



## *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."*

### **Inclusion Policy (Statutory) (Annual)**

This policy is to be read in conjunction with the following policies: Anti Bullying, Appendix A of this policy, Safeguarding and Child Protection, Mission Statement, Positive Behaviour, Equal Opportunities, Managing Children with Medical Needs, Teaching, Learning and Assessment.

**Author: SLT**

**Committee: Inclusion**

**Date Prepared: March 2020**

**Date Approved: March 2020**

**Date of Review: March 2021**

**Approved by Full Governing Body Date: March 2020**

**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 S Hulme**

**Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn**

**Safeguarding Deputy: Mrs S Hulme**

**Governor designated safeguarding officer: Mr T Richmond**

*" 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.

**St Mary's Catholic Federation, Carshalton**  
**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, 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.

**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 Phase Leaders and Class teachers. Support is then targeted accordingly.

Outside agencies are used in a supportive and advisory capacity.

**More able and Talented children:**

More able and talented pupils are set suitable learning challenges within the curriculum and receive support accordingly. Teachers must take action to ensure that they are set challenging targets and are encouraged to "stretch" their learning within "High Quality" teaching expectations and delivery of differentiated lessons.

**Pupils with disabilities:**

Teachers must take care, when applicable, in their planning to ensure that pupils with disabilities are enabled to participate as fully as possible within the Curriculum. Potential areas of difficulty are identified and addressed at the outset. Risk assessments are carried out as necessary.

**Pupils who are Learning English as an additional Language:**

Planning should take account of 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). 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 no learning difficulties are present.

Additional support and guidance is sought from the EAL department via the LA and the EAL Leaders within the schools.

**All children:**

All children are set suitable learning objectives - WALT (We are learning to.....) and are provided with clear expectations or WILF (What I am looking for) or Success Criteria.

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 and those from diverse linguistic backgrounds.

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, 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.

## 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 'quality first teaching' including for example: classroom organisation, groupings, teaching materials, pupil interests, teaching style and differentiation.
- If this intervention does 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 differentiated 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 differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Despite receiving differentiated 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 a differentiated 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 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:**

The full triggers for this set out by the London Borough of Sutton. Generally it means that despite receiving differentiated and specific individualised support the child:

- 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.

### **School request for a Statutory Assessment**

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.

### **Statement of Special Education Needs**

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 Education Plans -Using 'Pupil Profile' documents (PPs)**

PPs will be used for children on SEN support, with a Statement of Special Educational Need or EHC Plan.

The PP 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)

The PP will only record that which is additional to, or different from, the differentiated curriculum. It will usually focus upon two to three individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed three times yearly, and the child and parent will be involved in the review and target-setting processes.

### **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 schools 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.