

St James' Catholic Primary School



Policy for Inclusion and Intervention

Reviewed July 2024

This document is a statement of the aims, principles and strategies for Inclusion at St James' Catholic Primary School. It was developed through a process of consultation with staff, parents and governors.

About our School

St James' Catholic Primary School
Inclusion and Intervention Policy

St James' is a one form entry voluntary aided Catholic Primary School situated in the Ashurst area of Skelmersdale in Lancashire. We have 226 on roll including our nursery.

We serve a mixed area; there is social advantage in around half of the households but also significant pockets of disadvantage. The proportion of pupils claiming free school meals and numbers of pupils who have learning difficulties and/or disabilities are below average. Most pupils are of White British backgrounds with around 30% coming from different minority ethnic groups.

Aims of the School

At St James' the aims of the school permeate all aspects of school life, including the curriculum statutory and non-statutory, and extra curricular activities.

At St James' we aim to fulfil our mission statement by:

- Living and Loving as Jesus did, valuing and respecting each individual as a child of God.
- Creating a warm, safe and special place;
- Encouraging and inspiring one another to rise to the challenge of learning and growing together;
- Providing opportunities for all to fulfil their true potential;
- Nurturing good relationships in an atmosphere of mutual trust and understanding;
- Ensuring equality of opportunity whilst appreciating and celebrating our differences;
- Working in partnership with parents, governors and the parish to establish a community of love, peace and justice;
- Supporting Parents in the task of leading their children into a deeper understanding of faith;
- Celebrating each and every success.

Responsibilities

This policy recognises the responsibility of the Governing Body to:

- Have regard to the SEND Code of Practice 2014, taking into account the provisions outlined in the 'Special Educational Needs and Disability Act, 2001';
- Do its best to ensure that the necessary provision is made for all children;
- Ensure that, where the Head Teacher or the appropriate Governor has been informed that a child has Special Educational/ Additional Educational needs, that those needs are made known to all those who are likely to teach the child;
- Ensure that staff in school are aware of the importance of identifying, and providing for, those children who have special/additional needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- Draw up and report annually to parents on the implementation of the school's policy for Inclusion and Intervention;
- Ensure that a child with SEND joins in all the activities of the school, so far as reasonably practicable and compatible with the child receiving the provision

called for, the effective education of their peers, and the effective use of their resources.

The school has a named SEND Governor, Mrs L. Fletcher whose duties are to ensure that the children's needs are being met and budgeted for.

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

Special educational needs and disability code of practice: 0 to 25 years (2014:15)

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." "Special educational needs and disability code of practice: 0 to 25 years" (2014:15:16)

St James' Catholic Primary School is committed to making provision for children with Additional Educational Needs. In partnership with parents, the school will provide an environment which is educational and caring, where all children will be given access to a broad, balanced curriculum, taking into consideration each child's needs. The school will follow the designated "Special educational needs and disability code of practice: 0 to 25 years"

A list of the children with Additional Educational Needs is kept. It is school policy that the SENDCo reviews the register in September, January and April of each year, but children may need to be added on to, or deleted from the list at any time, in accordance with the assessment of the class teacher, after consultation with the SENDCo and/or the Head Teacher and/or the appropriate professionals and parents. Children who are admitted to the school are placed on the list if, after liaison with their previous school and assessment by their class teacher, it is considered to be appropriate.

All children are valued and monitored at our school. We pay particular attention to the following groups to ensure inclusion: Pupil, premium (PP), free school meals (FSM), English as an additional Language (EAL), children looked after (CLA), Special Educational Needs and Disability (SEND), summer boys (SB) and able and talented (A&T)

Quality First Teaching Approach (Wave 1)

Class teachers are responsible for providing a broad balanced curriculum for all children in their care. In order to ensure that all children have access to the curriculum, staff use a

variety of approaches and teaching methods as well as allowing children to record their work in alternative ways, such as mind mapping, story boards, use of iPads, etc. which allow for different learning styles to be catered for.

Subject co-ordinators are responsible for ensuring that the policy documents detail any specific provision or resources for children who need extra support.

Facilities

All staff in school have experience of teaching children with a variety of needs. Training is provided wherever possible for the staff to keep up to date with legislation and changes in provision. On-going training, in identifying and catering for different learning styles, will continue to improve the quality of the education we offer.

Where necessary, classes have access to a Teaching Assistant so that individual or small group provision/intervention can take place. As the school is on one level the building is fully accessible to children with physical disabilities, including a disabled toilet.

Procedures

Early intervention is most important when working with children who are experiencing difficulties. Children are assessed annually in Maths and English and assessments are completed three times a year. Records of progress are kept and carefully monitored on a regular basis.

Additional Needs (Wave 2)

At St James' Catholic Primary School the class teacher has the initial responsibility for children at the school support stage. Together with the SENDCo and if necessary other specialist teaching staff a programme of support will be devised to ensure the needs of all children will be met.

When appropriate, intervention groups are used. Examples of these groups include Time to talk, Toe by Toe, fast track phonics, speech and language programmes and Social stories. These are daily intervention programmes managed by the class teacher which include either one to one or group work with a Teaching Assistant. Intervention groups are monitored by the class teacher, Headteacher, Assessment Co-ordinator and SENDCo. Daily progression meetings (informal with class teacher and teaching assistant) and termly progression meetings (formal with class teacher, Headteacher, assessment Co-ordinator and SENDCo) help us to monitor and evaluate the effectiveness of these intervention groups.

Class teachers are responsible for the writing and reviewing of I.E.P's/targets each term and ensuring that the relevant documentation and evidence is kept up to date.

The following are guidelines:

If there is concern, underpinned by evidence, expressed about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress in identified areas of weakness,

- Has difficulty in developing Literacy or Numeracy skills which result in poor attainment in some curriculum areas or is working significantly below those expected for children of a similar age,
- Presents social, emotional or mental health difficulties which are not ameliorated by school based behaviour management techniques,
- Has sensory or physical problems,
- Has communication and/or interaction difficulties,

then,

- 1) The teacher, after consulting with parents, will note the concern and seek the help of the head teacher and/or SENDCo.
- 2) The class teacher and/or SENDCo collates all available and relevant information.
- 3) The SENDCo will facilitate further assessment of the pupil's strengths and weaknesses.
- 4) Following this assessment the SENDCo will define the concern and place the pupil's name on the Additional Educational Needs list, define future support, maintain, monitor and review actions taken.
- 5) The class teacher remains responsible for working with the pupil, planning and delivering the individualised programme and keeping a record of progress towards the children's targets.
- 6) Parents will be consulted and kept informed of action taken.
- 7) Progress will be regularly monitored.

Individual Education Plans

Refer to SEND Policy.

SEND Support (Wave 3)

This is characterised by the involvement of external support agencies. These external agencies and specialists can also act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

Triggers for "SEND Support" will be that, despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has social, emotional, mental health or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs that require additional specialist equipment or regular advice on visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and learning.

Advice and support will be sought from the appropriate external agencies on new strategies and the setting of new targets.

The resulting targets will set out new strategies to be implemented in, as far as possible, the normal classroom setting through precision teaching. Delivery of the targets will be the responsibility of the class teacher.

Review of SEND Support

A review must decide:

1. If sufficient progress has been made than a return to additional needs is appropriate.
2. The child remains at this stage for a further specified period of time with new strategies supported by revised precision teaching targets.
3. If insufficient progress has been made then, after consultation with parents and any external agencies already involved, consideration will be given on whether to ask the LA to initiate a statutory assessment or a statutory multi-disciplinary assessment.
4. If the SENDCo, head teacher and relevant specialist consider that more detailed advice needs to be obtained, the consent of the child's parents will be sought and full records kept.

Action- Statutory Assessment/Statutory multi-disciplinary assessment/ Education and Health Care Plans

Referral for this will be made to the LA.

Criteria for the statutory assessment of children of school age:

- The school's action through Additional Needs and SEND Support
- Individual Education or Behaviour Plans for the child
- Records of regular reviews and their outcomes
- The pupil's health
- Attainments in Literacy and Numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- The views of the parents and of the child
- Involvement of other professionals
- Any involvement by social services or pupil attendance and Educational Welfare Service.

Whilst the LA is considering its response to the schools referral the pupil will continue to be supported through SEND Support.

Parents

From initial concern and identification, parents will be consulted and kept informed of developments and a copy of the relevant precision teaching targets will be shared at the

beginning of each term. If identification takes place at some other time during the school year the SENDCo will be responsible for informing the parents.

Children

If appropriate, the children will be involved in their personalised targets.

Staff Development

Through discussion at staff meetings, the needs of the staff with regard to training are identified and prioritised. The issue of provision and Inclusion is evaluated in the schools cycle of performance and review, monitored by the LA. Perceived needs are recognised and included in the whole school strategic plan. Appraisal reviews are also used to identify staff training needs. Such training may be in the form of individual courses or whole school INSET to appraise staff of changes in legislation or current educational practice. It will take into account the needs of children; the requirements of staff; and it will reflect the current educational practice and theory.

Support Services

The school initiates, develops and maintains contact with LA support services and outside agencies in order to determine the contribution to be made to the Inclusive practice of the school. Centres of expertise provide advice and support for individual children.

Monitoring and Evaluation will take place in accordance with school policy.

Medical Register is collated each September and every teacher will receive a complete copy of the register as soon as it is available. This is checked every term or updated sooner if appropriate.

Administration of Medicines is covered by a separate policy.

The school's Child Protection Officer is Mrs A. Blacoe who must be informed of every instance of suspected child abuse. Her deputy Mrs J. Bell should be informed if Mrs Blacoe is unavailable.

A Health and Safety Policy is in operation.

Governing Body

The governing body is kept apprised through meetings with the governor responsible for Inclusion/Special Educational Needs. A report is given at the end of each academic year to governors. A brief summary is included in the governors annual reports to parents.

Personnel

In the first instance, each class teacher is responsible for the planning and delivery of differentiated work in the curriculum and the drawing up and implementation of personalised teaching and learning targets. Support assistants, budgetary constraints and the current requirements of children with special educational needs will all be taken into account.

Conclusion

The governing body and staff hope that, by implementing this policy, they will meet the needs of all of the children in St James' Catholic Primary School and assist them to reach their full potential, developing the range of inclusive education which we provide.

Review

This policy will be reviewed by the SENDCo each year and if appropriate, in the light of changes in legislation or educational thinking, by the whole staff.

Updated: July 2024 – Miss Shelley Lee - SENDCo