

St. Hugh's Catholic Primary School Inclusion Policy

Mission Statement

Learn, Love, Pray

At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.

Curriculum

It is the aim of the policy to develop the full potential of individual pupils to prepare them for their roles as adult members of society.

INTRODUCTION

Rationale:

St. Hugh's Catholic Primary School is committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St. Hugh's Catholic Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are able, gifted and talented (children who are significantly more able than their peers)
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

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We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Hugh's Catholic Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Manager and the SLT.

Objectives

Our school aims to be inclusive, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

We aim to:

- make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate progressive curriculum.
- plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.
- provide full access to the curriculum through high-quality teaching by the class teachers, learning support assistants (LSAs), and support staff as appropriate. (Except where disapplication, arising from an EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.
- ensure the Children and Families Bill (2013 -2014) and relevant Codes of Practice and guidance are implemented effectively across the school to ensure equality of opportunity and to eliminate prejudice and discrimination
- continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- involve the children themselves in planning and in any decision making that affects them.
- support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

How do we support inclusion?

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate for the activity and their religious beliefs
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles

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- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs

Whole school actions support inclusion. These include:

- A designated Inclusion Manager, Welfare Officer and Pastoral Support Worker
- A progressive, broad and balanced curriculum reflecting the different cultures, religions and races in our school and one which builds on previous knowledge whilst challenging and providing enrichment
- Use of CPOMs to track concerns
- Inclusion provision mapping, updated termly
- SEND provision mapping, updated termly
- Inclusive school clubs offering enrichment and reflecting diversity
- Learning support assistants within every class
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by the SLT, Inclusion Manager, teachers, learning support assistants and pastoral support
- The use of intervention programmes to support pupils with learning difficulties or gaps in education
- The setting of IEP targets biannually for pupils with EHCPs
- The targeting of underachieving pupils, vulnerable pupils and EAL pupils
- Links with the local community who run clubs and participate in parent coffee mornings
- A consistent behaviour policy
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents meetings and coffee mornings
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff.
- A Pastoral team made up of the Inclusion Manager, Welfare Officer and Pastoral Support Worker
- Coordinate cross-phase transition, in-year transfer with respect to inclusion
- Working with key staff to identify barriers to learning and provide staff with appropriate strategies

How we monitor inclusion?

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used:

- Termly review of provision management with the Inclusion manager and teachers to discuss the progress of pupils on the SEND register or with additional support
- Regular Pastoral Team meetings
- Biannual reviews of EHCPs
- Weekly SLT discussing safe-guarding/individual children
- Learning walks
- Pupil voice
- CPOMs
- Entry/exit data external specialists
- Entry/exit data internal support

Identification of pupils

St. Hugh's Catholic Primary School recognises the significance of early identification of pupils with Special Educational Needs, English as an additional language (EAL) needs, or pupils who may be Able, Gifted or

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Talented (A, G and T) and work closely with other professionals already involved with pupils. The Inclusion Manager, Class teachers and support staff are all involved in identifying pupils. Pupils with SEN are identified as either SEN Support or have an Educational Health Care Plan. Pupils who are identified as underachieving are placed on a 'Cause for Concern' register where additional provision is provided. Information relating to pupils with SEND is shared with all staff, including supply teachers

Provision

1. Adapted Curriculum Provision

To make progress all children receive an adapted curriculum through high-quality teaching. The 5 principles of high-quality teaching we utilise include: explicit instruction, cognitive/metacognitive strategies, scaffolding, flexible grouping and use of technology. Children are taught in mixed ability groupings. At St. Hugh's Catholic Primary School there is an emphasis on a skills based curriculum with meaningful links across the National Curriculum 2014 subjects.

2. Provision Management

Pupils who have been identified for extra provision are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. Parents are informed of the intervention their child will receive on a termly basis and receive a review of their progress at the end of each term. Provision Maps show how we allocate resources to each year group.

3. Educational Health and Care Plan

A child who has an Educational Health and Care Plan will have additional support that is provided using the funds made available through the Pupil Premium. All children with an EHCP will have an Individual Education Plan. Targets will be set and reviewed twice a year.

There will be an Annual Review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

4. Pupils with EAL

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. Children are assessed on arrival and appropriate support is provided.

5. More Able/most able

Pupils identified as being more able are provided for through an adapted curriculum. At times during the year they may have a particular focus or be invited to join a club provided by the school. Children who are more able have the opportunity to be involved in the enrichment and extra-curricular club programme.

6. Resources

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with an Educational Health and Care Plan through submission to LA after specialist advice has been sought.

Looked after Children (LAC)

Children in public care will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing

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body.

Working with outside agencies

St. Hugh's Catholic Primary School promotes the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively promote links with educational bodies that can promote pupils learning and provide enhanced opportunities for our More Able learners.

The SLT and Inclusion Manager liaise frequently with several other outside agencies and specialists;

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Speech and Language therapists – NHS and Chatterbug
- SENISS – school advisory service
- OSSME – autism initiative
- EP – Educational Psychologist
- Seedlings - YPAS
- Mental health team (MHST)
- LA advisors for SEN, G and T, EAL pupils
- Dyslexia specialist – Karen Smith-Thomson
- Read, Write, Inc – Ruth Miskin
- Beanstalk (reading charity)
- NHS paediatricians

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the Inclusion Manager will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

Information is shared information with secondary colleagues as part of the year 6-7 transition programme.

The governing body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion.

Equality Act

The Single Equality Act (see Policy) makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification.

St. Hugh's Catholic Primary School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

Working with Parents

Parents are involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and

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comment on their success.

Parents will have the opportunity to meet with their child's class teacher in a formal meeting three times year.

Complaints

If any parent feels that St. Hugh's Catholic Primary is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

Staff Development

The Executive Headteacher, Head of School and SLT will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

Policy Review

This Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes the policy will be reviewed on a two yearly cycle.