

St Gregory's RC Primary School A Voluntary Academy



Inclusion and SEND Policy

Written: Summer 2016
Reviewed: September 2025 by SENCo
Approved by Governors: October 2024

School Mission Statement

St Gregory's is a sanctuary of love and hope where greatness grows.

Aim

It is the primary aim of our school that every member of the Catholic school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on the love of God, mutual trust and respect for all. The inclusion policy is therefore designed to support the way in which all members of the school live and work together in a supportive way. It aims to promote an environment that emphasises the distinctive nature of the Catholic School and where everyone feels happy, safe and secure.

Purpose

The purpose of the inclusion strategy statement at St Gregorys RC Primary School is to:

- value the individuality of all stakeholders;
 - be committed to giving all of our children every opportunity to achieve the highest of standards;
 - ensure we take account of the achievements, attitudes and well-being of all our children;
 - to ensure that this school promotes the individuality of all our stakeholders, irrespective of ethnicity, attainment, age, disability, gender or background;
 - provide curriculum access for all;
 - secure high levels of achievement for all;
 - meet individual needs through a wide range of provision;
 - attain high levels of satisfaction and participation from pupils, parent and carers;
 - carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to outstanding learning outcomes;
 - ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
 - work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
 - “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
- (National Curriculum, 2014)

The Headteacher and the local governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and implementing the principles and practice, as outlined in “Guidance On The Education Of Looked After Children”(May 2000) and Section 52 of the Children Act 2004 .

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All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, *all teachers are teachers of pupils with special educational needs*. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Inclusion Policy

When working with this strategy statement please refer to the following that link with Inclusion

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- SEND Report

Guidelines

We achieve educational inclusion by continually reviewing what we do to ensure:

- all our children achieve their best;
- there are no differences in the achievement of different groups of children;
- we promote racial harmony and prepare pupils to live in a diverse society;
- we take into account the range of teaching and learning styles to fully engage all pupils;
- we take into account the variety of needs of our stakeholders;
- we monitor and action improvement regarding what we provide to our stakeholders;
- we strive to be successful in promoting issues of equality regarding race, gender, disability, ability, age etc.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject leaders monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Staff suitability and training

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new

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SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENDCO, and Designated Teacher for Looked After Pupils will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Equipment and facilities

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets;

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- keeping parents and carers informed and giving support during assessment and any related decision-making process ;
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an additional language.
- sharing learning passports and reviews of targets with parents and asking parents to sign a copy of these documents and keep a copy at home to refer to.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets, peer and self assessment strategies.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Learning Passport
- work with an adult to complete the learning passport

Outside Agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including :

- Early Help Team
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology Service
- Local NHS services
- Targeted Prevention Team
- Multi-agency safeguarding hub
- Ladywood Outreach Service
- Behaviour Support Service

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO or Designated Teacher for Looked After Children, but in some cases it can be another member of staff who we have identified as a key worker.

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All teaching staff working at St Gregory's have been made aware of the SEND pathway which must be adhered to so that all pupils in our school have access to the same systems of support within a timely manner.

Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission Policy*).

If there are any complaints relating to the provision for children with SEND or EAL (English as an additional language) these will be dealt with in the first instance by the class teacher and SENDCO then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see Complaints Policy*).

The school fully meets the requirements of the The Equality Act 2010 which has replaced the Disability Discrimination Act (DDA). All reasonable steps are taken to ensure that no stakeholders are placed at a substantial disadvantage compared those without disabilities.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. Should we go ahead with modification or disapplication, we would do so through:

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- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.