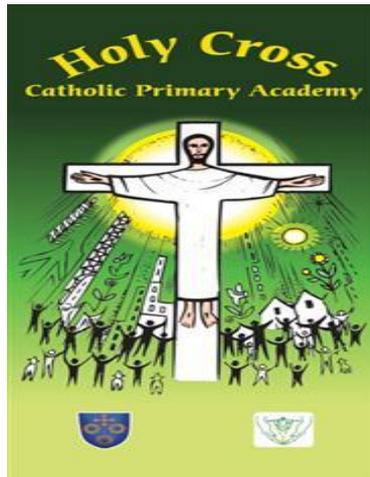


## Holy Cross Catholic Primary Academy School Inclusion Policy



### Mission Statement

Where Jesus is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

### Philosophy

We are a sign of God's presence to each person we meet and we aim to create an environment where each person feels valued and encouraged to develop a sense of worth, dignity, security and belonging.

- We believe each individual is uniquely created by God and has a distinct contribution to make to our community.
- We believe as a Christian Community that we need to be open to each other's Special Needs whether they be spiritual, emotional, intellectual, physical, educational or social.
- By strengthening the partnership between Home, School and Parish and celebrating each other's talents we may develop a greater understanding and mutual respect for one another.

The mission of the school is to especially support all our vulnerable learners. There are many difficulties that children experience that present barriers to learning. The Inclusion policy encompasses:

- Children with Special Educational Needs
- Children with English as an Additional Language (Children for whom English is not their first language)
- Children from ethnic/racial minorities
- Children with social, emotional and mental health difficulties.
- Children with Health difficulties
- Children from deprived or low income families
- Children in Public Care
- Children who are victims of abuse or crime
- Children with emotional/relationship difficulties
- Children who are gifted and/or talented
- Children from Traveller Families (Gypsy, Roma, Irish Traveller, Occupational etc)

## Aims

Holy Cross is committed to providing an appropriate and high quality education to all the children attending our school. 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 our school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

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.

We aim to reduce all barriers to learning and participation for all pupils in the school.

We acknowledge the right of every child: -

- to be able to learn to the best of their ability and to explore, question, challenge, enjoy and achieve;
- to have the opportunity to participate in the whole curriculum and experience a wide range of learning experiences;
- to participate, actively in a supportive school community and increase their awareness, understanding and respect of the environment and the world;
- to contribute fully to the spiritual life of the school;
- to feel welcome, secure and be healthy within school;

## Inclusion: providing effective learning opportunities for all pupils

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory [HI, VI] 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.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional or social communication development, age and maturity. We are particularly aware of the needs of our Foundation Stage, Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Holy Cross 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.

Holy Cross sees the inclusion of children identified as having 'special educational or additional needs' as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by Miss J Wheeler, Inclusion Manager who is also the designated Special Educational Needs Coordinator (SENCO). Miss Wheeler works as part of the leadership team and reports to the Designated Governor for this area and the Head Teacher.

## Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with 'special educational or additional or disability needs'.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning and Quality First Teaching and follow a graduated response.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN
6. To ensure that pupils with SEN and additional needs are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable 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.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning **and** in any decision making that affects them.

## Three principles for inclusion and Quality First Teaching

Holy Cross sets a broad and balanced curriculum and strives to achieve the three principles that are essential to developing a more inclusive curriculum:

- A. Setting suitable learning challenges
- B. Responding to pupils' diverse learning needs
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### Provision at QFT

In order to make progress a child may only require adaptive planning of the whole class planning; quality first teaching. The adapted planning may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptations will be recorded in the daily/weekly planning by the class teacher.

In planning and teaching the National Curriculum, teachers have due regard to the following principles:

#### A. Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of adaptations will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. Teachers may plan further adaptations by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

#### B. Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

#### Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches for setting targets for learning.

### **C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

#### **Pupils with special educational needs**

2. 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. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater adaptation and reasonable adjustments of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need or Education Health Care Plan. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil in addition to the parents/family and the Inclusion Manager/SENCO will work very closely with the family, child and staff.
3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
  - providing for pupils who need help with communication, language and literacy
  - planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
  - planning for pupils' full participation in learning and in physical and practical activities
  - helping pupils to manage their behaviour, to take part in learning effectively and safely – links to the positive behaviour policy.
  - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning. The Learning Mentor will also be involved and be supporting the family and child with this area of need.

#### **Pupils with disabilities**

1. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.
2. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals

### **Pupils who are learning English as an additional language**

Lack of competence in English will not be equated with learning difficulties unless the child fails to make adequate progress over time. As soon as possible on entering the school we will carry out an assessment with the EAL TA who will give support to the pupil and advice to staff as appropriate. We have identified the following strategies to support children with EAL:

- use of community links to support parents and children in their primary language and in English;
  - a translator for parent consultations where deemed necessary and possible;
  - a resource base of language materials;
  - use of staff who have extensive experience of teaching EAL children who support the children and advise staff;
  - support from other children with EAL skills for new EAL children.
  - a high level of visuals to support language (spoken and written)
1. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
  2. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
  3. Teachers should take specific action to help pupils who are learning English as an additional language by:
    - Supporting written and spoken language with visuals as much as possible
    - developing their spoken and written English in formal and social situations.
    - ensuring access to the curriculum and to assessment.

### **Monitoring and Review of Progress at QFT**

Monitoring of progress will be carried out by the class teacher in conjunction with the Inclusion Manager, Learning mentor, phase leaders and curriculum leaders, Head Teacher and Senior Manager Team, and used to inform future adaptations within whole class planning.

The progress of all pupils will be reviewed at least termly, although some pupils may need more frequent reviews. The review will form part of the pupil progress meetings which the school holds termly to discuss the progress of all pupils in all classes. The progress of SEN pupils will be discussed in particular with the Inclusion Manager and the provision map showing support strategies and interventions will be updated. Parents/ carers as well as pupils will be kept informed and their views included in any future provisions.

### **Inclusion and equal opportunities**

Inclusion resources are chosen carefully to provide positive images of minority groups and avoid stereotyping and gender bias. Resources used to enrich cultural diversity within class topics. The Head Teacher, Deputy Head Teacher, Inclusion Manager, Phase leaders and SMT annually evaluate and monitor the progress of children for gender bias and ensure that appropriate progress for minority groups is made.

Training will be provided for Teachers, Teacher Assistants and Learning Support Assistants working with vulnerable children.

The Learning Mentor, the Inclusion Manager and the EAL TA work closely with children and their families and we operate a person centred approach. The Head Teacher, Governing body and Senior Leadership Team are kept informed as needed.

There are clear reward systems in place and the behaviour policy is active consistently throughout the school. All children are aware of the procedures.

### **Vulnerable Register**

The Inclusion Manager maintains a Vulnerable Register of the children in the school. This is shared with the Head Teacher, Senior Leadership Team and all teaching staff in addition to the PA to the Head and Admin manager. Reports of statistics are also reported to the Governing body on a termly basis.

### **Evaluating the success of the School's Inclusion Policy**

Every Year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on our behaviour: major behaviour incidents and exclusions. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment/ slow progress over time.
- An increase in the percentage of children recorded as having special educational needs operating within expected attainment at the end of EYFS, KS1 and KS2.
- A reduction in behaviour incidents and exclusions
- Successful links with families of vulnerable children
- Active staff CPD and links with specialists

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors School Profile. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

Each term the Inclusion Manager will provide information to the governing body as to the numbers of pupils receiving special educational provision in relation to the graduated response from Quality First Teaching to Statements or Education Health and Care Plans. The number of pupils transferring to or from each type of provision will be noted. The Head teacher/Inclusion manager will report on any whole school developments in relation to inclusion in her termly report to the Governing Body at the same time and will ensure that governors are kept up to date with any legislative or local policy changes.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports which are then discussed as necessary. The Inclusion Manager will meet relevant Governors termly to discuss Inclusion concerns and updates.

### **Success will be dependent on: -**

- all staff having a raised awareness of SEN/Inclusion as seen in their planning, effective adaptations within the classroom and record keeping across the curriculum;
- prompt and early identification of needs.
- evaluated target setting / review paperwork, using the Graduated Response;
- evidence of individual progress
- annual monitoring of attainment of minority groups

### **Staff Development**

The school desires to have well informed, skilled teachers and support staff and this requires regular opportunities for both support staff and teachers to broaden and deepen their knowledge in SEN and other areas which support the needs of vulnerable children. The Head Teacher, Deputy Head and Inclusion Manager will be responsible for coordinating and meeting the needs of staff for in-service training by organising either internal or external training opportunities. The Inclusion Manager will be expected to maintain up to date knowledge and information.

### Complaints Procedure

1. Concerns involving Inclusion should be shared with the class teacher in the first instance. Where additional involvement is required the Inclusion manager can be contacted.
2. Serious complaints (ones that cannot be dealt with by the class teacher or Inclusion Manager) should initially be addressed to the Head teacher. The Head teacher will in the first instance discuss or address the complaint and communicate with the complainant about the action that might be taken.
3. If the complainant is still unsatisfied after consultation, the complaint will be passed on to the Chair of Governors who will coordinate an appropriate response from the Governing Body. Appeals may be made to the LA or Diocese as appropriate.

### Links to other Policies/documents:

- AGT Policy
- EAL Policy
- Equal Opportunities Policy
- Learning Mentor Policy
- Positive Behaviour Policy
- Pupil Premium Policy
- SEN Information report
- SEN Policy
- Teaching and Learning Policy

#### INCLUSION MANAGER :

Miss J Wheeler

### Policy

Ratified by Governing Body on:

Last reviewed Autumn 2022

Next Review: Autumn term 2024