

# St. Michael's Catholic Primary Academy & Nursery



## INCLUSION POLICY

*(Including Pupils with Medical needs,  
Policies for Special Educational Needs,  
Children with Disabilities and Gifted or  
Talented Pupils)*

## September 2014

**SAINT MICHAEL'S CATHOLIC ACADEMY & NURSERY**

**INCLUSION POLICY**

**CONTENTS**

1. Mission Statement & Introduction
2. Aims & Objectives
3. Inclusion & the National Curriculum
4. Disapplication & modification
5. Children with Disabilities
6. Children with Special Educational Needs
7. Children with Special Medical Needs
8. Gifted or talented Pupils
9. Children with EAL *(to be incorporated at next review)*
10. Children eligible for Pupil Premium *(to be incorporated at next review)*
11. LAC *(to be incorporated at next review)*
12. Inclusion CPD
13. Admissions
14. Complaints
15. Summary

Formatted: Font: Italic

## **1. INTRODUCTION**

St Michael's Catholic Academy provides a broad and balanced curriculum for all children at our academy irrespective of their age, gender, ethnicity, attainment, medical needs or background.

In formulating and applying this policy, the Academy committee and Staff of our Catholic Academy seek to promote and implement in relevant ways the aims and intentions of the mission Statement, **“Praise the Lord in Work, Play and Prayer”**.

<b>Name of St Michael’s SENCo / Inclusion Manager:</b> <u>Mrs S McHale</u> <b>Nominated Academy Committee member:</b> <u>Mrs G Griffin</u>
---

This Policy takes careful account of the Children & Families Act 2014, The 2010 Equality Act , The 0 to 25 Special Educational Needs and Disabilities Code of Practice 2014, the policy of the Local Education Authority and the aims of the Bishop Cleary Catholic Multi Academy Company.

## **2. AIMS AND OBJECTIVES**

The academy aims to be fully inclusive. This means that equality of opportunity must be a certainty for all children. We make this a reality through the attention we pay the different groups of children within the academy community:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Traveller children (none currently)
- Children in public care/looked after children
- Children with long-term illnesses or medical conditions which require extended periods of absence
- Children who are at risk of exclusion

We strive to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all the children achieve their potential?
- What do we do for those not achieving their potential?
- Are our actions effective in helping them achieve their potential?
- Are there differences in the achievement of different groups of children?

## **3. INCLUSION AND THE NATIONAL CURRICULUM.**

At St Michael's Catholic Academy, the Foundation Stage and National Curriculum documents provide our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and value the individuality of all children. The National Curriculum documents include what has become known as the 'general inclusion statement'. It combines:

- A demand on teachers not to ignore the three principles of inclusion (below) in their planning and teaching.
- Substantial flexibility to allow teachers to match their teaching to the needs of all pupils. For example, teachers can draw on earlier key stage programmes of study or elements of the national strategy or leave out sections of it if they think, after proper consideration, this is the best approach for particular pupils.
- The National Curriculum Inclusion Statement: the principles.
- The Inclusion Statement places a statutory duty on teachers to have regard of the following principles:

A. The need to set suitable learning challenges - supporting a culture of high and appropriate expectations for all.

B. Responding to pupils' diverse learning needs - emphasising the need for thought about teaching and learning environments. In classroom terms this will involve thought about teaching approaches as well as the physical aspects of the spaces in which teaching takes place, such as the layout of desks or tables or the acoustics of the room.

C. The overcoming of potential barriers to learning and assessment for individuals and groups - Teachers must address the needs of the minority of pupils who have particular learning and assessment requirements which, if not addressed, could create barriers to learning.

At St Michael's Catholic Primary Academy, 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.

#### **4. DISAPPLICATION AND MODIFICATION**

The academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our academy policy is to do this only in exceptional circumstances and usually after consultation with other professionals. The academy makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources. The Inclusion Manager at St Michael's Catholic Primary Academy will also help to increase learning opportunities for children previously supported by the Racial Equality and Diversity Service and Pupil Referral Services.

If a decision has been made to modify or disapply the National Curriculum, having followed the procedures above and involved the academy's governor with responsibility for special educational needs, we would ensure that every effort had been made to provide the necessary support from within the academy's resources before considering such action. Should we go ahead with modification or disapplication we would do so through:

- 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 or EHCP.
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **5. SUPPORTING CHILDREN WITH DISABILITIES:**

Some children in the academy have disabilities and consequently need additional resources. The academy is committed to providing an environment that allows these children full access to all areas of learning. Classrooms have been modified for wheelchair access and there are designated points of entry for the academy which also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or use modified resources. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities

The academy has provided access for physically impaired pupils through ramped access to the buildings and also toilet facilities. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

Provision for other physical impairment, for instance for visually impaired children is made as and when necessary, following advice from lead professionals.

**PLEASE SEE ACCESSIBILITY PLAN 2013**

## **6. SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

*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/ academies within the LEA.
- Are under compulsory academy age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must 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.

“Special Needs” can include children of all academic abilities and children with emotional and physical needs which may affect their educational entitlement.

#### IDENTIFICATION OF INDIVIDUAL NEEDS

There are a number of ways in which a child’s needs may be identified:

- Early Years Inclusion Support Service or other agencies may inform the academy about a forthcoming admission of a child with SEN.
  - During a child’s academy career parents or a class teacher may raise a concern.
  - The child’s class teacher may assess their needs and, in consultation with parents and INCLUSION MANAGER, identify the level of support they are likely to require.
  - More formal assessments may be completed by any of the following: Inclusion Manager, Inclusion Support teacher, Teaching Assistant or other outside agencies.
- The academy’s staged approach will be followed and information gathered will be shared with parents.

#### LEVELS OF SUPPORT

Teaching SEN pupils is a whole-academy responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils’ abilities, aptitudes and interests. Some pupils’ may need increased levels of provision and support.

#### TARGETED INTERVENTION

Through the use of teacher assessment and progress and attainment data, children that could benefit from a specific targeted intervention programme, are identified. The interventions are aimed at children who are progressing at a slower rate than their peers. These programmes are on a 1:1, or small group basis with a Teaching Assistant. The support is monitored with a pre-assessment level and at regular intervals thereafter or after the intervention is completed as appropriate. Parents are informed about the interventions through discussion and letter.

#### CONCERNS

If a teacher has a concern about progress made by a child they will be monitored. The concern could be based on

- Teacher observation/assessment
- Pupil progress in relation to objectives in the National Literacy/Numeracy strategies.
- Standardised screening or assessment tools

A RECORD OF CONCERN FORM will be completed by the class teacher highlighting strategies to be implemented. If the child makes progress as a result of these they will be taken off 'record of concern' and progress monitored as part of whole academy assessment procedures.

If sufficient progress is not being made the child will then be identified as needing more support and will be placed on the SEN Register.

#### CODE OF PRACTICE (2014 ) STAGES OF INTERVENTION:

For children who are identified as needing longer term support we follow the Code of Practice (2014) which advocates a graduated response to meeting pupils' needs.

When children are identified as having SEN, the academy will intervene through the following:

'School SEN Support' is when the teacher or Inclusion Manager identifies a child with SEN that require interventions which are additional to or different from those provided as part of the academy's usual differentiated curriculum.

Parents would be consulted and informed of the academy's concern and proposed support. Initially, the child's class teacher would be primarily responsible for planning and delivering the appropriate support.

In some cases small group work with a Teaching Assistant may be provided.

The child will have an Individual Education Plan. This will describe the pupils' special educational needs, set some targets to be achieved and describe arrangements made in the academy to help achieve the targets. The parents are involved in putting together this plan and in reviewing it termly.

In the summer term parents receive an annual report which gives comprehensive information about progress. New IEP targets are suggested from this and this then forms part of the transfer of information about the child to her/his next class.

#### **Additional Support**

When necessary, a sustained level of support and the ongoing involvement of external services will be provided for pupils already on the SEN register and with worsening barriers to learning. These may include Speech and Language Therapy, Educational Psychology or behaviour/inclusion support services.

The child's needs will be regarded as exceptional, requiring specialist expertise and one-to-one support may be provided.

They will have an Individual Education Plan (IEP) which will be reviewed termly and which may be attended by the educational psychologist and other relevant professionals.

A positive partnership is promoted between parents, our academy, and the outside agencies.

The child is given the opportunity to participate in constructing his/her programme of support and he/she is invited to attend the Summer Term review.

#### STATUTORY ASSESSMENT

St Michael's Academy or parents may request a statutory assessment from the LA when, despite an individual programme being provided for a pupil for a period of time, the child progress remains a significant cause for concern.

The academy will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the Authority.

An Education, Health and Care Plan [EHC plan] will be provided by Wolverhampton City Council where after a statutory assessment; the LA considers the child requires provision beyond what the academy can offer.

The EHCP or statement is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

## PROVISION

We recognise that it is the child's entitlement to have access to the whole curriculum. The curriculum for a child with SEN is differentiated not different. Planning for the appropriate provision will take into consideration:

- The use of Teaching Assistant support.
- The balance between in-class/ withdrawal support.
- The IEP programme of targets.
- How success is to be measured .

Learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers, to experience the full curriculum adapted according to need.

The programme of support reflects the partnership between the child, teacher, parents, teaching assistant and other relevant agencies.

Support strategies may include:

- Target grouping in Numeracy and some elements of Literacy.
- Individual and group teaching/support session with a TA.
- Co-operative grouping, for example gender specific or mixed ability.
- Pair working, peer tutoring and buddying.
- Specially prepared Learning materials.
- Signs and Symbols.
- Disability Access.
- Use of appropriate ICT equipment.
- Specialist equipment.
- Counselling and social skills programmes.

## WORKING IN PARTNERSHIP

St Michael's is committed to working in partnership with parents, children, and other members of the academy community as well as outside agencies to provide for the needs of every child.

The academy recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

The process for contact with parents in respect of pupils who have special needs will be:

- Inclusion Manager to meet with parents to discuss pupil's placement on SEN register.
- Termly review & target setting to take place between class teachers and parents
- Inclusion Manager to initiate additional meetings / reviews to take place where appropriate or where there may be a concern over the pupil's progress.
- Inclusion Manager to meet with parents where a request for formal assessment is to be made.
- In addition to the review / parents' evenings, those parents who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the academy operates an open-door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any academy documentation they may feel appropriate.

The academy will seek to engage the services of a translator where requested by parents or deemed necessary by the Inclusion manager to ensure partnership in developing strategies to help an individual student.

Children and young people with special educational needs have knowledge of their own needs and what may help them in their Learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.

The academy will facilitate all staff to develop their knowledge about special educational needs and what they may do to support pupil's through a range of continuing professional development opportunities.

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made as smooth as possible.

St Michael's works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary organisations may be consulted as appropriate.

Under the proposed legislation there is a requirement on local authorities to publish a SEND Local Offer, which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC Plan.

The inclusion Manager will help parents of pupils with SEN to identify appropriate provision that may be available through the Local Offer.

She may also signpost parents to the Wolverhampton Parent Partnership Service (01902 556945) who may offer specific advice, guidance and support, where required. A copy of newsletters from Wolverhampton Parent Partnership are available in the academy quad. The academy has produced a school SEND Information Report similar to the LA Local Offer. This can be found on the academy website and includes a link to the Wolverhampton Local Offer.

#### ALLOCATION OF SEN RESOURCES:

The academy has an annual budget allocation for SEN based upon number and age of children on roll (AWPU), free academy meals and prior attainment (ASN).

The AWPU funds a curriculum that is organised to address the learning needs of all the children and the cost of the academy SEN intervention teaching.

The ASN funds, together with the AWPU funds will be used to support the majority of children who face moderate barriers to their Learning.

## EVALUATION OF SEN POLICY

The Academy Committee has a duty to annually evaluate the provision the academy makes for pupils with SEN. This will be achieved by seeking the views of the academy community and will be minuted at Academy Committee meetings. Any amendments will be outlined in the SEND Information Report posted on our website which will be updated annually.

### **7. Supporting pupils with Special Medical Needs**

*Please also see the separate policy 'Pupils with Special Medical needs'*

Pupils' medical needs may be broadly summarised as being of two types:

(a) short -term; Rationale affecting their participation in academy activities which they are on a course of medication.

(b) Long-term; potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

The Children and Families Act 2014, from September 2014, places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to academy as other children and cannot be refused admission or excluded from St Michael's academy on medical grounds alone. However, teachers and other academy staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency.

This duty also extends to teachers leading activities taking place off the academy site. This could extend to a need to administer medicine. The prime responsibility for a child's health lies with the parent/carer who is responsible for the child's medication and should supply the academy with information.

The academy takes advice and guidance from the Wolverhampton Authority Medicines in schools Handbook which encourages self- administration of medication when possible. Contact details for our Academy Nurse can be obtained from the academy main office or through the MAST centre at Warstones Primary.

## **8) SUPPORTING PUPILS WHO ARE ON THE GIFTED OR TALENTED REGISTER**

### Definitions

Gifted pupils are those who demonstrate exceptionally high ability, potential or attainment in the statutory curriculum other than art and design, music and P.E.

A talented pupil demonstrates very high ability, potential or attainment in art and design, P.E or performing arts such as music, dance and drama.

### Identification of Gifted and Talented

A gifted or talented pupil should be identified using a variety of methods. We use a range of strategies to identify the children we have on our Gifted and Talented register. At St Michael's we also identify 'ones to watch', where children have specific elements of giftedness within areas of the curriculum.

There are a variety of means of identification including:

- Consistent high achievement
- Rapid grasp of new concepts
- Recognised characteristics of ability in specific subject areas

The range of people we seek to involve in the identification of more able and exceptionally able pupils includes:

- Teacher/class room assistant nomination
- Assessment results – achievement, potential and curriculum ability.
- Parental and carer information
- Peer nomination and discussions with children
- Nomination by specialist external staff and adults involved in out-of academy activities.

Each pupil's status is reviewed in the Autumn and where appropriate, in consultation with class teacher and parents, the Gifted and Talented Inclusion Manager will add or remove pupils from the register. The Gifted and Talented audit is reviewed throughout the year.

### Provision

In order to provide effectively for the gifted, talented and most able children, and fully include them in academy life, we ensure that their needs are considered in every aspect of academy life. Pupils will be encouraged to fulfil their potential in the area in which they are gifted or talented without reducing their experience of curriculum or hindering their social and emotional development.

### In Class Support

Gifted and talented pupils will be helped to reach their potential through:

- Differentiation, incorporating a range of teaching and learning strategies that take different learning styles in to consideration,
- Emphasis on investigative, problem-solving and exploratory approaches to learning involving higher order thinking skills.
- Involvement of pupils in the evaluation of their own learning.
- Provision of appropriate professional development for staff

### Provision beyond the classroom

Activities to support gifted and talented beyond the classrooms include:

- The use of visiting experts
- Attendance at locally organised master classes
- Short-term enrichment opportunities within academy e.g. writing academy newspaper, science project group, maths problem solving group
- Specialist lunchtime and after academy clubs
- The use of the academys' library service
- Sign-posting pupils and parents to relevant events, agencies and resources via letter, the academy website and the learning platform.

### Organisational Issues

#### Gifted and Talented Register

Pupils who are identified by the academy as being Gifted and Talented will be entered on to the academy register and their area(s) of ability will be recorded. Those children identified as 'ones to watch' will also be recorded. The register is regularly reviewed, formally once every term, when staff meet to review the cohort and make amendments. It is the responsibility of the Inclusion Manager to maintain the register.

Mrs McHale, the Academy Inclusion Manager is responsible for the following:

- Support staff in the identification and monitoring of gifted and talented pupils.
- Keep and maintain the register for gifted and talented children.
- Keep up to date with information about resources, services and good practice and to share this knowledge with colleagues and parents
- Liaise with the named academy governor.

- Encourage the development of suitable in-house enrichment opportunities as well as extra curricular activities.

#### Monitoring

Provision for gifted and talented will be monitored in a variety of ways.

- Monitoring of planning
- Observations of teaching and learning
- Teacher evaluation
- Feedback from pupils and parents.
- Measuring success criteria e.g. test results
- Provision mapping of academy and out-of-academy involvement.

#### Transfer and Transition

Effective recording and communication systems will ensure that teachers are aware of the achievement and potential of all of the pupils they are going to teach. Information shared within and between schools will include details of pupil's preferred learning style, particular areas of strength, activities the children have been involved in and targets for future development. This information will be shared in staff discussions as well as the sharing of documentation.

### **9) SUPPORTING PUPILS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE**

*(to be incorporated at next review)*

### **10) SUPPORTING PUPILS WHO ARE ELIGIBLE FOR PUPIL PREMIUM FUNDING**

*(to be incorporated at next review)*

### **11) SUPPORTING PUPILS WHO ARE LOOKED AFTER OR IN PUBLIC CARE**

*(to be incorporated at next review)*

### **12) INCLUSION TRAINING AT ST MICHAEL'S ACADEMY:**

The Inclusion Manager attends regular cluster meetings to update and revise developments in SEN and Inclusion.

In-Service training and individual professional development is arranged with regard to current local and national initiatives such as the Inclusion Development Programme, managing performance procedures and individual needs of each class. This training is provided both internally and externally.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate. This is identified through the needs of the individual staff member or the children they support.

Termly pupil progress meetings are held between the Inclusion Manager, SMT and Class Teacher to discuss the progress of all children and vulnerable groups within the class and provision is then mapped accordingly.

### **13) ADMISSIONS:**

St Michael's Catholic Primary Academy operates admission procedures in accordance with the policy laid down by the Diocese, Governing Body and the Local Authority. This policy will not discriminate on grounds of race, religion or ethnic origin. The academy will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs

**Formatted:** Font: 11 pt, Italic, Not Highlight

or because they have a history of disruption. The academy is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance, but such an agreement will not be used as a condition of entry.

**13. COMPLAINTS PROCEDURE**

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns.

As far as possible these concerns would be addressed by the Inclusion manager or Principal within St Michael's Academy. When concerns cannot be resolved within this existing framework, the parents may appeal (via the complaints procedure) to the Academy Committee members.

Parents are partners with the academy and are welcome to query decisions made by the academy through the designated channels as laid down in academy documentation. If on pursuing complaints the parents are not wholly satisfied with the response of the Academy they may wish to seek further advice / assistance from the LA.

If at this point, parents of children with SEN do not agree with the academy and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

**14. SUMMARY:**

At St Michael's Catholic Primary Academy, the teaching and learning, achievements, attitudes and well-being of every child are of equal importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning and assessing achievements. We ensure inclusion is the responsibility of every member of staff: teaching and non-teaching.

This policy is to be read in conjunction with all other academy policies including the Admissions Policy and specifically, the Child Protection & Safeguarding Policy, Special medical Needs Policy, Disability and Discrimination Act (DDA) Policy and Accessibility Plan.

This policy was prepared by The Inclusion Manager and replaces the SEN Policy last reviewed in March 2014.

**Approved by the Academy Committee:**

..... (Date)

..... (Chair)

..... (Date)

This policy was endorsed by the Academy Committee as above and is the subject of a two-yearly review by staff and the Academy Committee. It may be revised more often if this is advised by the Principal, Inclusion Manager, or Chair of the Academy Committee.