



# St Benedict's Catholic Primary School

## Policy for School Inclusion and Special Educational Needs and Disability Rationale



This is the policy for Special Educational Needs for St. Benedict's Catholic Primary School that takes into account the Code of Practice for the identification and assessment of children with special educational needs. It follows the guidelines in the Special Educational Needs and Disability Code of Practice. The policy provides a brief outline of working practices that are covered in greater detail in the Special Educational Needs and Disability Handbook. It addresses those children with short or long-term special educational needs.

### 1. Objectives of the Policy.

#### Mission Statement.

St. Benedict's Catholic Primary School commits itself to:

- providing a Catholic education that promotes the overall development of all members of the school community, enabling them to achieve their full potential;
- recognising and respecting the unique worth of each individual;
- working in partnership with parents, parish and the wider community.

Each child is unique and therefore the aim of the governing body is to be sensitive to each child's need. At St. Benedict's we believe that every child should be encouraged to work towards his or her full potential. All the children in the school, including those with Special Educational Needs and Disability, have a right to a broad and well-balanced education. Therefore, they should all have access to the National Curriculum and be educated with their peer group. There should also be a close liaison between school, parents and other agencies.

The school will meet these objectives by:

- meeting the academic, social, moral and spiritual needs of all the pupils to enable them to reach their full potential;
- promoting the self worth and self esteem of all who learn and work within the school;
- providing a curriculum which meets the Early Years and National Curriculum requirements and is accessible to all children and provides continuity of experience;
- promoting early identification and assessment of children with Special Educational Needs and Disability
- providing differentiated teaching and resources matched to the needs of the pupils;
- providing the appropriate help as resources allow;
- including all pupils in all aspects of school life;
- encouraging close partnership with parents, pupils and other professionals.

### 2. Responsibility for Co-ordination of Special Educational Needs and Disability Provision.

The Special Educational Needs Co-ordinator has responsibility for the day-to-day operation of the Special Educational Needs and Disability policy and for co-ordinating provision for pupils with Special Educational Needs and Disability, through a graduated response to Special Educational Needs and Disability. The Special Educational Needs Co-ordinator will liaise closely with parents, teaching staff and outside agencies to ensure that pupils with Special Educational Needs and Disability receive the appropriate support, provision and high quality teaching. The Special Educational Needs Co-ordinator is Mrs Alison Longley.



### 3. Arrangements for Co-ordinating Special Educational Needs and Disability Provision.

All members of staff, as well as the governing body, have important responsibilities.

a) The governing body is responsible for overseeing provision for children with Special Educational Needs and Disability. One member of the body is responsible for Special Educational Needs and Disability in particular and monitors the school's work on behalf of children with Special Educational Needs and Disability. The governing body ensures that Special Educational Needs and Disability is included on its meetings' agendas from time to time. It reports on the effectiveness of the school's work on behalf of children with Special Educational Needs and Disability. The governing body, in cooperation with the head teacher, also establishes the appropriate staffing and funding arrangements. The present group responsible for Special Educational Needs and Disability is the Catholic Life & Pupil Support and Teaching and Learning Sub-committees.

b) The Executive Head teacher and Head of School keep the governing body fully informed about the provision for children with Special Educational Needs and Disability and works closely with the Special Educational Needs Co-ordinator.

c) The Special Educational Needs Co-ordinator works with the head, class teachers and teaching assistants and liaises with parents and outside agencies. The expertise of these agencies is sought whenever this is appropriate. Regular reviews are held with class teachers and teaching assistants attend when possible. The child's progress is discussed and individual education programmes are drawn up.

d) All teaching and support staff are involved in the development and operation of the Special Educational Needs and Disability policy and are fully aware of the procedures of identifying, assessing and making provision for children with Special Educational Needs and Disability. The class teacher is responsible for identifying a child's needs initially and are responsible and accountable for the progress and development of all pupils.

e) Parents are involved in every stage of their child's assessment and progress and their support and encouragement plays a very important part.

### 4. Admission and Transfer Arrangements.

Pupils with identified Special Educational Needs and Disability, either with or without an Education Health Care Plan (Education Health Care Plan), are admitted to school and every effort is made to provide for those children. They are considered as a distinct part of the admissions procedure as laid down in the school's Admission's policy. When a child moves to another school, the Special Educational Needs Co-ordinator will transfer the necessary paperwork as soon as possible. At Year 5 Annual Reviews prepare for the transfer to high school. At Year 6 Annual Reviews the high school Special Educational Needs Co-ordinator is invited to attend.



5. Facilities for Pupils with Special Educational Needs and Disability.

The school is on one level and has no steps and there is space for disabled parking. Disabled facilities meet current needs and recommendations under the Disabilities Rights 'Code of Practice'.

6. Allocation for Resources for Pupils with Special Educational Needs and Disability.

The governing body, together with the head teacher, discuss and establish appropriate staffing and funding for special needs. Funds are allocated in accordance with needs, current budgetary position and the School Development Plan. Leeds City Council allocates top up monies for specific pupils identified through 'Funding for Inclusion'.

7. Identification and Review of Pupils' Needs.

Class teachers initially identify children with Special Educational Needs and Disability. Children's progress can be measured by looking at such indicators as the Foundation Stage Profile, end of Key Stage Assessments and optional Assessments results and at how the child performs in relation to level descriptors within the National Curriculum (including P-scales) or by using standardised reading tests, etc. The following may also be used to help with the child's assessment - reports from previous schools, medical information, speech therapy records/assessment, psychological/psychiatric reports, child's behaviour record/observation and attendance record and Education Welfare Officer information.

Once the child has been assessed, differentiation of learning activities will be employed or support given. In some cases the action taken will mean that the child's needs are resolved. Those children whose progress continues to cause concern will be monitored and reviewed within school and teachers, Special Educational Needs Co-ordinator and parents will liaise closely to discuss and evaluate strategies put in place. Some may be referred to outside agencies so that school can obtain training, support and advice to ensure that children with Special Educational Needs and Disability make appropriate progress and develop to the best of their abilities. Specialists can play a part in early identification of Special Educational Needs and Disability and are also used to provide advice on effective provision to help prevent the development of more significant needs and act as consultants and a source for in-service advice on learning and behaviour management strategies. All children identified with Special Educational Needs and Disability will be assessed, planned for, delivered and reviewed by the class teacher, Special Educational Needs Co-ordinator and in some cases external agencies. A child will be considered for an Education Health Care Plan assessment when a child continues to not make expected progress despite the school implementing strategies and provision to meet the needs and outcomes of the child with Special Educational Needs and Disability.

Individual Education Plans/Individual Behaviour Plans are reviewed at least twice a year and the class teacher discusses children's progress formally 2/3 times a year and with some children informally on a number of occasions. There are 2 parents' evenings where parents can be involved in the review process and they are encouraged to discuss their child's progress in private meetings at other times if they so wish. An annual review is held for children with Education Health care Plans (Education Health Care Plan) or for those who are fully funded.



In the Early Years reviews for these children are held every six months. The parents and any other people considered appropriate are invited to attend the meeting. Following the Annual Review, reports of the meeting are forwarded to Leeds Complex Needs Service and to all those who contributed to or attended the meeting. These reports will include the child's outcomes for the following year.

8. Access to the Curriculum.

All the pupils with Special Educational Needs and Disability have access to the National Curriculum. Work is differentiated to suit their needs and learning style and they receive extra support from the class teacher, teaching assistant or learning mentor. This may involve supporting the child in the classroom on a 1:1 basis or in a small group. Occasionally the child or the group he/she is working with may be supported outside the classroom.

9. Inclusion of Pupils with Special Educational Needs and Disability.

Teaching assistants support children who experience difficulties with the work or who have physical, behavioural or speech and communication difficulties. All children at St. Benedict's are treated equally irrespective of heritage or disability. In some cases individual and small group programmes have been set up to help children with fine/gross motor skills difficulties or problems with speech and communication. If necessary children are given support to enable them to play and socialise appropriately or join in P.E. and swimming lessons. Parents are invited to be involved in their children's learning when appropriate. This has enabled children to be included in all areas of the curriculum. There are resources available to assist children who have English as an additional language. These have been used in the past and we have employed the services of a translator to help us communicate with parents.

10. Evaluating the Success of Provision for Pupils with Special Educational Needs & Disability.

The Academy Council evaluates the success of the education that is provided at the school to pupils with Special Educational Needs and Disability through feedback at governors' meetings and through scrutiny of End of Key Stage Assessments results and information gained from Raise Online.

11. Complaints Procedure.

If parents have any reason to complain about any aspect of their child's education, they would be encouraged to first discuss the problem with the class teacher or Special Educational Needs Co-ordinator and then the head if they felt it was not resolved. The next step would be to follow the school complaints procedure. The Leeds Special Educational Needs and Disability Information Advice Support Service can be contacted if support or mediation is required.



## 12. In-Service Training.

In-service training is provided either as part of a staff meeting or during a training day. Members of staff attend courses at various venues. The Special Educational Needs Co-ordinator in consultation with the senior leadership team organises training as required and keeps the staff informed of new legislation. Staff members who attend courses reporting back to their colleagues.

## 13. Support Staff in Schools.

Curriculum planning, lesson preparation and the planning of work for teaching assistants are the responsibility of the class teacher. The teaching assistant is a valued member of staff and every effort is made to welcome him/her into the school and classroom. The class teacher supports, helps and advises the teaching assistant. The Special Educational Needs Co-ordinator supports, advises and provides programmes and resources. Children with behaviour difficulties have the benefit of access to the learning mentor and she supports children with Special Educational Needs and Disability.

## 14. Links to Support Services.

The Leeds Integrated Support and Psychology Service is used for consultation about learning, behavioural and physical difficulties and provide advice, strategies, programmes, resources and in-service training. A speech therapist from the local clinic work with children in school and offer advice to class teachers, teaching assistants and parents and devise individual education programmes. We also have in house Speech and Language Therapists who are in school each week. Occupational therapists set up programmes or advise on strategies to be used at home or in school if necessary.

## 15. Working in Partnership with Parents.

Parents are encouraged to come into school to discuss their child's progress and are invited to attend 2 parents' evenings a year. Individual education plans are sent home so that they are aware of the targets that have been set and what measures are being taken to assist their child to overcome his/her difficulties. News letters are sent to parents outlining what the children are working on each term and the children have diaries that inform parents about homework set, forthcoming events, etc. The learning mentor liaises with parents when children are absent from school and is sometimes included in meetings when children's behaviour is discussed.



#### 16. Links with other Schools.

Meetings are held for schools in the same wedge/cluster where issues are discussed. Special Educational Needs Co-ordinator Forums are held where issues or problems can be discussed or training given. High school Special Educational Needs Co-ordinators and heads of Year 7 visit the school in the summer term to discuss the children who are transferring to their schools and spend time with these pupils talking about their interests, worries, etc. They are also invited to Year 6 annual reviews if it is felt appropriate. The Year 6 children spend introductory days at their high schools in the summer term. Inclusion workers arrange visits to high schools for some of the parents and their children who it is felt may experience problems, e.g. socially. A Catholic Care worker follows up on pupils that may have problems when transferring to high school, in this case St. Wilfrid's.

#### 17. Links with Other Agencies and Voluntary Organisations.

There have been links with the Sad Events Team, the East Leeds Pupil Development Centre, STARS - complex needs team, English as an Additional Language team, social services, Catholic Care Service (counselling), the Educational Welfare Service, 'Family Matters' drop in sessions for parents where they can speak to a Garforth cluster family support worker.

The Academy Council will monitor the progress of this policy and evaluate the use of support staff. They may also look at INSET taking particular interest in staff development and training. The school's use of outside agencies, resources, pupils' needs, etc will also be of interest to them. The policy will be reviewed regularly to ensure that it is meeting the needs of each child with learning, physical (including sight and hearing), medical, speech or behavioural difficulties.

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