# St Gregory the Great School Inclusion Policy

## (reviewed 27/02/2017)

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This document is published on the school website and hard copies are available on request.

## This policy embraces the key topic areas set out in the school's mission statement:

**Compassion**; we are an inclusive school that is sensitive to the needs of **all** students in our community;

**Integrity**: we promote and celebrate a consistency of actions, values, expectations and outcomes for **all** of our students;

**Wisdom**: the ability to live with, work with and support **all** in our community is an important life skill for all students;

**Justice**: **All** students will be given equality of opportunity in our school and students with SEN will be given particular support with relationship and welfare issues.

#### Aims

- 1. To identify educational needs effectively using criteria published in the Oxfordshire County Council Guidance and provide the support necessary to enable pupils to make progress.
- 2. To consult, involve and work with pupils on the SEN register and their families and to fully address their views and concerns.
- 3. To liaise with and make effective use of outside agencies when appropriate as part of a planned and graduated response to individual need.
- 4. To work closely with feeder schools in order to share detailed information about children with SEN and to continue with a comprehensive assessment and recording programme throughout the school including the passing on of relevant paper work.
- 5. To inform and support departments and other staff in meeting individual need through sharing assessment information, Pupil Profiles and related documents, targets, outcomes and strategies.
- 6. To review pupil progress with pupils and parents at least three times a year.
- 7. To work collaboratively with all staff to ensure that barriers to learning are overcome and students are fully enabled to achieve.

8. To evaluate annually the effectiveness of the SEN provision within the school using the school's review and evaluation process.

St Gregory the Great School is an inclusive school. We have high aspirations for all of our pupils, and those with special educational needs are no exception. These children should have access to a broad, balanced, inclusive education including the National Curriculum and wherever possible should be taught alongside their peers. Every pupil at St Gregory the Great School has access to all aspects of school life, including extra-curricular opportunities and trips, and is encouraged and enabled to participate fully.

St Gregory the Great School provides for young people with special educational needs. A child or young person has a special educational need if they have a learning difficulty or disability which calls for special provision to be made for them. A young person is considered to have a learning difficulty or disability if they:

- "have a significantly greater difficulty in learning that the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age".

(Special Educational Needs and Disability Code of Practice 2014, paras xi-xii)

Particular areas of expertise are Physical Disability, Hearing Impairment, Visual Impairment, Stammering and Autism.

### **Access for the Disabled**

The school is an inclusive school and aims to be fully accessible for pupils with disabilities. The school is a new-build completed in October 2006 and the architects and contractors for the new building have taken into account legislation regarding access requirements. There are lifts available to access all upper floors.

### **Identification and Assessment**

When identifying young people with SEN we adhere to the Oxfordshire County Council SEN Guidance. Assessments used at the school include:

- NFER New Group Reading Test
- Single Word Reading Test
- Revised Salford Sentence Reading test
- Vernon Spelling Test
- The Neale Analysis of Reading Ability
- York Assessment of Reading for Comprehension
- Diagnostic Reading Assessment
- Literacy Assessment Pack (Oxfordshire County Council)

- Handwriting Assessment by Sandwell Child Psychology Service
- NFER Non-Verbal Reasoning Test
- Lucid Dyslexia Screening
- Diagnostic Assessment of Speed of Handwriting
- Wide Range Achievement Test 4 (WRAT 4)
- Comprehensive test of Phonological Processing 2 (CTOPP 2)
- York Assessment of Reading Comprehension (YARC)

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## Planning and review

Young people are involved in all aspects of planning and review. They are invited to attend review meetings with their parents and any other supporters, and the SENCo operates an "open door" policy during the school day.

Parents are involved in all aspects of planning and review and for pupils at SEN Support or above (Statement of SEN / Education, Health and Care Plan) are invited to at least three review meetings per year. In addition to this, parents can make an appointment with the SENCo on request and can contact her by telephone or email using the contact details at the beginning of this policy.

Pupils at SEN Support are reviewed a minimum of three times per year. Two of these reviews are carried out by the SENCo or another key member of the Inclusion Department, and the third is integrated with Parents' Evening at which the SENCo is available.

Students with Statements of SEN or Education, Health and Care Plans are reviewed a minimum of three times per year. They receive two termly reviews and a longer, annual review. All three reviews are carried out by the SENCo.

## **Transition management**

For pupils joining the school at the start of year 7, it is part of the school's approach to meeting individual need to work closely with our feeder schools and to support transfer arrangements by:

- Analysis of Y6 data
- Transfer planning
- Collaboration with Y6 staff / SEN staff in primary schools
- Arranging pre-transfer visits
- Setting up and monitoring of 'buddying' arrangements
- A Y6 "Transition Support Group" to support vulnerable pupils with the transition from primary to secondary school
- A Y6 Summer School for pupils in receipt of the Pupil Premium.
- Screening of reading and spelling ability.

This work is carried out by the Y6/7 Transfer Co-ordinator.

For individual pupils joining the school at other times, throughout our primary and secondary phases, similar provision is put in place as required.

For pupils with Statements of SEN or Education, Health and Care Plans in Y9 and Y11, transition reviews take place as a development of the usual annual review. We follow the Oxfordshire County Council guidance.

Similar transition work is carried out for pupils at SEN Support if required due to the nature and/or severity of their needs.

## Approaches to teaching

St Gregory the Great is an inclusive school and recognises that the most effective way of supporting pupils with special educational needs is through high quality inclusive teaching.

All pupils at SEN Support or above have a pupil profile which is written in consultation with the young person and his/her parent(s)/carer(s). The profile details the pupil's needs and strengths, and outlines strategies that teachers should use to ensure that s/he can fully access learning. Other documents including Individual Education Plans and Individual Behaviour Plans may be used in addition to these. The SEN Support Register details interventions that have been put in place for each pupil, as well as any support being provided by external agencies.

## **Access Arrangements for examinations**

Extra time, rest breaks, use of a reader and/or scribe and modified papers and/or procedures are provided in school assessments and external exams when necessary. Appropriate arrangements are made to obtain concessions in external examinations.

### **Staffing**

In addition to being a fully qualified and highly experienced classroom teacher, the SENCO is has a Level 7 qualification in Psychometric testing and Exams Access arrangements. The school employs a number of Inclusion Assistants, including specialists in Physical Disability, Hearing Impairment and support for pupils with Complex Needs.

### Interventions

Our 1:1 and small group interventions are effective and evidence-based, and are individually tailored to the needs of the pupils. Such interventions include Hi-Five, Fischer Family Trust Wave Three, Catch-up English, Catch-up Maths and Rapid Maths. We also offer interventions in Social Skills, speech language and communication and social, emotional and mental health.

### Work with external agencies

Where necessary the school seeks support and advice from a range of external services, including Educational Psychology, Communication and Interaction, Speech and Language Therapy, Physical Disability, Physiotherapy, the Complex Needs Service and the Early Intervention Hubs. Pupils with SEN may also benefit from the Common Assessment Framework and Team Around the Child/Family system, or other multi-agency meetings where appropriate.

#### **Looked After Children**

For pupils who are looked after by the local authority and who have SEN, an integrated approach is taken with the SENCo present at PEP meetings and reviews. For pupils with Statements of SEN/Education, Health and Care Plans, the Annual Review is combined with the PEP review.

### **Monitoring and Evaluation**

Provision management procedures are in place, which evaluate the effectiveness of additional support/interventions by measuring progress of the cohort of pupils receiving the intervention. The Individual Pupil Tracker provides a means of monitoring the progress of individual pupils receiving additional support/interventions in the specific are being targeted.

As with all pupils, progress of pupils with SEN is monitored via whole-school recording and reporting procedures (see Assessment policy).

The effectiveness of the School's Inclusion Policy and provision is reviewed and evaluated annually.

## **Emotional and Social Development**

Support is available for emotional and social development via Life Skills and Social Skills work with individuals and groups as required. As with all pupils, the school pastoral system meets the needs of pupils through the Year Team System and the anti-bullying procedures (see Anti-Bullying Policy).

Pupils with SEN are given access to the full range of extra-curricular and enrichment activities.

## **Dealing with Complaints**

If parents/carers are concerned about the provision for their child, they are encouraged to forward their views to the SENCo, the Principal or a committee member.