



St Edward's Catholic First School
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We See Jesus In Everything We Do

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

INTRODUCTION

The Headteacher, Staff and Governors of St. Edward's Catholic First School are committed to providing each child with a broad, balanced and differentiated curriculum. We are aware of the need to look to the development of the whole child in line with the Mission Statement.

Children may be said to have special educational needs or learning difficulties and disabilities (SEND) if they are not reaching their full potential compared to the majority of children of the same age. This can be due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

We believe that all children are vulnerable to stress caused by personal circumstance and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

The Code of Practice defines a child as having a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or:
- b) Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age

This policy should be read in conjunction with other relative policies.

OUR AIMS

- To encourage all our children to develop the respect, understanding and awareness of disabilities, cultures, religions, and values that lead to high regard for each other.
- To provide an inclusive education that is broad and balanced which develops pupils' knowledge, skills and understanding.
- To enable all our children to reach the highest levels of achievement of which they are capable.
- To assist all our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances.
- To raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available.
- To equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping.
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others.
- To promote equality of opportunity and to participate in removing barriers for learners with disabilities.

- To provide good relations between school, carers and pupils to provide a positive outcome for the child.
- To comply with the Special Needs Code of Practice 2014 and the Families Bill 2014.

OUR OBJECTIVES

- All children are given equal access to a broad and balanced curriculum and that each child's achievements are valued, regardless of need or disability
- We identify and assess children with SEND as early as possible
- All teaching staff are aware of the procedures for identifying children with SEND
- There is involvement of parents and pupils on an ongoing basis
- In order to support children with SEND, we provide differentiation, intervention groups and individual targets and strategies that are additional to and different from the work undertaken within a normal classroom setting. We also offer specialised support from trained Teaching Assistants working under the direction of the SENDCo
- Clear, factual and up-to-date records follow the child through their first school career and are passed on to their next school. This information can be found in the 'SEND Classroom File' in each classroom.
- We raise staff awareness and expertise through SEND staff meetings and additional SEND INSET with outside professional agencies. Each member of staff and their support colleagues have a 1:1 meeting with the Special Educational Needs Co-ordinator (SENDCO) three times a year
- We maintain close links with support services, other schools and agencies. (A comprehensive list is available on our local offer available on the school's website.)

ORGANISATION

Inclusion in education involves the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and community of our school;

- Inclusion is concerned with the learning and participation of all students vulnerable to exclusion pressures;
- Inclusion is concerned with improving our school for staff, parents, pupils and the wider community;
- Inclusion in education is one aspect of inclusion in society;
- All children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of their learning and physical needs and be relevant
- All children need adequate and appropriate resources to support their learning
- All children are entitled to an education that balances their individual needs as citizens with the needs of community and wider world
- We provide a secure and structured learning environment with clear standards of acceptable behaviour and consistent procedures for dealing with what is not acceptable
- We seek to develop a full and active partnership with primary carers, governors, pupils and the local community by involving them in the life of the school and enabling them to influence and enhance the school's positive development
- Primary carers and governors have every opportunity to know the school and its staff and develop trust and confidence in it
- Inclusion involves regular and relevant professional development for all staff and support staff. In-service training and teaching is monitored by the Headteacher, Deputy and SENDCo on a regular basis.

PLANNING

The SENDCo is responsible for:

- The day-to-day running of the Special Educational Needs and Disability Policy, in conjunction with the Headteacher.
- Liaising with and advising all staff members, teaching and non-teaching.
- Co-ordinating, along with the Headteacher an efficient system for identifying and monitoring children with SEND.
- Co-ordinating the assessment of and keeping records for children with Special Needs.
- Contributing to in-service training for staff.
- Liaising with and making referrals to outside support services, agencies and voluntary bodies, including the Educational Psychology Service, the Education Welfare Service, Early Help, Social Services, SHINE, the outreach from Manor Green and the Behaviour Support Team. We have also made use of the Nurture provision at Dedworth Green.
- Assisting class teachers to draw up Individual Provision Maps (IPMs) in consultation with others (e.g. TAs, parents and pupils), and to incorporate this into the class planning.
- Maintaining close links with all parents of children with Special Educational Needs and Disabilities.
- Formal termly review meetings to take place with Class Teacher, SENDCo, TA, primary carer and child as appropriate and for these meetings to provide a positive input to the child's provision.
- Co-ordinating SEND reviews, and organizing Annual Reviews for children with IPMs / Education Health Care Plan (EHCP).
- Producing written reports following Annual Reviews and referrals.
- Liaising with the Headteacher to write and implement the 'Special Educational Needs and Inclusion Policy'.
- To ensure SEND provision is included as part of performance reviews for all staff.

The Headteacher has the responsibility to ensure that once a child has been identified as having a SEND, formal records begin to be kept following an initial meeting to discuss the needs with the child's carer. Records are accessible to all teachers and professionals in consultation with the SENDCo and primary carers.

RESOURCES

There is a range of support material and resources for SEND. These are held by the SENDCo and then distributed to teachers as required.

STAFF

When necessary, the school employs specialist support teachers, who will work under the guidance of the SENDCo. Many of the teaching assistants have received training to deliver interventions which are targeted to children's individual needs. These interventions may be also be under the guidance of outside professional agencies, for example a Speech and Language Therapy (SALT) programme, or specific support for children with Autistic Spectrum Disorder. We have staff trained as Emotional Literacy Support Advisors (ELSAs) which is offered to children through a referral process implemented by class teachers.

ASSESSMENT

Identification, assessment arrangements and review procedures:

We aim to identify children with special educational needs as early as possible in their school career. To this end, the SENDCo meets each class teacher at the beginning of the year and more times as necessary (informally) to discuss any issues that might have arisen and any change in the needs of the class. All children listed on the SEND profiling system are offered a review of their SEND stage once a term, unless short term targets dictate further meetings should be held.

Carers, teachers, support staff, SENDCo and pupils are all invited to participate in the setting of short term targets and the evaluation and review of the SEND. In some cases, relevant professionals from outside agencies are also invited to contribute.

IDENTIFYING SEND

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils during termly Pupil Progress Meetings. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The first response to such progress should be Quality First Teaching, targeted at the areas of weakness. If progress continues to be less than expected the class teacher, working with the SENDCo, will create an Individual Provision Map for the child which will put into place extra teaching or other rigorous interventions. If after this intervention the child is still not making the required progress, the SENDCo will assess whether the child has SEND.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All adults working with the children are aware of age-related expectations and continued monitoring will ensure any developmental concerns are recognised early in the child's education. Staff at St Edward's understand that parents are the first educators of their children and as such any concerns they express will be acted upon. If no progress is evident after rigorous interventions the school will seek the advice of outside professionals. The time frame for this will be subject to the individual child's development. The parents/carers will be asked to consent to this involvement. The school may consult with the Educational Psychologist (EP), Autistic Spectrum Communication Service (SHINE), Child and Adolescent Mental Health Services (CAMHS) or other relevant agencies. Where outside professional agencies are involved, we may need to provide the child's records from their individual files. Outside involvement may include specialist assessment to create targets, resources and support still to be conducted within a classroom setting. It is the responsibility of the class teacher and support staff to meet these targets. The parent/carers will also be consulted and invited to consent if further referrals (i.e. health, psychological) are deemed to be necessary. Any individual programmes and advice will be incorporated in the child's Individual Provision Map or school routine. All the evidence for involvement with the child is recorded and filed as evidence.

A GRADUATED APPROACH TO SEND SUPPORT

The National Curriculum is our starting point for planning teaching that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through careful planning of their next steps in learning.

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Good quality personalised teaching is available to

all pupils at St Edward's, and we aim to ensure that the school's performance management programme along with regular classroom observations ensure that teaching standards remain high. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupil progress is carefully monitored at half-termly intervals, and teacher assessment data is scrutinised by teachers, Subject Leaders and Senior Leadership Team. The Headteacher and SENDCo hold regular Pupil Progress Meetings. These are conducted with class teachers to ensure that expectations for progress and attainment of all pupils at St Edward's are high. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Engaging parental support is also recognised as a key factor in assuring successful progress at school, and the school encourages and greatly values the support parents and carers can give their children in all aspects of their learning. This is enabled through regular contact with parents through Parents' Evenings, discussions with SENDCo, Curriculum Workshops, Parenting Workshops, and Pastoral Support Programmes.

It may, however, be harder for some children and young people to make progress than it is for the majority of their peers. A careful and targeted approach to developing potential and raising achievement in identified key areas will be necessary in order to ensure inclusion in learning at school and success in adult life.

The class teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. A decision may be made to make special educational provision and the child will be added to the schools SEND register.

ASSESS: Using formative assessment tools (such as relevant maths or reading tests), and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs will be developed.

PLAN: An Individual Provision Map (IPM) will be drawn up by the pupil's teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage, such as Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Autism Service (SHINE), Speech and Language Team (SALT), or Behaviour Support Team (BST).

DO: Teachers and teaching assistants will ensure that the IPM is followed. The pupil's needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home through a Provision Map Parent Letter.

Outside professional agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil's SEND, and this advice will be reflected in the child's Individual Provision Map (IPM) in the form of SMART (Specific, Measurable, Achievable, Reliable, Timed) learning targets and resources.

REVIEW: IPMs are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between parents, pupils, and

teachers. The SENDCo may be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

An example of a St Edward's Provision Map:

St. Edward's Catholic First School Individual Provision Map (Assess, Plan, Do, Review Cycle)		Assess Review Plan Do					
<p>Year Group: [REDACTED] IPM: Autumn 2021 Review date: December 2021 Wave 1 [REDACTED] (all children to receive good quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.) Wave 2 [REDACTED] (outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.) Wave 3 [REDACTED] (targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs (an EHCP) or is for children who have been identified for an intervention designed to accelerate progress.)</p>							
Name of Pupil(s)	Area of Need	Starting Point (Assess)	Intervention (Plan)	Staff and Time (Do)	SMART Targets/Outcomes	Outcome (to be completed prior to review meeting)	Cost
[REDACTED]	Cognition and Learning	[REDACTED] Stage [REDACTED] Stage [REDACTED] Stage [REDACTED] Stage [REDACTED] Stage	Daily Readers: The reading/teaching the texts (inored reading). Asking skilled questions to ensure and develop understanding. Daily reading. As a group, work with T/TA during Guided Reading sessions each week/Book talk session each week.	1:1 TA [REDACTED] 3 x week 5 mins 1:1 [REDACTED] 2 x week 5 mins	1. To be able to make statements (e.g. a prediction of how a story might end) in every reading session, by 17/12/21. 2. To be able to recognise the difference between fiction and non-fiction 4/5 times, by 17/12/21. 3. To read daily, either at home or at school by 17/12/21.		
[REDACTED]	Communication and Interaction	He can be very repetitive when communicating. He uses short and simple phrases and is unlikely to attempt to discuss an unfamiliar topic – using avoidance strategies.	Language for Thinking: To use images from Language for Thinking to encourage him to speak about a specific topic. Encourage use of topic-specific vocabulary to promote verbal reasoning and thinking skills.	1:1 TA [REDACTED] 1 x week 10 mins	1. To put up his hand to answer a question, at least twice a week by 17/12/21. 2. To participate orally on a given topic by 17/12/21.		
[REDACTED]	Cognition and Learning	There are some gaps at present in phonics knowledge. Have use of phonics prompt and adult support but recall of spellings and reading is limited.	Dyslexia Action: Using The Best! Dyslexia series to work on the basics, introducing all the consonants, blends (e.g. pr, pl) and digraphs (two letters representing one sound, ng, th, sh, ch) and short vowels. High frequency words, the alphabet, basic punctuation and grammar (the verb, noun and adjective) are all taught using presentations that are clear and also interesting.	1:2 TA [REDACTED] 2 x week 20 mins	1. To begin to show an understanding of phonics (Phase 5) by 17/12/21. 2. To articulate what simple word forms are (noun, verb, adjective) and provide at least one example of each by 17/12/21. 3. To independently write a simple sentence and read it back correctly by 17/12/21.		
[REDACTED]	Social, Emotional and Mental Health	[REDACTED] is a very shy girl and prefers adult interaction.	ELSA: Support required for confidence and developing social skills and initiate friendships.	1:1 ELSA [REDACTED] 1 x week 30 mins	1. To approach someone new on the playground and ask to play a game by 17/12/21.		

An example of a St Edward's Provision Map Parent Letter:

St. Edward's Catholic First School
Provision Map Targets – September 2021

Dear Parent/Carer,

Your child is having extra interventions this term to support their learning in class. If you have any questions about this support please speak to your child's class teacher or Mr Keohane (SENDCo).

Here are the targets for this term:

Name of Pupil	Area of Need	Starting Point	Intervention	Staff and Time	SMART Targets/Outcomes	Comment(s) on what can be done to support at home.
NAME	Spelling		Teaching Assistant small group work	1:5 with TA 3 times a week for 20mins	To make no more than 5 spelling mistakes in each piece of English work (1 page of A4). Word Book to be used for support. Ultimate aim - Spelling to be in line with Year 4 expectations (using Support for Spelling from Y2 onwards).	Ensure NAME always does her spelling homework (given on a Tuesday) and that she practises learning her spellings for a weekly test.
NAME	Reading		Individual reading with an adult	1:1 with teacher or TA 10mins daily in addition to regular Shared Reading	To read with an adult daily and to be able to correctly answer targeted questions on 4 out of 5 occasions. To progress one book band by the end of term. Ultimate aim - Decoding and comprehension to be in line with Year 3 expectations.	Listen to NAME read at least 4 times each week and talk about the book she is reading.

Please sign and date below to show you have received these targets, the second copy is for you to keep for your records.

Parent/Carer Signature: _____ Date: _____

REQUEST FOR AN EDUCATIONAL HEALTH CARE PLAN

It may still be that, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, that the child has

still not made expected progress. This would then entail the school requesting an Education, Health and Care assessment. In considering whether an EHCP is necessary, the Local Authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the Local Authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress.
- Information about the nature, extent and context of the child or young person's SEND Evidence of the action already being taken by the early year's provider, school to meet the child or young person's SEND.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The school will provide written evidence of every stage of the profiling system plus reports and assessments from outside professional agencies. Local authorities will have early discussions with parents about what the EHCP assessment process and what development of an EHCP will involve.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the National Curriculum: Children who have been recognised as having SEND are supported from within the school's resources. These are, as previously outlined:

- Curriculum planning differentiated by child's class teacher
- Teaching Assistant's supporting individual work
- Intervention Groups run by Teaching Assistant's
- Teacher-run booster Groups
- Teaching Assistants training as appropriate
- Individual Provision Maps assist class teachers in differentiating the curriculum and are initiated with the SENDCo, the primary carer, the pupil, the class teacher and the support staff.

The inclusion/integration of children with Special Educational Needs or Disabilities within the school:

At St Edward's First School we are committed to a policy of inclusion where we believe that we can meet a child's SEND appropriately. Where possible, we support children in class, with their peers. The school building has suitable access for all. We believe that inclusion is successful when there is adequate and appropriate support for the child, the carers and the school. It is a priority of ours to ensure that a child with SEND has the right support and to this end, we work hard to maintain links with parents/carers, health and outside education professionals. We are in regular contact with supporting and relevant outside professional agencies. We will always seek to share good practice with other local schools. The school is committed to the process of developing inclusion as a whole school and will involve pupils, carers, staff, governors, other professionals and the local community in this process. We commit ourselves to ongoing training in special needs, inclusion and Disability Equality.

Criteria for evaluating the success of the school's Special Educational Needs and Inclusion Policy:

The policy is reviewed where there are changing circumstances and at least every year.

MONITORING

The Headteacher and the SENDCo will monitor effective communication between all parties through regular SEND meetings and reviews including evaluations and the setting of new targets. Reviews are at least twice a year including all children with an EHCP and an Annual Review with all professionals involved with the child’s learning. There are also informal meetings, phone calls and ad-hoc letters home to carers to report on successes, and if appropriate, a home-link book.

- The SENDCo and the class teachers will monitor that the Individual Provision Maps address the needs of the children through regular meetings to analyse, evaluate and re-set targets using different strategies. Information on how to motivate and move the children forward will be received from all professionals involved, carers, teaching staff, and pupils themselves.
- The Headteacher, Deputy and SENDCo will monitor the identification of children early in their primary school career.
- The SENDCo and the Headteacher will monitor the effective use of SEND resources through consultation with professionals, outside agencies and carers of children on the SEND profiling system.
- Interventions are closely monitored and evaluated with impact and progress being the ultimate focus. Once the Individual Provision Map (IPM) has been completed, Intervention tracker Sheets are then used. Intervention Tracker Sheets are used to detail the progress made throughout the duration of the intervention, clearly specifying the progress made throughout.

An example of a St Edward’s Intervention Tracker Sheet:



St. Edward's Catholic First School Intervention Tracker Sheet

Intervention: _____

Adult leading intervention: _____

Target(s) taken from IPM: _____



❖ Please jot down notes about how the children are **PROGRESSING** against their target(s) (not just behaviour)

❖ For an intervention to be successful, it is advised to be completed (at least) three times a week and for six/eight weeks (as a maximum)

w/c	Completed ✓	Name: Class:	Name: Class:	Name: Class:	Name: Class:
	M				
	T				
	W				
	T				
	F				
	M				
	T				
	W				
	T				
	F				
	M				
	T				
	W				
	T				
	F				

- Once the intervention is completed, or by the date of the SMART target has been reached, an Intervention Impact Monitoring Sheet is completed. This outlines the impact of the intervention and is used in conjunction with the Tracker Sheet. The Impact Monitoring Sheet determines if the intervention was successful, will need to be adapted or is ended.

An example of a St Edward's Intervention Impact Monitoring Sheet:



St. Edward's Catholic First School Intervention Impact Monitoring Sheet

Completed by: _____

Date: _____

Intervention: _____

TEACHER/TEACHING ASSISTANT EVALUATION				
Focus of the Intervention:		Strengths:		
		Barriers:		
IMPACT MEASURE FOR EACH CHILD BASED ON CLASS PERFORMANCE AND FORMAL ASSESSMENTS				
Name: Class:	Name: Class:	Name: Class:	Name: Class:	Name: Class:
NEXT STEPS FOR THIS INTERVENTION				
Continue with same children <input type="checkbox"/>	Adjust the intervention by:		Stop the intervention because:	

Effectiveness of Leadership & Management Outcomes for Children & Learners Quality of Teaching, Learning & Assessment Personal Development, Behaviour & Welfare

- In addition to this, the Senior Leadership Team and Subject Leaders regularly and carefully monitor and evaluate the quality of provision offered to all pupils through a cycle of lesson observations and school walks, including book scrutiny and conversations with pupils. The outcomes are shared with all staff and governors, and this promotes an active process of continual review and improvement of provision for all pupils, including those with SEND.
- The Headteacher and the SEND Governor will monitor the success of the Special Educational Needs and Disabilities Policy with parents/carers through questionnaires and through the complaints procedure and the committee agenda and minutes. In addition the success of the Special Educational Needs and Inclusion Policy will be reflected in the following:
 - The results and analysis of Statutory Assessment Tests and teacher assessment.
 - The views of staff, primary carer and the Governing body.
 - The number of children whose needs are perceived to have been met and who move down or off the profiling system which monitors pupils' national curriculum levels. This is held on a designated computer.
- Policy to be reviewed annually.
- Policy to be the responsibility of the Curriculum and Inclusion Committee.

Reviewed:	Headteacher	November 2021
Approved:	Curriculum Committee	March 2022
Ratified:	FGB	March 2022
Review frequency	Annually	
Signed by Chair of Governors		
Signed by Headteacher		