



**St Edward's Catholic First School**  
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**We See Jesus In Everything We Do**

## **SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

### **INTRODUCTION**

The Headteacher, staff and Governors of St. Edward's Catholic First School are committed to providing each child with a broad, balanced and adapted curriculum. We are aware of the need to look to develop the whole child in line with our Mission Statement, 'We See Jesus in Everything We Do'.

Children may be said to have special educational needs, learning difficulties and/or disabilities if they are not reaching their full potential compared to the majority of children of the same age. This can be due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

We believe that all children are vulnerable to stress caused by personal circumstance and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

The SEND Code of Practice (2014) defines a child as having a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or:
- b) Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age

This policy should be read in conjunction with other relative policies.

### **OUR AIMS**

- To encourage all our children to develop the respect, understanding and awareness of disabilities, cultures, religions, and values that lead to high regard for each other.
- To provide an inclusive education that is broad and balanced which develops children's knowledge, skills and understanding.
- To enable all our children to reach the highest levels of achievement of which they are capable.
- To assist all our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances.
- To raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available.
- To equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping.
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others.
- To promote equality of opportunity and to participate in removing barriers for learners with disabilities.

- To provide good relations between school, carers and children to provide a positive outcome for the child.
- To comply with the Special Educational Needs & Disabilities Code of Practice 2014 and the Families Bill 2014.

### **OUR OBJECTIVES**

- All children are given equal access to a broad and balanced curriculum and that each child's achievements are valued, regardless of need or disability.
- We identify and assess children with SEND as early as possible.
- All teaching staff are aware of the procedures for identifying children with SEND.
- There is involvement of parents/carers and the child on an ongoing basis.
- In order to support children with SEND, we provide adaptations, intervention groups and individual targets and strategies that are additional to and different from the work undertaken within their usual classroom setting. We also offer specialised support from trained Teaching Assistants working under the direction of the SENDCo.
- Clear, factual and up-to-date records follow the child through their first school career and are passed on to their next school.
- We raise staff awareness and expertise through SEND staff meetings and additional SEND INSET with external professional agencies. Each member of staff and their support colleagues have a 1:1 meeting with the Special Educational Needs Co-ordinator (SENDCo) three times a year
- We maintain close links with support services, other schools and agencies. A comprehensive list is available on our local offer available on our school website.

### **ORGANISATION**

Inclusion in education involves the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and community of our school.

- Inclusion is concerned with the learning and participation of all students vulnerable to exclusion pressures.
- Inclusion is concerned with improving our school for staff, parents/carers, children and the wider community.
- Inclusion in education is one aspect of inclusion in society.
- All children are entitled to have access to a broad and balanced curriculum, and this must be planned to take account of their learning and physical needs and be relevant.
- All children need adequate and appropriate resources to support their learning.
- All children are entitled to an education that balances their individual needs as citizens with the needs of community and wider world.
- We provide a secure and structured learning environment with clear standards of acceptable behaviour and consistent procedures for dealing with what is not acceptable.
- We seek to develop a full and active partnership with primary carers, governors, children and the local community by involving them in the life of the school and enabling them to influence and enhance the school's positive development.
- Primary carers and governors have every opportunity to know our school and our staff and develop trust and confidence in it.
- Inclusion involves regular and relevant professional development for all staff and support staff. In-service training and teaching are monitored by the Headteacher, Deputy and SENDCo on a regular basis.

## **PLANNING**

The SENDCo is responsible for:

- The day-to-day running of the Special Educational Needs and Disability & Inclusion Policy, in conjunction with the Headteacher.
- Liaising with and advising all staff members (teaching and non-teaching).
- Co-ordinating, along with the Headteacher, an efficient system for identifying and monitoring children with SEND.
- Co-ordinating the assessment of and keeping records for children with special educational needs.
- Contributing to in-service training for staff.
- Liaising with and making referrals to external support services, agencies and voluntary bodies, including the Educational Psychology Service, the Education Welfare Service, Early Help, Social Services, SHINE, and outreach from Manor Green.
- Assisting class teachers to draw up Individual Provision Maps (IPMs) in consultation with others (e.g. TAs, parents/carers and children), and to incorporate this into the class planning.
- Maintaining close links with all parents/carers of children with special educational needs and disabilities.
- Formal termly review meetings to take place with Class Teacher, SENDCo, primary carer and child as appropriate and for these meetings to provide a positive input to the child's provision.
- Co-ordinating SEND reviews and organising Annual Reviews for children with Education Health Care Plans (EHCPs).
- Producing written reports following Annual Reviews and referrals.
- Liaising with the Headteacher to write and implement the 'Special Educational Needs and Inclusion Policy'.

The Headteacher has the responsibility to ensure that once a child has been identified as having a SEND, formal records begin to be kept following an initial meeting to discuss the needs with the child's carer. Records are accessible to all teachers and professionals in consultation with the SENDCo and primary carers.

## **RESOURCES**

There is a range of support material and resources for SEND. These are held by the SENDCo and then distributed to teachers as required.

## **STAFF**

When necessary, the school employs specialist support teachers, who will work under the guidance of the SENDCo. Many of the teaching assistants have received training to deliver interventions which are targeted to children's individual needs. These interventions may also be under the guidance of external professional agencies, for example a Speech and Language Therapy (SALT) programme, or specific support for children with Autistic Spectrum Condition. We have staff trained as Emotional Literacy Support Advisors (ELSAs) which is offered to children through a referral process implemented by class teachers.

## **ASSESSMENT**

Identification, assessment arrangements and review procedures:

We aim to identify children with special educational needs as early as possible in their school career. To this end, the SENDCo meets each class teacher at the beginning of the year and more times as necessary (informally) to discuss any challenges that might have arisen and any change in the needs of the class. All children listed on the SEND Register

are offered a review of their SEND stage once a term, unless short term targets dictate further meetings should be held.

Parents and carers, teachers, support staff, and children (if appropriate) are all invited by the SENDCo to participate in the setting of short-term targets and the evaluation and review of the SEND. In some cases, relevant professionals from external agencies are also invited to contribute.

### **IDENTIFYING SEND**

Class teachers, supported by the SENDCo and Headteacher, will make regular assessments of progress for all children during termly Pupil Progress Meetings. These assessments will seek to identify any children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The first response to such progress should be Quality First Teaching, targeted at the areas of need. If progress continues to be less than expected the class teacher, working with the SENDCo, will create an Individual Provision Map for the child which will put into place extra teaching or other rigorous interventions. If after this intervention the child is still not making the required progress, the SENDCo will assess whether the child has SEND.

For some children, SEND can be identified at an early age. However, for other children and young people needs become evident only as they develop. All adults working with the children are aware of age-related expectations and continued monitoring will ensure any developmental concerns are recognised early in the child's education. Staff at St Edward's First School understand that parents/carers are the first educators of their children and as such any concerns they express will be acted upon. If no progress is evident after rigorous interventions the school will seek the advice of external professionals. The time frame for this will be subject to the individual child's development. Parents/carers will be asked to consent to this involvement.

The SENDCo may consult with the Educational Psychologist (EP), Autistic Spectrum Communication Service (SHINE), Child and Adolescent Mental Health Services (CAMHS) or other relevant agencies. Where external professional agencies are involved, we may need to provide further child's records from their individual files. Parents/carers will be asked to consent to this.

External involvement may include specialist assessment to create targets and/or resources. It is the responsibility of the class teacher and support staff to meet these targets. Parent/carers will also be consulted and invited to consent if further referrals (i.e. health) are deemed to be necessary.

Any individual programmes and advice will be incorporated in the child's Individual Provision Map (IPM) and will become part of their school routine. All evidence of involvement with the child is recorded and filed as evidence.

### **A GRADUATED APPROACH TO SEND SUPPORT**

The National Curriculum is our starting point for planning teaching that meets the specific needs of individual and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through careful planning of their next steps in learning.

High-quality teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. Good quality personalised teaching is available to all children at St Edward's First, and we aim to ensure that the school's monitoring procedures which include regular classroom observations ensure that teaching standards remain high. Teachers are responsible and accountable for the progress and development of the children within their class, including where children access support from teaching assistants or specialist staff.

The children's progress is carefully monitored at termly intervals, and teacher assessment data is scrutinised by teachers, subject leaders and the Senior Leadership Team. The Headteacher and SENDCo hold regular Pupil Progress Meetings. These are conducted with class teachers to ensure that expectations for progress and attainment of all children at St Edward's First remain high. This includes reviewing and, where necessary, improving, a teacher's understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Engaging parental support is also recognised as a key factor in assuring successful progress at school, and the school encourages and greatly values the support parents/carers and carers can give their children in all aspects of their learning. This is enabled through regular contact through Parents' Evenings, discussions with SENDCo, and curriculum-focused workshops.

It may, however, be harder for some children and young people to make progress than it is for the majority of their peers. The class teacher and SENDCo will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. A decision may be made to make special educational provision, and the child will be added to the school's SEND Register.

A careful and targeted approach (assess-plan-do-review) to developing potential and raising achievement in identified key areas will be necessary to ensure inclusion in learning at school.

**ASSESS:** Using a range of assessment tools (such as relevant maths or reading tests), and consultation with parents and the children themselves, a detailed picture of the child's needs will be developed.

**PLAN:** An Individual Provision Map (IPM) will be drawn up by the child's teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with external agencies at this stage, such as Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Autistic Spectrum Communication Service (SHINE), or Speech and Language Team (SALT).

**DO:** Teachers and teaching assistants will ensure that the IPM is followed. The child's needs may be met through additional adaptations to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child during Parents' Evening meetings.

External professional agencies can work alongside the child, parents/carers and teachers to offer advice about meeting the child's SEND, and this advice will be reflected in the child's Individual Provision Map (IPM) in the form of SMART (Specific, Measurable, Achievable, Reliable, Timed) learning targets and resources.

**REVIEW:** IPMs are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted considering that review. The review will include consultation between parents/carers, the child, and class teachers. The SENDCo may be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

An example of a St Edward's Provision Map:



**Individual Provision Map**  
School Year: 2024-2025

Child's Name:	Class:	DOB:	
<b>Key educational needs that impact on educational progress</b>			
Needs	Details		
<b>Outside Agencies currently involved:</b>			
Name	Involvement		
<b>Assess: Record the current attainment of the student</b>			
Autumn			
	Reading	Writing	Maths
Teacher Assessment			
Assessment Scores			
Reading Age			
<b>Plan: What are the new individual target suggestions.</b>			
Autumn			
<ul style="list-style-type: none"> <li>• Short Term Targets (must include at least one English and one Maths Target)</li> <li>• How will these be achieved? Please include details of all interventions and extra provision with timescales indicated.</li> <li>• By when (Targets should be achievable by the next review)</li> <li>• Who can help - what can they do?</li> </ul>			
1			
2			
3			
<b>Review: Summarise the support received this term and the impact it has had.</b>			
Autumn			
Parent Comment:			
<b>Do: List the action you would like the SENDCo to follow up after the review.</b>			
Autumn			

## **REQUEST FOR AN EDUCATIONAL HEALTH CARE PLAN**

It may still be that, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, that the child has still not made expected progress. This would then entail the school requesting an Education, Health and Care assessment. In considering whether an EHCP is necessary, the Local Authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

To inform their decision the Local Authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress.
- Information about the nature, extent and context of the child or young person's SEND evidence of the action already being taken by the early year's provider, school to meet the child or young person's SEND.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The school will provide written evidence of every stage of the profiling system plus reports and assessments from external professional agencies. Local authorities will have early discussions with parents/carers about what the EHCP assessment process and what development of an EHCP will involve.

Children who have been recognised as having SEND are supported from within the school's resources. These are, as previously outlined:

- Curriculum planning adapted by the child's class teacher
- Teaching assistants supporting individual work
- Intervention groups
- Additional training as appropriate
- Individual Provision Maps assist class teachers in adapting the curriculum and are initiated with the SENDCo, parents/carers, the child, the class teacher themselves as well as any support staff.

At St Edward's First School we are committed to a policy of inclusion where we believe that we can meet a child's needs appropriately. Where possible, we support children in class, with their peers. The school building has suitable access for all. We believe that inclusion is successful when there is adequate and appropriate support for the child, the carers and the school. It is a priority of ours to ensure that a child with SEND has the right support and to this end, we work hard to maintain links with parents/carers, health and external education professionals. We are in regular contact with supporting and relevant external professional agencies. The school is committed to the process of developing inclusion as a whole school and will involve children, parents/carers, staff, governors, other professionals and the local community in this process. We commit ourselves to ongoing training in special educational needs, inclusion and disability equality.

## **MONITORING**

The Headteacher and the SENDCo will monitor effective communication between all parties through regular SEND meetings and reviews including evaluations and the setting of new targets. Annual Reviews are conducted for all children with an EHCP and involve all professionals involved with the child's learning. There are also informal meetings, phone calls and online observations home to carers to report on successes, and if appropriate, a 'Care Diary' via Tapestry (Online Learning Journal).

- The SENDCo and the class teachers will monitor that the Individual Provision Maps address the needs of the children through regular meetings to analyse, evaluate and re-set targets using different strategies. Information on how to motivate and move the children forward will be received from all professionals involved, carers, teaching staff, and children themselves.
- The Headteacher and SENDCo will monitor the identification of children early in their primary school career.
- The SENDCo and the Headteacher will monitor the effective use of SEND resources through consultation with professionals, external agencies and carers of children on the SEND profiling system.
- Interventions are closely monitored and evaluated with impact and progress being the ultimate focus.
- In addition to this, the Senior Leadership Team and subject leaders regularly and carefully monitor and evaluate the quality of provision offered to all children through a cycle of lesson observations and school walks, including book scrutiny and conversations with children. The outcomes are shared with all staff and governors, and this promotes an active process of continual review and improvement of provision for all children, including those with SEND.
- The Headteacher and the SEND Governor will monitor the success of the Special Educational Needs and Disabilities & Inclusion Policy with parents/carers through questionnaires and through the complaints procedure and the committee agenda and minutes. In addition, the success of the Special Educational Needs and Disabilities & Inclusion Policy will be reflected in the following:
  - The results and analysis of teacher assessment.
  - The views of staff, primary carers and the Governing body.
  - The number of children whose needs are perceived to have been met and who move down or off the profiling system which monitors children' national curriculum levels.
- The Special Educational Needs and Disabilities & Inclusion Policy to be reviewed annually.



<b>Reviewed:</b>	Headteacher	November 2024
<b>Approved:</b>	Curriculum Committee	N/A
<b>Ratified:</b>	FGB	February 2025
<b>Review frequency</b>	Annually	