



SEN and Inclusion Policy St Mary's R.C Primary

Rationale

St Mary's RC Primary School is committed to providing a high quality education to all. We believe that all children, including those identified as having special educational needs, have a common entitlement to having their academic, social, emotional and medical needs met and fulfilled in a broad and balanced curriculum. We believe that all children should feel equally valued and we strive to develop an environment where all children can flourish and feel safe.

Aims

We aim to:

- create a happy, secure, inclusive school where all members of our school community can grow in self esteem and develop their potential
- set and maintain the highest standards of behaviour
- develop in each child an awareness of self and of the needs of others
- feel fulfilment through achievement
- encourage initiative, resourceful, tolerance and perseverance
- work towards inclusion in partnership with other agencies

Awareness

St Mary's is an inclusive school. The achievements, attitudes and well being of all our children matter. We understand that about 20% of children, at some point in their education from four to sixteen, will be on the school's SEN register. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equity in opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

All teachers are teachers of SEN and must ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Are taught in groupings that allow them all to experience success;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of any additional needs.

Our staff are the most important role models for presentation and high expectations. They should use the resources available (books, whiteboards) to model good practice.

All handwriting which is on display for the children (board, books and display) should be legible, consistently formed and, where appropriate, joined.

All photocopied sheets or information given to children should be of the highest quality. Teachers should inform children, through their marking, if presentation is not meeting accepted standards.

SEN Provision:

- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.
- We aim to identify the needs of SEN pupils as early as possible
- We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this

information when planning their lessons. It enables them to take into account the abilities of all their children.

- For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress at their own pace, perhaps after significant amounts of time spent away from school.
- When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.
- Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.
- Children who need to be monitored are placed on a Record of Concern, with the consent of the Carer.
- If they do not improve, they are then placed on School Action, and have termly review of provision needs
- These are shared with the SEN child and their Parent.
- Further actions include being placed on School Action Plus, and occasionally, Higher Level Needs.

Working With Parents:

Positive parental involvement is important for the success of all children. 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 evenings and induction meetings.

This Policy to be read in conjunction with:

Teaching for Learning Policy

AFL

Positive Relationship Policy

Curriculum Policy

Equality

At St Mary's R. C. Primary School, in line with the 2017 Equality Act, we aim to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Policy Written - Sally Pringle May 2021 - approved by Governors

Review Date :May 2022