
St Joseph's Catholic Primary School
Inclusion Policy

It is the aim of the policy to develop the full potential of individual pupils within St Joseph's with educational needs to prepare them for their roles as adult members of society.

Ø **INCLUSION STATEMENT**

We recognise that there may be a diversity of special needs including learning, health, behavioral, emotional and physical.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

This policy is in keeping with the school's aims it's Teaching and Learning and its Equal Opportunity Policies.

INCLUSION AIMS OF THE SCHOOL

- * To Enable all pupils to become members of the school community.
- * To promote parental confidence and support for inclusion.
- * To seek to maximize the potential of every individual and meet their needs, irrespective of their learning, behaviour, social or emotional state by providing access to a broad and balanced curriculum which motivates stimulates and excites.
- * To ensure that inclusion and integration allows for the continued

educational, social and emotional development and the well being within our school community.

- * To ensure entitlement for all pupils by reviewing of curriculum plans, monitoring of lessons and teaching and learning standards.
- * To provide opportunities for social inclusion for all pupils and offer a range of extra curricular activities.

Ø **MANAGEMENT AND SUPPORT STRUCTURE**

Each member of the school has an important influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility in conjunction with the Local Authority Inclusion Team to ensure that the needs of all the children are met.

SEN AND EAL

Children who are EAL learners and also have an additional SEN are helped towards accessing their learning by a variety of methods drawing on the support and resources of both the SEN and EAL teams.

Ø **GOVERNING BODY**

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs and for Gifted and Talented Provision.

Ø ACCESSIBILITY

The SEN and Disability Act 2001 makes it unlawful for schools and LA's to discriminate against disabled pupils for a reason relating to their disability without justification.

St Joseph's Catholic Primary School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

The school building is on one level and accessible by ramps. The building has disabled toilet facilities. The school has a number of staff qualified in First Aid and able to administer medication with parental permission.

Ø IDENTIFICATION, ASSESSMENT AND RECORD KEEPING

Identification

St Joseph's Catholic Primary School recognises the significance of early identification of pupils with Special/EAL needs or pupils who may be Gifted or Talented and works closely with other professionals already involved with pupils on entry to school. Identification is supported by a number of strategies both formal and informal.

Assessment

The assessment procedure is generally initiated by the class teacher although, parents and information from outside agencies may lead to assessment being initiated. The class teacher and the Inclusion Team will continually monitor and assess pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child.

EAL pupils are initially assessed within 3 weeks of admission, using the standard school assessment format. Pupils who are new to England are assessed within their first week.

Where it is necessary to determine whether a pupils difficulties are due to SEN or EAL then a more in depth assessment may be required.

Record Keeping

The Inclusion team holds and updates SEN and Gifted and Talented registers. The class teachers and the SEN Team are responsible for the completion of all appropriate paperwork relevant to the School Based Action and Action + of The Code of Practice.

The SEN Team is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Statements.

Class teachers and the EAL Team are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement.

All records are considered to be confidential and are only accessible to relevant professionals and parents.

Ø **MONITORING PROGRESS**

Pupil's progress will be tracked at a number of levels by:

- The class teacher responsible for the delivery and monitoring of IEP's.
- Half termly reviews of the IEP's by the class teacher.
- Completion of Provision Maps by the SENCo.
- Regular meetings between the class teacher and the SENCo.
- Annual reviews of statements.
- Annual audits of need.
- Use of school's general assessment, tracking and monitoring process.
- Termly review of EAL steps/stages.
- Termly planning and review meetings.

Ø **SUCCESS CRITERIA**

Pupil's success can be measured by:

- Their completion of IEP targets.
- Progress up through the 'P Levels'.
- Movement up through the EAL steps/stages.
- By a reduction in the quantity of support they require in order to continue progressing.
- Achieving or over achieving age related expectations.
- Achieving or over achieving their SATs targets.

Ø WORKING WITH SUPPORT SERVICES AND EXTERNAL AGENCIES

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies who can promote pupils learning and provide enhanced opportunities for our Gifted and Talented learners.

Ø WORKING WITH PARENTS

Positive parental involvement is important for the success of all children but it is particularly important for children who are Gifted and Talented or those with Special Needs.

In accordance with the Code of Practice parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils are given the opportunity to express their views and comment on their success.

Ø COMPLAINTS

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

Ø **STAFF DEVELOPMENT**

The Head teacher and the SENCo will review the needs of the teaching and support staff and provide CPD via external courses and in school training. The needs of pupils and the interest areas of staff will also be taken into account when planning CPD.

Ø **POLICY REVIEW**

The St Joseph's Catholic Primary School Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes the policy will be reviewed on a two yearly cycle

Adopted by Governors on 10/3/11

Signed (Chair of Curriculum Committee) *P. McShay*

Signed (Head teacher) *C. Kenstead*