

The Federation of Bedford Catholic Schools

Mission Statement

Relevant school Mission Statement

POLICY STATEMENT ON SPECIAL EDUCATIONAL NEEDS & INCLUSION

*This policy is drawn up with reference to the " Special Educational
Needs - Code of practice" November 2001 &
The New Code of Practice January 2002
Removing Barriers to Achievement DfES 2004
Special Educational Needs and Disability – Towards Inclusive Schools,
OFSTED, (HMI 2276), October 2004.
Every Child Matters, 2004. "Bedfordshire Draft Guidance on Special
Educational Needs – a graduated response 2006" & " Draft Guidance
on Special educational Needs in the early Years: a graduated response
2008."*

Reviewed January 2010
Reviewed April 2011 by SEG
(The policy will have to reviewed again in relation to the Green Paper on
SEN)

SEN AND INCLUSION POLICY

The Federation of Bedford Catholic Schools Policy for Special Educational Needs

This policy is drawn up with reference to : " The Special Educational Needs - Code of Practice" November 2001 & the "New Code of Practice" January 2002. "Every Child Matters " DfES 2004, "Removing Barriers to Achievement DfES 2004". "Bedford Borough Council Guidance on Special Educational Needs – a graduated response 2010" & "Guidance on Special educational Needs in the Early Years: a graduated response 2010."

Rationale:

The Federation of Bedford Catholic Schools is committed to providing an appropriate and high quality education to all the children in our school communities. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and are to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Federation of Bedford Catholic Schools are fully inclusive schools. Part of our schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. 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.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners within our Catholic School Communities. For as St Paul wrote:

"There is a variety of gift but always the same spirit: there are all sorts of service to be done but always the same Lord working in all sorts of ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose".

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Within The Federation of Bedford Catholic Schools, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The Federation of Bedford Catholic Schools sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the schools work on Inclusion is undertaken by the Inclusion Committee (Govs.) which meets half termly, and includes a parent governor, teaching and non-teaching staff.

The SEN Coordinators of the respective Catholic Schools within the Federation are:

Ms T. Lovell	St Joseph's Lower School
Ms A. Vecchio	St John Rigby Lower School
Ms A. Smyth	St Gregory's Middle School,
Ms M. Claxton	St Thomas More Upper School

The Coordinators take the lead role in relation to inclusion, and report as required to the Governing Body of the Federation on this area. The Governor with a responsibility for SEN is Dr Alan Lee and the Chair of the Inclusion Committee is Mary O' Sullivan.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across all the Federation Schools.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all children regardless of ability.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum* through differentiated planning by all teachers, SENCO, and support staff as appropriate.

(* except where disapplication occurs and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
6. To ensure that pupils with individual needs are perceived positively by all members of the Federation School Communities, and that inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children within our school communities.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of school life and beyond.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating Individual Needs Provision

1. The SENCOs will liaise with teachers to discuss additional needs or concerns and to review IEPs.
2. At other times, the SENCOs will be alerted to newly arising concerns through the additional needs / concern form.
3. The SENCOs will discuss issues arising from these forms with appropriate staff to determine further support or action.
4. Targets set during meetings and reviews will be used to inform and support whole class, department approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCOs will monitor planning for Individual needs and support year group teams and departments with curriculum planning.
6. The SENCOs, together with their respective Head Teachers, will monitor the quality and effectiveness of provision for pupils with Individual needs, through observation and scrutiny of school data.

7. Individual Needs support will be primarily delivered by teachers through differentiated teaching methods. Additional support will be provided by the SENCOs and by trained teaching assistants (TAs) throughout each Federation School. This will be funded from each respective schools annual budget. Support timetables will be reviewed as required, by the SENCOs, and the SLTs, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support can be funded through individual allocations from the LA.
8. Appropriate staff, SENCOs and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Identification and Assessment Arrangements, Monitoring and Review Procedures

The Federation Schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who may have additional needs.

This system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments

Based on the Federation Schools observations and assessment data and following a discussion between the class teacher, SENCO and parent, children may be recorded as needing either additional support or learning opportunities.

Regular Monitoring of progress will be carried out by class teachers or departments and used to inform future provision within whole class planning.

The Federation Schools use the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision as determined by the Bedfordshire Guidance on Special Educational Needs – a graduated response 2006, updated and reviewed 2010, (see appendices 1- 4) is sought for pupils.

The Federation Schools Arrangements for SEN and Inclusion In-Service Training

- All SENCOs from the Federation attend regular SEG meetings with the SEN Governor.
- All SENCOs attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through each respective school's long-term goals and School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCOs.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and each school's own SLT will ensure tailor-made training where this is appropriate.

The use made of support services from outside the school can be seen in Appendix 5.

Inclusion Principles

- All staff working for The Federation of Bedford Catholic Schools, value pupils of different abilities and are committed to supporting inclusion.
- Within the schools, all staff will strive to find the best way to support the individual needs of their pupils, utilizing a flexibility of approach, in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made, children will be included into mainstream school on full or a part-time basis. Liaison and planning between both schools will take place to ensure continuity and match to needs. Review meetings will take place, to ensure that the most appropriate provision is being made for the child.

Arrangements for providing access to learning and the curriculum

- The Federation of Bedford Catholic Schools will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty can access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided, including Braille.
- Printed materials will be adapted so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- Alternatives to paper and pencil recording where appropriate will be provided, through peer/extra adult scribing.
- The Federation of Bedford Catholic Schools uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure that children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs, in line with Bedfordshire County Council Guidelines and the Admission Policy of the Federation of Bedford Catholic Schools.

Incorporating disability issues into the curriculum

- The PSHE curriculum of the Federation Schools, includes issues of disability, difference and the valuing of diversity. Advice will be sought from relevant organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities.

- Opportunities to teach the children Makaton signs and other methods of communication using symbols on displays and around the schools are optimised.

Evaluating the success of The Federation of Bedford Catholic Schools SEN and Inclusion Policy

- Every year The Federation of Bedford Catholic Schools analyses the data recorded on percentages of pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. Data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions) is also analysed. This information is then used to improve future performance through provision mapping and the setting of new targets for the year ahead, aiming for:
 - X A reduction in the percentage of children with very low attainment,
 - X An increase in the percentage of children recorded as having special educational needs achieving in line with predicted levels of attainment.
 - X A reduction in behaviour incidents and exclusions
- The Federation also reports progress against these targets to the governing body, who in turn report to parents/carers through each individual School Governors Annual Report. The Annual Report records details of SEN provision, along with the information required by the Disability Discrimination Act.
- SENCOs also provide information to the governing body as to the numbers of pupils receiving special educational provision through Early Years/ School Action, School Action Plus and Statements, as well as numbers of pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision is also noted. Head teachers are also required to report on any whole school developments in relation to inclusion, to ensure that governors are kept up to date with any legislative or local policy changes.
- SENCOs meet with the SEN Governor to discuss Inclusion and current SEN concerns monthly.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself is reviewed annually by the SENCOs and the Inclusion Committee of the Governing Body for the Federation of Bedford Catholic Schools.

Dealing with complaints

- If a parent wishes to complain about the provision relating to the Individual Needs of a child attending one of the Federation of Bedford Catholic Schools or has issues relating to its Policy, they should, in the first instance, raise the said complaint with the SENCO or Head Teacher of the respective school, who will try to resolve the situation.
- Any issues that remain unresolved at this stage will be managed according to the Bedford Federation of Catholic Schools *Complaints Procedure*. This is available, on request, from Federation School offices.

Policy Agreed by SENCOs

December 2008

Reviewed Jan 2010

Reviewed April 2011

Ratified 4th May 2011

Policy Agreed by The Federation of Bedford Catholic Schools
Governing Body

Signed: Inclusion Committee, SEN Governor & SENCOs

APPENDICES

- Appendix 1Early Years Action Triggers
- Appendix 2Early Years Action Plus Triggers
- Appendix 3 School Action Triggers
- Appendix 4 School Action Plus Triggers
- Appendix 5 Links with External Agencies
- Appendix 6 SEN Resources & Equipment (each school has an individual list)
- Appendix 7 SEN Staff INSET & Courses

Note: Please refer to the *Bedford Borough Guidance on SEN – A Graduated Response 2010* - for a more detailed breakdown of the triggers. This Guidance details the characteristics and response required to be given to pupils at each SEN Stage, for the different areas of need i.e. ; -Cognition and Learning, Behaviour, Emotional and Social Development, Communication and Interaction and Sensory and Physical Needs.

Appendix 1

Early Years Action Triggers

The triggers for intervention through Early Years Action could be the practitioner's or parents concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment;
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Appendix 2

Early Years Action Plus Triggers

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualized programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of a group, despite having an individualized behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If the help given by the early education setting through Acton Plus is not sufficiently effective to enable the child to progress satisfactorily then in consultation with the parents and any external agencies involved, consideration regarding a statutory assessment by the LA will be necessary.

Appendix 3

School Action Triggers

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when the teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and /or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Appendix 4

School Action Plus Triggers

The triggers for School Action Plus could be that, despite receiving an individualised program and/or concentrated support under School Action, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In some cases , after having taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, then in consultation with parents and any external agencies involved, a request to the LA for statutory assessment will need to be considered

Appendix 5

Links with External Agencies

The school benefits from regular contact with the following agencies, all of whom can supply support and expertise to the school:

- LA Support Staff
- EWO
- SSEBD & GRAYS PRU
- PAST -Educational Psychological Service
- Learning Support Service
- The Dyslexia Association
- SMITT
- Spurgeons
- The St. Vincent De Paul Society
- Social Services
- SALT
- Traveller Support service
- Connexions
- Inclusion Service – LAC
- CAMH
- School Nursing Service
- CAF Co-ordinator
- Family School Support Service
- CDC & Children's Support Service – (Union Street Clinic & Hill Rise Kempston Beds.)
- St. John's & The Grange Special Schools
- Schools Dental Service
- AST Teaching Services
- Rainbows

Cross Phase Liaison is well established between the Federated Catholic Schools and the Learning Community Schools in Bedford. SENCO's from these schools meet on a regular basis to:

- share their expertise;
- formulate procedures ;
- develop patterns and assessments common to the schools and;
- share opportunities for staff INSET.
- develop common strategies for dealing with Local & National SEN issues.

Transfer of children with Individual Needs between phases is carefully planned with special transfer meetings arranged between SENCOs and transition visits for pupils to their receiving school. Statemented children have several visits to their new school arranged in the term preceding transfer and their parents / carers are able to meet with relevant staff and SENCOs, to ensure a confident transition.

Appendix 6 – Each school has their own list.

SEN Resources & Equipment

Resources to meet the needs of SEN pupils are ordered by the SENCO in response to the requests of Class Teachers. Such resources are held by Teachers in their classrooms, for the teaching of pupils .

*** All SEN resources are reviewed and updated annually as and when required.**

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with Statements of SEN through submission to LA after specialist advice has been sought.

Appendix 7

SEN Staff INSET & Courses

School staff have opportunities to develop knowledge and expertise in Individual Needs, through INSET programs led by outside agencies or the SENCO. A planned program of school based Special Educational Needs Inset is included in the School Development Plan.

Courses run by the LA are available for staff development.

Learning Support Staff and Non - Teaching Assistants attend courses run by the LA, in order to develop and support their work with pupils.

Support Staff meet with the SENCO and other interested parties on a regular basis, to discuss, develop and evaluate their work.