



Catholic School

“Learning Together, Loving God”

SEND Inclusion Policy

Written January 2020/ Updated March 2022

Mission Statement

Notre Dame School aims to help everyone grow in love and service of God and one another. We encourage a deeper understanding and commitment to the faith of the Catholic Church.

We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task. All children in our school are valued and encouraged to achieve wholeness – spiritually, morally, emotionally and academically in a happy and secure Christian environment. Learning together, loving God.

We aim to:

1. recognise that each person is unique and special,
2. work with our families and our parish to grow in our faith; and
3. work together to provide the best possible education for every child.

The school strives to be a place of genuine forgiveness, generosity of spirit, value and respect for the individual and recognition of the needs of others.

Introduction

Every child has the right to a purposeful and relevant curriculum that helps them to achieve their full potential. All children have different needs at different times throughout their school lives. All staff in the school are aware of the need to identify and support children with Special Educational Needs and Disabilities.

Inclusion in our school means that we actively create a community where we recognise and affirm the value and dignity of every child, staff member and parent. We provide everyone with the means and opportunity to develop their potential intellectually, emotionally, physically, socially and spiritually. We aim to raise the aspirations of and expectations for all pupils with SEND with a focus on their outcomes.

High Quality Teaching is integral with all subject areas and all aspects of school life, with particular relevance for literacy, numeracy and associated skills.

Aim

In establishing guidance that applies national and local expectations to our practice we aim to offer pupils a structured, accessible, appropriate and varied experience of the curriculum. We do this by making special provision, if needed, with personalised planning, target setting and assessment.

The school aims to meet the needs of pupils with SEND to enable them to:

- Use literacy, numeracy and communication skills in order to learn independently (Bailiwick of Guernsey Curriculum Statement 2008)
- Achieve to the best of their ability
- Make informed choices and decisions (Bailiwick of Guernsey Curriculum Statement 2008)
- Become effective, self-reliant contributors able to communicate in different ways and in different settings (Bailiwick of Guernsey Curriculum Statement 2008)
- Our commitment to Christ's ministry requires us to recognise the uniqueness of each person. A sensitive response to the unique needs of every child is at the core of our work

Objectives

To achieve our ends we:

- Ensure all children are valued as individuals and that they experience success through the removal of barriers to learning
- Provide a learning environment that is inclusive and adaptable to children's needs and a curriculum that is broad, balanced and differentiated which provides stretch and challenge for able pupils, in line with the Guernsey Curriculum statement.
- Ensure provision is rich and varied so that it caters for Gifted and Talented children
- Ensure the early identification of children with Special Educational Needs and children in vulnerable groups e.g. EAL, LAC
- Ensure that the progress of children with Special Educational Needs is monitored regularly
- Ensure that parents are fully and regularly consulted, their support is valued and that their understanding and knowledge of their child is utilised by the school.
- Ensure an inclusive learning environment and high quality teaching practices.
- Ensure the children's involvement, where possible, in decision making processes.
- Follow the guidelines of the Guernsey SEN Code of Practice and to ensure all staff understand each stage in the identification of special needs with the assistance of the SENDCO

- Work in conjunction with agencies e.g. LIS, Speech and Language Therapy Service, to enable each child to make the best possible progress
- Devise programmes of work to suit the individual requirements of children with special educational needs; and to develop home-school partnerships, which enable families to support the teaching, programme for each child
- Establish a school ethos within which each child can develop the self-confidence and self-esteem necessary to make expected, or better, progress.

Code of Practice

Please refer to the Code of Practice for definitions of SEN and the Stages.

Areas of need

The four main areas of learning difficulty are Cognition and Learning; Behaviour, Emotional and Social Development; Communication and Interaction; Sensory and/or Physical Impairment.

Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Specific Learning Difficulty (SpLD)

Social, Emotional and Behaviour Difficulty

- Social, Emotional and Behaviour Difficulty (SEBD)

Communication and Interaction

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/ or Physical Impairment

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Roles and responsibilities

SENDCO

The Special Needs and Inclusion Coordinator is responsible for maintaining the school's Special Needs Register. This needs to be done with the cooperation of all the staff, given that the SENDCO may also have a full time class responsibility. This will also include:

- Implementing the SEND Inclusion Policy and monitoring its effectiveness
- Making classroom observations and monitoring the progress of individual children and vulnerable groups
- Providing encouragement and support for staff to develop their confidence and skills in meeting needs
- Supporting staff with planning for children with Special Educational Needs or Disabilities
- Meeting with teaching staff to plan and review IEPs/IBPs
- Arranging individual review meetings for children on School Action Plus and for children with determinations
- Attending review meetings and other meetings relating to children with Special Educational Needs
- Maintaining records and distributing copies to the appropriate people
- Ensuring that SIMS is kept up to date and maintaining the SEN Register
- Leading INSET and staff meetings about Special Educational Needs and High Quality Teaching
- Liaising with the head teacher, support staff, outside agencies and parents for children on the SEN Register
- Being responsible for referrals to outside agencies
- Determining priorities where the demand for provision exceeds that available.
- Liaising between the school and outside agencies e.g. LIS, DDC, ASET etc.

Class Teachers

The class teacher will:

- Ensure an inclusive classroom with High Quality Teaching that meets the needs of all
- Be responsible for the identification of children with special needs, bringing concerns to the attention of the SENDCO
- Attend individual review meetings
- Implement and review IEPs and individual targets
- Plan for support staff
- Assess and monitor the progress of children in their class

- Liaise with parents

Headteacher

The headteacher is responsible for the overall management of the school and therefore the overall implementation of the policy. She will:

- Ensure that the school is meeting its statutory responsibilities under the Code of Practice and liaise with the Education Department
- Support and liaise with the SEND/Inclusion Coordinator
- Provide non-contact time for reviews and other meetings

Support Staff

Support staff will:

- Provide appropriate support for individuals and groups
- Follow the plans provided by the teacher
- Adapt and improve plans where appropriate
- Implement programmes of intervention set by the school or outside agencies for individuals or small groups
- Follow any timetable that may be set by the teacher
- Maintain any records set by the teacher for individuals or groups
- Be aware of I.E.Ps and individual targets and to work towards them
- Organise resources for their work with children
- Attend reviews where appropriate

Identifying Pupils with Special Needs

A clear and defined system for identifying, assessing and providing for pupils with SEND is explained in the Special Educational Needs Code of Practice (Guernsey 2004).

Class teachers will identify children with Special Educational Needs through their daily informal observations and assessment of work and behaviour. They may observe that a child is not making progress despite having work that is personalised for them. In addition there are assessments and tests which can also be used as indicators. These include:

- Early Years Foundation Stage (Reception)
- Teacher Assessments (Y1-6)
- Use of data from SIMS to identify the children who are not making the expected progress.
- Tests and assessments administered by the Literacy Intervention Service

It will be recorded that the pupil has an identified special educational need on the SEN register and they should be placed at **Level N (No special provision)**. Careful monitoring will continue.

Before any referral is made, the school must obtain parental consent

School Action (Level A)

Children will be placed on School Action if there is evidence to show that progress is not being made despite High Quality Teaching. The following action will need to be taken at this point:

- Referral to the SENDCo
- The class teacher will meet with the parents to inform them of the school's decision to place their child on School Action. Parental permission must be sought. The SEND/Inclusion Coordinator will attend the meeting if the class teacher requests.
- The 'School Action' to be provided will be decided with the SENDCO. It may take the form of an IEP and IBP which will be written by the class teacher (supported by SENDCo, if needed)
- The SENDCo will add the pupil to the SEN register and the relevant information will be added to SIMs.
- The child's progress will be reviewed each term. Parents will need to be updated about their child's progress and special needs status at each parent's meeting.

School Action Plus (Level P)

Children will be placed on School Action Plus if there is evidence to show that progress is not being made at School Action. If it is decided to place a child on School Action Plus the following must take place:

- The SENDCo and the class teacher will meet with the parents to inform them of the school's decision to place their child on School Action Plus.
- Parental permission must be sought for the intervention of outside agencies.
- The intervention of outside agencies will be sought.
- The 'School Action Plus' to be provided will be decided with the SENDCO and may take the form of an I.E.P. or individual targets to be included in their class target.
- The SENDCo will update the child's file accordingly.
- The child's progress will be annually at an individual review or as the need arises. The parents and relevant outside agencies will be invited.

For the very few children who do not make adequate progress through School Action Plus, a request is made for additional support from the Education Department. A Formal Assessment of a pupil's special educational needs under the Education (Amendment) (Guernsey) Law, 1987 is made. Generally this is when there may need to be a change in placement for the pupil.

Provision for pupils with Special Needs

- Literacy Intervention Service (LIS)
- Dyslexia Day Centre (DDC)
- Communication, Interaction and Autism Service (CIAS)
- Educational Psychologist (EP)
- Les Voies School (SEBD)
- Agency School Engagement Team (ASET)
- English as an Additional Language (EAL)
- Child, Adolescent Mental Health Service (CAMHS)
- Occupational Therapy (OT)
- Speech Therapy
- Physiotherapy
- School Nurse

The progress of pupils is monitored by these services and the class teacher. Further action can be taken if considered necessary.

Resources to enhance learning for pupils with SEND

Reading

- A selection of real books for reluctant readers in the Infant and Junior library
- A full scheme of phonics readers to develop decoding skills
- A full scheme of reading books to develop comprehension skills
- Regular extra reading support from class teachers, LSAs and volunteers

Phonics

- Staff teach and assess phonics using Little Wandle. Children are taught phonics as a class and children who do not make expected progress have daily practice or keep up sessions.

Maths

- Children in KS2 are grouped based on their age, with the exception of some pupils with significant needs; who require access to the curriculum of the lower age group in the phase. These groupings are monitored each term and revised when necessary, to ensure children are receiving the appropriate level of challenge. Level 6 materials are available to pupils in Y6.

Children who are not making expected progress / attainment are identified through teacher assessment and Pupil Progress meetings. They may be offered targeted interventions, designed and delivered by their class teacher or an LSA.

Provision for pupils who do not have English as their first language (EAL)

According to the Code of Practice these pupils should not be considered to have Special Educational Needs solely because English is not their first language. These pupils are assessed on a 4-point scale (appendix 1).

When pupils are considered to be unable to access the Guernsey curriculum because English is not their first language, support can be arranged with the EAL teacher. They normally make rapid progress. Where this does not happen it may be that they have SEN, in which case the normal stages of the Code of Practice apply.

Monitoring the quality of teaching and learning for pupils with SEN

- The SENDCO monitors progress through:
- Planning meeting with the Educational Psychologist and other professionals.
- Regular meetings with LIS teacher
- Communication with other agencies
- Monitoring IEPs and IBPs in shared area
- Examining teacher assessments and use of data (AM7) on SIMS
- Meeting with teacher and pupil progress sheets for maths, reading and writing
- Monitoring High Quality Teaching in each classroom

The SENDCO contributes to the SDP plans by setting aims and action plans to ensure adequate provision is maintained and makes bids for funding for resources.

Conclusion

Teaching and learning of pupils with SEN should motivate them towards achievement in all subjects. By working as described in this policy we hope to ensure that these pupils have access to quality provision and support throughout the curriculum and that they are enabled to reach their full potential.

Appendix 1 to SEN policy statement

Notre Dame du Rosaire Catholic School

Stages of English

- for pupils whose first language is not English
- Your assessment should be based on an overall impression of how the pupil functions in class and in social situations.

Beginners/First Stage Language

- Pupils understand little or no English
- Spoken English is restricted – non-fluent

Second Stage Learners

- Pupils more fluent
- Command of vocabulary and syntax is uneven
- School learning harder for them than for peers

Third Stage Learners

- Spoken and written English lacks range
- Tends to underachieve in subjects like English and History

Full Competence

- Pupils have command of written and spoken English comparable with native English speakers of the same age and ability