwell

- a) Deputy Head Teacher/SEN Link

2.4) Teaching Assistant Team

- a) The team leader works closely with the Inclusion Manager.
- b) Currently, the team is comprised of:
 - i) Team Leader: Mrs Linda Carroll
- c) Teaching assistants are broadly assigned to departments
 - i) The Faculty Leader has some responsibility for deciding which pupils or class a Teaching Assistant works with – timetables are drawn up at the start of the year by the Team Leader, and Faculty Leaders can amend these as they wish through discussions with the Team Leader.
 - ii) Most support is given to pupils with Statements, School Action Plus and those with specific funding.
- d) In class the class teacher is responsible for setting all pupils work and monitoring progress.
- e) Teaching assistants may withdraw pupils or groups on occasions to give individual help and guidance
- f) A long term aim is to make the pupil independent. Therefore, if the pupils normally under the supervision of the teaching assistant are on task, the teaching assistant may be used to help other children or the teacher
- g) Teaching assistants help with departmental display, and take minutes at departmental meetings.
- h) For monitoring purposes
 - i) Regular meetings for teaching assistants take place, led by the Team Leader
The Inclusion Manager may also attend.

2.5) Learning Mentor: Mrs Julia Findlay

The role of the Learning Mentor supports the role of Inclusion Manager, and the work of the TA team. Pupils are referred, or can self-refer to the Learning Mentor for support relating to issues such as social difficulties, behaviour problems, difficulties managing work or home issues. The Learning Mentors are also involved in organising work related learning placements.

3. Admission arrangements

The admission arrangements for pupils with SEN follow the School admission policy.

4. Facilities for pupils with SEN or who are disabled

The school has the following facilities for pupils or visitors with physical disabilities or special needs:

- i. Disabled toilet facility.
- ii. Ramped access to main areas of school, including school hall

The school has assessed the accessibility of the buildings in relation to disabled access. Accessibility for all students is covered in the separate "Accessibility Plan".

B. Information about the school's policies for the identification, assessment and provision for all pupils with SEN

5. Allocation of resources for pupils with SEN

The following resources are provided for pupils from the school's funding for SEN:

- i. Team of teaching assistants
- ii. Equipment/books
- iii. Small classes
- iv. Mixed ability classes
- v. Additional sets in some subject areas
- vi. Learning Mentor
- vii. Non-teaching Inclusion Manager

6. Identification and review of pupil needs

6.1) School based assessment

School based assessment is a continuous process of identifying children who have a specific need, assessing the need, monitoring progress over a specific time period, reviewing tasks set and setting new targets.

Parents involvement, help, advice and support is essential at each stage of the assessment.

Regarding pupils with SEN, St Mary's follows Leeds City Councils Special Services (Social Inclusion) guidelines. These guidelines follow the three stage model of Special Educational Needs.

A summary of this model follows.

School Action (A):

The form tutor, HOY and pastoral team take a lead in:

- The initial identification and registration of a student's special educational needs
- The gathering of basic information about the student
- Taking early action to meet the student's needs within his/her normal classroom work
- Monitoring and reviewing his/her progress

The Inclusion Manager and class teachers are involved in:

- Assessing the student's learning difficulty
- Planning, monitoring and reviewing the special educational provision
- Working with the student's teachers
- Ensuring that the student's parents are consulted, usually at Parent's Evenings

The Inclusion Manager also gathers information from primary schools as part of the year 6 transition programme.

Record Keeping for School Action:

- Inclusion Register
- Pupil file

School Action Plus:

The Inclusion Manager takes a leading role. The school will call upon external specialist support to help the pupil make progress in addition to all the procedures of School Action.

Record Keeping for School Action Plus:

- Inclusion Register
- IEP
- Pupil file
- External Agency reports

7. Formal Assessment

- I. Occurs after a school action plus review OR at the request of a parent who has a child in the school
- II. An Educational Psychologist will now assess the child and their report is vital to the success of the statement request
- III. Information is also taken from school, parents, family doctor, child and any other relevant third party eg) Speech Therapist or Social Services
- IV. Any questions about this process should be directed initially to Inclusion Manager/SENCO.

8. Statement

- I. After all the information at Formal Assessment has been assessed a child will remain at School Action Plus or be issued with a Statement
- II. This Statement will set out a number of recommendations that the school/local authority have to meet
- III. A Teaching Assistant may be provided to help the school meet the recommendations
- IV. An IEP has to be drawn up, if this is not already in place
- V. Statements have to be formally reviewed once a year at a meeting attended by the Inclusion Manager, parents and external agencies involved
- VI. Should a child not be issued with a Statement, or is issued with one that is not felt to meet requirements, PARENTS have a right to appeal. This is because the Statement forms the basis of a contract between parents and the LEA.
- VII. The school reserves the right to prioritise certain recommendations in a Statement which it feels may be prerequisite to creating a successful learning environment for a child

Record Keeping for Statements

1) Documents/systems used for record keeping in relation to SEN/Inclusion:

- i. IEP
- ii. Statement
- iii. Annual Review of Statement – documentation
- iv. Transition Plan – year 9 and older
- v. Pupil File

9.2) Additional systems used in school to identify and monitor:

Grade collections take place regularly, and pupils who are underachieving are identified by the Inclusion Manager and by HOYs. Focal meetings are used to discuss referrals from members of staff, and to monitor the progress of pupils known to the Inclusion Manager and Pastoral Manager. The Learning Mentor also attends and contributes to these meetings.

9. Access to the curriculum

The following arrangements are made to provide access for pupils with SEN to a balanced and broadly-based curriculum:

- a) Students are placed in mixed ability teaching groups for some subjects and in sets and withdrawal groups in others.
 - i) In all teaching groups appropriate and suitably differentiated learning experiences, including modified materials, should be available.
- b) Support will be given in the classroom by support teachers and teaching assistants under the direction of the class teacher and the TA team leader
- c) In some circumstances pupils may be withdrawn into a small group situation
- d) For pupils for whom the National Curriculum may not be appropriate the school will modify or disapply the curriculum, within Government Guidelines. This includes work related learning at Key Stage 4.
- e) Special Arrangements will be made, when appropriate, for external assessments.
- f) Students with SEN will have full access to all internal assessments and have support where necessary.
- g) Many students with SEN are also part of the schools mentoring system.
- h) Pupils who require additional literacy provision are identified and *monitored*. Individual reading and spelling programmes are followed by these pupils.
- i) At KS4, pupils are offered the opportunity to follow the Youth Award programme, and college placements are organised for individuals identified by the pastoral team.

10. Inclusion of pupils with SEN

- a) All students with Special Needs are fully integrated within the school, as far as is reasonably practical.
- b) Where students need a measure of protection for their own safety they may be withdrawn from activities.
- c) Pupils with Special Needs have full access to extra-curricular activities.

- d) Special arrangements are made to ensure pupils with SEN have full access to school trips.
 - i) This is unless there is a Health & Safety issue when the final decision shall rest with the Headteacher.
- e) People with mobility problems who wish to visit the school should contact the office.
- f) A disability sports club is run on a Saturday morning as part of the Sports College initiative. This club is for the community – further details available from Mr. D Geldart at the school.
- g) A lunchtime youth club runs three lunchtimes a week, and pupils are involved through referral to the Learning Mentor.
- h) A supported homework club runs three lunchtimes a week.

11. Evaluating the success of provision for pupils with SEN

- a) The ultimate responsibility for Special Educational Needs lies with the Governors. They delegate the practicalities of this management to the Headteacher
- b) The day to day running of the policy and responsibility for children on the schools Special Needs Register is that of the Inclusion Manager
- c) The current Inclusion Manager is Mrs L Metcalfe
- d) Oversight on behalf of the Governors is provided by a named Governor for Special Needs.
- e) The current named Governor is Mr Keith Walker
- f) The Inclusion Manager and pastoral team undertake school-based analysis of relevant data including:
 - i) Teacher assessments
 - ii) SATs results (KS2)
 - iii) Examination results
 - iv) Data collected via school monitoring
 - v) Attendance data
 - vi) Destinations of yr 11 pupils
 - vii) Lesson observations
 - viii) School self-evaluation reviews (monitoring of SEN)
 - ix) Monitoring of IEPs and observation
 - x) Performance management of teaching assistants

13. Complaints procedure

Parents of pupils with SEN who have concerns about the provision made at the school can contact the Inclusion Manager in the first instance. If the complaint cannot be resolved, it can be referred to the Deputy Headteacher with responsibility for SEN.

14. Working in partnership with parents

Parents are consulted and invited to contribute at annual reviews for pupils with statements.

The Inclusion Manager or SENCO is available at all parents evenings, options evenings and relevant information evenings/open days.

The Inclusion Manager is also in day-to-day contact with parents via phone calls, meetings and correspondence.

15. Links with other schools/colleges

Transition for pupils with special needs to be carefully planned. Students are supported with seeking appropriate placements – often college based, although students may be able to stay on to sixth form. The careers service is involved and specialist advice is sought where appropriate. Visits to colleges are supported by the school –the learning mentor is available to accompany students and parents are encouraged to take students.

Strong links exist with the 5 feeder primaries. The Inclusion Manager attends year 5 and 6 reviews for pupils with statements. Additional meetings may take place for pupils at School Action Plus or School Action.

The school has initiated a transition project where additional support is given to vulnerable Year 6 students to aid their successful transfer to St. Mary's.