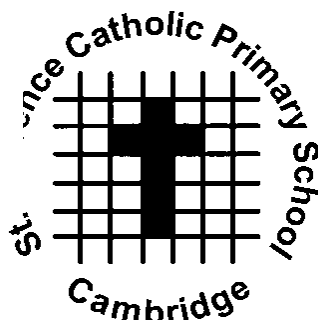


***Through God's grace a community growing in knowledge
and understanding***



St. Laurence Catholic Primary School

Inclusion Policy



This policy provides for Children with Special Educational Needs, Disabilities and Medical Conditions (SEND), including Administration of Medicines.

The policy was written in 2020, in accordance with the Special Educational Needs and Disability Code of Practice 0-25 years July 2014.

It may be read alongside the "Safeguarding During School Closure" Policy which outlines arrangements during the COVID-19 pandemic.

Principles:

At St Laurence Catholic Primary School we will do our best to meet the educational needs of **all** our pupils. Some pupils will, permanently or from time to time, have greater difficulty in learning than the majority of children of their age. Some children may have disabilities or medical conditions, which prevent or hinder them from making use of facilities provided for our pupils.

We will give these pupils individual consideration and make special provision for them, working in partnership with other services where necessary and in accordance with the Local Offer (see the Cambridge Local Offer link on the school website/ or ask at the school office). The governors' intention is that the needs of all children are identified and met as soon as possible. All pupils whether they have a special educational need, medical need or not, must have equal opportunity to participate in the full curriculum of the school and all activities. It is the policy of the school, where appropriate, to include all pupils in the daily English and Maths core learning. All our pupils will be encouraged to become independent and take responsibility within the school.

The school employs an Inclusion Manager who is a qualified teacher and member of the Senior Leadership Team, who oversees the progress of pupils with Special Educational Needs, Disabilities and Medical Conditions. All staff are expected to show a commitment to and awareness of children's educational needs and medical conditions.

Aims and Objectives:

With regard for the SEND Code of Practice, with reference to the Children and Families Act 2014; we aim to provide:

- Where possible a right for children to be educated in a mainstream school.
- An emphasis on communication and genuine partnership when working with parents of children with SEND (within this Policy the term SEND also includes any children with medical conditions.)
- Significant child involvement in planning for their Local Offer.
- Emphasis on raising the achievements of **all** children.

Everyone in the school community – governors, staff and parents - has a positive and active part to play in achieving these aims.

Governors:

- By fulfilling their statutory duties to the pupils with SEND, by securing appropriate resources.
- By establishing a policy, which has regard to the Code of Practice.
- By participating in appropriate training.

Staff:

- By taking into account the ascertainable wishes of the child concerned, considering his or her age and understanding.
- By working in partnership with the Inclusion Manager, pupil, parents and other agencies.
- By participating in appropriate training.

Pupils:

- Should treat all their peers with respect regardless of any differences.
- Take responsibility for their learning to the best of their ability.

Parents:

- Through consultation and by working in partnership with the school help to meet their child's needs.
- Disclose information about their child's Physical, Medical and Health Needs if necessary for the child's wellbeing in school.

St Laurence Catholic Primary follows the school-based approach recommended by the Code of Practice and adopted by Cambridgeshire LA.

The school has a graduated response to providing help for pupils with SEND.

This involves provision at a SEND Support level followed if appropriate by a Request to the Student Assessment Team for an Education Health Care Plan Assessment.

The class teacher:

- Identifies that a child may be presenting with SEND and discusses with the Inclusion Manager.
- Plans what each pupil should learn.
- Teaches pupils at each level of learning.
- Supervises Teaching Assistants (TAs) involved in the learning of their pupils.
- Informs parents of a child's progress.
- Assesses and records whether learning has occurred.
- Is responsible for ensuring that all appropriate adults working with the child, e.g. supply/cover staff, know about a pupil's needs.

Inclusion Manager:

- Oversees the school's Inclusion Policy and liaises with the Head teacher and governors as required.
- Advises staff on how pupils with SEND might meet planned learning objectives.
- Updates the Provision Map for pupils with SEND and those taking part in additional intervention, on a termly basis for all classes, by liaising with class teachers.
- Maintains the school's Special Needs Register termly and oversees the records kept by class teachers on all pupils with SEND.
- Liaises and works in partnership with parents of children with SEND.
- Contributes to the training of staff and governors.
- Liaises and works in partnership with external agencies, including Educational Psychologists and Specialist Teachers from SEND Services 0-25, Speech and Language Therapy Service, Hearing and Visual Impairment Service, SENDIASS (Parent support), Romsey Mill Transition support, the NHS medical services and voluntary organisations. As well as organisations and services the school commissions, that are privately funded.
- Is the LA contact when they inform the school or confirm that a child at the school has SEND.
- Is responsible for ensuring that all appropriate people know about a pupil's needs when they first join the school and monitoring that class teachers ensure this information continues to be shared effectively with staff working with the child throughout the year.

Head teacher:

- Has overall responsibility for the management of the policy, for assessment and provision for pupil's with SEND and medical conditions and for keeping governors informed.
- Manages TAs for named children.
- Liaises with Social Services and the Education Welfare Service.

Any complaints about general or specific provision will be referred to the head teacher.

Inclusion Governor:

- Will be aware of the special needs provision in the school and will liaise with the Inclusion Manager and monitor SEND provision and provision for pupils with medical conditions within the school.

Medical Needs

Pupil's medical needs may be broadly summarised as being either short term affecting their participation in school life because they are taking a course of medication or long term potentially limiting their access to education and requiring extra care and support.

If a child does not have a formal diagnosis but the school and parents/carers feel that additional support is needed then this will be provided as necessary.

St Laurence has a responsibility to ensure that pupils health is not put at unnecessary risk and as a result does not have to accept a child in school at times where it would be detrimental to the health of other children, for example in the case of infectious diseases. Where long term medical needs are identified, the head teacher will agree a written Individual Healthcare Plan (See Appendix 2) with the parents/carers of the child, to ensure the health and safety of the pupil whilst at school. The information contained in such a plan must be treated in confidence and used for no other purpose than to support the child in attending school. Where a child has an Individual Healthcare Plan this should clearly define what constitutes an emergency and explain what to do. Individual Healthcare Plans will be reviewed annually (or more frequently if the child's needs change). Where needed, school staff will consult with health and social care professionals to ensure that children with medical conditions are effectively supported. Where needed, staff training will be provided to ensure that are properly trained to provide the support that pupils with medical conditions need. Children who require access to inhalers or epipens whilst in school are known to school staff and medication is kept where the adult responsible for the child can access it should it be needed.

If a child (regardless of whether they have an Individual Healthcare Plan or not) needs to be taken to hospital, staff should stay with the child until the Parent/Carer arrives, or accompany a child taken to hospital by ambulance.

Administration of Medication

Teachers and other school staff in charge of pupils, have a common law duty to act as any reasonably prudent parent would, to ensure that pupils are healthy and safe on the school premises, or when off-site on teacher led activities. In exceptional circumstances, this might involve administering medication and/or take action in an emergency.

The law provides protection and scope for staff to do what is reasonable for the purpose of safeguarding or promoting children's welfare, but, subject to the paragraph above, there is no legal or contracted duty on school staff to administer or supervise a pupil self-medicating. Parents/carers are ultimately responsible for their child's medication. If it is considered, after discussion with the parents/carers, that a child is able to manage their own health needs and medicines, the school will encourage them to do so. This will be recorded on the Individual Healthcare plans.

In light of the extensive resources required for staff training, record keeping and storage to help ensure the safe administration of medication, it is the school's policy that staff do not undertake the administration of medication except in exceptional circumstances or in an

emergency. Parents/ carers are required to make their own arrangements for the administration of medication to their children if this is necessary when attending school. If it is agreed that medication will be administered to a child then the parent/carer must complete and sign a copy of the attached Request form (See appendix 1.)

Pupils with long term medical needs have the same right of admission to school as other children, and it is not the intention that children generally be excluded for such medical reasons.

In respect of the management of medicines, the Head teacher will have regard to the advice given in 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, December 2015'

The Governing Body shall ensure that the school maintains insurance policies that provide appropriate cover for staff willing to support pupils with medical needs.

Identification, Assessment and Review:

As each child moves through the school, a variety of assessments are used to monitor progress. These provide staff with the information necessary to plan appropriate programmes.

- In Early Years assessments and observations are used to build a picture of strengths and weaknesses in language, English, Maths, social and emotional development.
- In KS1 a number of intervention programmes are implemented as appropriate.
- The school assessment tracker denotes progress of all children in Reading, Writing and Maths.
- Children with emotional or behavioural difficulties (referred to as children with Social Emotional Mental Health (SEMH) needs) will be observed and monitored in order to establish a clear picture of behaviour. As necessary an individual behavioural plan will be drawn up involving all relevant adults and if appropriate an individual risk reduction plan.
- End of Year assessments as well as regular ongoing teacher assessment, in Year 3,4 and 5 are used to support teaching and learning.
- In KS2 there are a number of intervention groups implemented as appropriate.
- Assessments carried out by SEND Service 0-25 are used to determine appropriate strategies for learning for some individual children with high level SEND needs.
- The Early Help Assessment (EHA) document is used to support the identification of needs by accessing support available through the Hub.

The SEND Code of Practice states that the key measure for the need for action is evidence that the current rate of progress is inadequate.

The triggers for action are listed below:

Triggers indicating intervention at **SEND Support level:**

- Makes little or no progress over a period of a year, in specific areas even with a curriculum differentiated.
- Shows signs of difficulty developing English or Maths skills that result in poor attainment in some curriculum areas.
- Presents persistent behavioural/emotional difficulties unaffected by the usual behavioural management techniques employed by the school.

- Has sensory / physical or medical problems and continues to make little or no progress despite the provision of specialist support.
- Has communication / interaction difficulties and continues to make little or no progress despite a differentiated curriculum and support in place.

Triggers indicating the need for possible Request for Statutory Assessment, at **Education Health Care Plan level:**

- Continues to make little or no progress in specific areas over a period of longer than two years.
- Continues working at National Curriculum attainment at least 3 years below those expected for his/her chronological age.
- Has increasing difficulty developing English and Maths skills.
- Has emotional / mental health difficulties that interfere with the child's own learning or that of his/her class group, despite having an individualised programme to support.
- Has sensory or physical or medical needs that require additional specialist equipment, regular advice or visits from specialist services.
- Has ongoing interactive or communication difficulties that impede the development of social relationships and cause substantial barriers to learning.

The County criteria for Statutory Assessment will always be referred to when considering a possible Request.

Graduated Response and Provision:

St Laurence adopts the graduated approach, recommended by the Code of Practice 2014 and the Cambridgeshire LA for the identification of and provision for pupils with SEND. As pupils' needs change, and in light of progress towards targets on Additional Support Plans, pupils may move from one Graduated Response to another, in either direction, as appropriate.

Access to the full curriculum of the school is to be achieved by careful differentiation of the class work by the class teacher.

Through careful planning the teacher will define what the pupil is expected to learn. Once the learning objectives are defined a class teacher can seek advice from the Inclusion Manager on strategies, which might be used to help a pupil reach the learning objective. It is always the responsibility of the class teacher to assess whether learning objectives have been achieved.

I.C.T. can be used to enhance the children's learning where appropriate.

The Inclusion Manager will inform all those who teach a pupil with SEND of the need. If there is essential information (e.g. that a pupil is epileptic,) or a pupil requires treatment or management different from that normally given to other pupils, the Inclusion Manager/ Head teacher will ensure that all who are likely to come in contact with the pupil are appropriately informed. All staff need to check staffroom noticeboards for information and class information lists are available for staff new to the school, including supply teachers.

It is the class teacher's responsibility to ensure that children with SEND are provided for when risk assessing out-of-school visits.

There is a Termly updated SEND Register and Provision Map for each year group, which is kept on file and available to class teachers and TAs.

SEND Support

The pupil's teacher:

- Identifies that a pupil has SEND.

- Consults both the pupil's parents and the pupil to gain their views.
- Informs the Inclusion Manager, who registers the pupil's SEND.
- Writes a SEND pupil profile, which will be reviewed annually.
- Collects relevant information about the pupil, consulting the Inclusion Manager.
- Gives special help in the classroom through appropriate differentiation and support.
- Keeps careful records.
- If necessary, for high level SEND needs, writes an Additional Support Plan in liaison with the Inclusion Manager and parents, that will be reviewed termly.
- Monitors and reviews the child's progress.

The Inclusion Manager:

- Advises the class teacher, who remains responsible for planning, teaching and recording.
- Collates relevant information, including as appropriate, information from beyond the school.
- Ensures that the class teacher has differentiated appropriately to meet the child's individual targets and needs.
- Informs and liaises regularly with the head teacher.
- Meets with the parents as required.
- Ensures that the class teacher monitors and reviews the pupil's progress at half termly progress meetings and in reviewing SEND paperwork as necessary.
- Draws on advice of outside specialists.
- Involves outside specialists, if appropriate, in the review process of the Additional Support Plan.
- Considers whether the pupil meets criteria justifying application for an Education Health Care Plan and supports parents through this process if necessary.

The LA considers the need for Statutory Assessment and if appropriate make a multidisciplinary assessment.

Education Health Care Plan

- The LA considers the need for an EHCP and if appropriate, writes an EHCP and arranges to monitor and review.
- The Inclusion Manager arranges Annual Reviews for children with an EHCP.

Evaluating success:

Staff and governors have a responsibility to evaluate the success of SEND provision.

Success indicators should include:

- The culture, practice, management and deployment of resources designed to ensure that the needs of **all** the children are met.
- The child's SEND is identified as early as possible.
- Interventions are in place to identify and target children's learning and ensure progress, where possible, is made.
- Interventions are reviewed and evaluated at least termly. If they are not deemed effective alternative interventions are implemented.
- Educational professionals and parents work closely in partnership.

The extent to which standards have improved generally across groups of pupils with identified SEND will be monitored, using tests and intervention assessments, and the data inputted to the school Target Tracker, for future action.

Parent Partnerships:

St Laurence Catholic Primary values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. Parental permission will be gained before any child is referred for support. This will be the responsibility of the class teacher and Inclusion Manager.

We will try to encourage parents of pupils with SEND to develop partnerships and confidence in the school. We will encourage them to support their child at home and in school. The school is aware of the pressures parents may be under due to their child's special needs and values their input in developing a complete picture of the child's needs.

We will provide user-friendly information as required and be aware of the needs that parents might have in regard to disability, communication or linguistic barriers.

Parents will be informed about SENDIASS (The parent support service) and about support groups in the voluntary sector where Special educational Needs are identified.

Parents have a responsibility to tell the school about any domestic and medical concerns for their child ensuring that all obligations under the home school agreements are fulfilled.

The school will keep records of all who are parents or/and have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the child. We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

Pupil participation:

St Laurence Catholic Primary places importance on having a whole school ethos, which encourages pupils to participate in all areas of school life and to recognise that their views are valued and listened to. Consequently governors and staff:

- Are committed to ensuring all pupils have access to activities within the life of the school.
- Will ensure that appropriate pastoral support systems are in place and monitored.
- Are committed to encouraging and training children to take part in and express opinions on the life of the school.
- Have a genuine commitment to make pupil participation work.
- Will as necessary make special provision to help those children with specific needs.
- Acknowledge and support the right of the child to have a role in setting, monitoring and reviewing targets for Additional Support Plans and SEND profiles.
- Will encourage pupils to participate if a Request for an EHCP is sought, including, the initial phase, annual reviews, transition planning and the choice of schools.

Complaint procedure:

The Governing Body complaint procedure applies.

Admission and Inclusions:

The currently agreed admissions policy of the governors makes no distinction with regard to pupils with SEND other than to guarantee admission to a child who has an Education, Health and Care Plan which names this school so long as the SEND of that child can be met by the school.

Within the admissions criteria, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an EHCP, the Inclusion Manager and head teacher will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child.

No child can be refused solely on the grounds that he/she has SEND.

The Inclusion Manager will work closely with the Special Educational Needs Coordinator of the feeder nursery schools in coming to a decision about the most appropriate provision for pupils with SEND. The Inclusion Manager will work with health visitors, the under-fives team and with local playgroups, if necessary.

Allocation of resources:

The Governors, through the Finance Committee, will allocate funds to meet the needs of pupils with SEND. At the meeting of the governing body, which approves the budget, the Head will draw the attention of the governors to the amounts delegated to the school by the LA under special needs heading and to the amounts allocated for Special Needs in the proposed school budget.

The Head teacher and Inclusion Manager will manage the funds allocated by the governors to meet the differing needs of the pupils in the school with SEND.

The governors require the Head teacher and Inclusion Manager to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing that there is no disadvantage to the pupil to whom they are nominally allocated.

The governors will consider carefully the Inclusion Manager's timetable and the need for planning and coordination time.

The Head teacher and Inclusion Manager will work closely together with the SEND Service 0-25 to ensure that additional provision is complementary to what the school already provides.

In-service training of staff and training for governors:

In drawing up the staff development and training programmes, the Head teacher will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's in-service training plans for SEND will be reported to the governors and will include details of appropriate training for class teachers, the Inclusion Manager and Teaching Assistants.

The Inclusion Manager will assist in the provision of training for teaching and non-teaching staff. Where necessary will form links with the LA and other schools to devise and share training opportunities.

The governors will give high priority to training on SEND, responsibilities, assessment and provision when drawing up their own plans for governor training.

A planning meeting between the Link Teacher for SEND Service 0-25 and the Inclusion Manager will be planned to take place each September to highlight the school's SEND priorities for the academic year.

Transitional Arrangements:

Transfer from KS2 to KS3 involves meeting between the Inclusion Manager and the Special Educational Needs Coordinator from the receiving school, with the express purpose of highlighting the particular difficulties each child may experience. Contact is maintained as required.

Teachers and TAs visit preschools and nurseries before the children transfer to St Laurence. Where a child has been identified as having additional needs the Inclusion Manager will liaise with parents and staff to ensure support is in place if necessary before the child starts school.

*Parents of children with SEND were invited to contribute to the writing of this Policy. This policy will be particularly drawn to the attention of all parents of children with SEND.

Ratified by the Local Governing Body on 14th May 2020

To be reviewed: Summer Term 2021

Policy Name: Inclusion Policy

Policy Date: Jan 2020

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES



		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:	y	SEND pupils
	• Age (for policies affecting staff)	N	
	• Disability	Y	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	Y	Provision for individual needs
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N	
6.	What alternatives are there to achieving the policy/guidance without the impact?	None	
7.	Can we reduce the impact by taking different action?	N	

Equality Impact Assessment carried out by:
Mrs Jenny Robertson

Date: January 2020

Appendix 1:**Request for the school to administer medication:**

The school will not give your child medicine unless you complete and sign this form, and the headteacher has agreed that school staff can administer the medication. Please read and sign the disclaimer printed overleaf

DETAILS OF PUPIL

Surname.. M/F

Forename(s) Date of Birth...../...../.....

Address..... Class.....

.....

.....

Condition or illness.....

MEDICATION

Name / Type of Medication
(as described on the container).....

Date dispensed:

Full Directions for use:

Dosage and method	
Timing	
Special precautions	
Side Effects:	
Self Administration	

CONTACT DETAILS

Name of Parent/Carer	
Daytime Phone No.	
Address:	

My child's doctor has prescribed the above medication. I understand that I must deliver the medication personally to an agreed member of staff. I accept that this is a service which the school is not obliged to undertake.

Signature Date

Relationship to pupil:

LEGAL DISCLAIMER

I understand that neither the headteacher nor anyone acting on his/her authority, nor the Governing Body, nor Cambridgeshire County Council will be liable for any illness or injury to the child arising from the administering of the medication or drug unless caused by negligence of the headteacher, the person acting on his/her authority, the Governing Body, or Cambridgeshire County Council, as the case may be.

Signature Date

Relationship to pupil:

Name of school/setting
Child's name
Group/class/form
Date of birth
Child's address
Medical diagnosis or condition
Date
Review date

Family Contact Information

Name
Phone no. (work)
(home)
(mobile)
Name
Relationship to child
Phone no. (work)
(home)
(mobile)

Clinic/Hospital Contact

Name
Phone no.

G.P.

Name
Phone no.

Who is responsible for providing
support in school

--

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

--

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

--

Daily care requirements

--

Specific support for the pupil's educational, social and emotional needs

--

Arrangements for school visits/trips etc

--

Other information

--

Describe what constitutes an emergency, and the action to take if this occurs

--

Who is responsible in an emergency (*state if different for off-site activities*)

--

Plan developed with

--

Staff training needed/undertaken – who, what, when

--

Form copied to

--