

# ST. BEDE'S CATHOLIC SCHOOL

A Specialist Mathematics and Computing College



## INCLUSION AND S.E.N. POLICY

SEPTEMBER 2008

**We commit ourselves to love, respect and serve  
one another as disciples of Jesus Christ.**

## AIMS AND OBJECTIVES

At St. Bede's Catholic School it is our intention to ensure that there is an equal opportunity for all pupils to develop their full potential within a broad and balanced curriculum and that this should take place within a caring and supportive community.

The school's Admission Policy does not discriminate on the grounds of special needs or disability. Indeed as a Christian school we believe we should celebrate individual differences.

The aim of Inclusion at St Bede's Catholic School is to support the five outcomes of Every Child Matters.

### Being Healthy

Students will be supported through a variety of ways to ensure that they are mentally, emotionally and physically healthy.

### Staying Safe

We aim to provide a safe and secure learning environment where all students feel safe and achieve their potential.

### Enjoy and Achieve

Students of all abilities are supported to achieve personal and social development.

We aim to provide an environment where all students achieve their full potential regardless of any additional educational needs.

We aim to provide an environment where all students regardless of disability can access the social and educational aspects of school.

We encourage and support inclusive learning regardless of gender, culture, academic, social and emotional needs.

We aim to ensure that students with EAL have equal opportunities and reach their potential.

We aim to provide for students who are Gifted and Talented and recognize that they may need special provision meet their specific needs.

### Making a Positive Contribution

We encourage positive behaviour in our community showing respect for others.

All students are encouraged to become involved in decisions about their role in the school. We provide opportunities which give the confidence to deal positively with life changes and challenges.

We aim to provide students with the life skills to enable independent living skills and economic well being.

### Achieve Economic Well Being

We aim to provide students with the life skills to enable independent living and economic well being

### Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

### Definition of Disability

Disability is a physical or mental impairment which has a substantial and long term adverse affect on a person's ability to carry out normal day to day activities.

Some needs are short term, whilst others will require support throughout their whole school careers.

Students may have problems in one or more areas of development: intellectual, physical, sensory, social, emotional, behavioural, speech and language.

St. Bede's, like the Government, "while recognizing the paramount importance of meeting the needs of individual children, and the specialist provision for some, we shall promote the inclusion of children within the school as a whole."

Our aim is to promote for our SEN students

"EXCELLENCE FOR ALL"

### School Inclusion Team

#### Personnel

The Inclusion Co-ordinator is Mrs. M. Snowden.

The role of the Inclusion Co-ordinator is

- o Oversee day-to-day provision of the school's Inclusion policy
- o To inform and liaise with the Headteacher, School's Examination Officer, Inclusion Governor and external agencies

- To establish effective links with partner schools and ensure efficient transfer of pupils and Inclusion information
- To respond to the concerns of parents, students and staff on Inclusion issues
- To identify and assess pupils and prepare IEP's for any pupil with SEN
- To inform, advise and liaise with all staff to enhance the level of understanding of Inclusion issues and provision
- To support individual pupils, groups and classes as appropriate

Learning Support Teacher: Mrs. J. Kershaw

The role of the L.S.T. is:

- To deputise for the Inclusion Co-ordinator in her absence
- To contribute to the preparation of IEP's
- To contribute to the Review process of students as appropriate
- To provide individual or small group support for students identified at School Action Plus or Statemented and record the progress of these students

Assistant Teachers

Mrs. S. Barnard	Technology
Miss T Fitch	Religious Studies
Mrs. L. Carrington	ICT
Mrs. D. Fletcher	MFL
Miss C Mason	Music/Art
Ms J Stocks	English
Mrs M Spikings	Humanities
Mrs S Leckey	Mathematics
Mrs H Linehan	Science

Student Liaison Officers

Mrs L Graham	Allen
Mrs P Morris	Manning
Mrs L Terentiak/Mrs C George	Newman
Mrs S Rhoades	Vaughan
Mrs L Ellis	Wiseman

The Inclusion Governor is Mr P O'Reilly. The role of the Inclusion Governor is

- To oversee the implementation of the school's Inclusion policy on behalf of the governing body.
- To collaborate with the Inclusion Coordinator in the monitoring and evaluation of the policy and its effectiveness

Co-ordination of Provision

All teachers are responsible for the education of all pupils including those with Additional Educational Needs. The Inclusion Coordinator oversees all aspects of provision for pupils with AEN including identification, assessment, monitoring,

classroom support record keeping and administration. It must be stressed that these areas still remain the responsibility of all teachers.

The Inclusion Team, M Snowden, J Kershaw, Assistant Teachers, SLOs and A Drayton will provide a link through which the school's provision for all students with Inclusion issues can be channeled. To do this the Inclusion Team will

- Meet weekly
- Be aware of the theory and action necessary to ensure the Code of Practice is implemented
- Disseminate to departmental colleagues information concerning students and Inclusion issues
- Share good practice through liaison with other link staff and the Inclusion Team
- Share concerns about individual pupils with Inclusion Team
- Provide emotional, behavioural and social support as appropriate

#### Admission Arrangements

The Governing Body determines our admission arrangements. The school's Admission Policy does not discriminate on the grounds of AEN. Indeed as a Christian school we believe we should celebrate individual differences.

#### Special facilities

The school has a disabled toilet in the main building and in the Aquinas Centre. There are ramps to enable access to the school, to the chapel and movement on the ground floor. There is a lift to enable access to the first floor in the main building. There is a lift in the Aquinas Centre to enable access to all English

#### Accommodation for Inclusion

The school has two Learning Support rooms. Both rooms are fully equipped for the effective delivery of Learning Support. Four computers are available. A telephone is available. A room is available for outside agencies to meet students on an individual basis when appropriate. This room is also used by the Connexions PA on a weekly basis and by the Peer Mentors every day at lunch and break.

#### Allocation of Resources

The school's Inclusion budget is used to provide support and resources for pupils identified through the C of P as requiring interventions additional to or different from our usual differentiated curriculum. In addition the school receives extra funding from the LEA for individual pupils who are the subject of statements. This allows for further provision to be made for these pupils. Money for School Action Plus and Behaviour Support is also devolved to the school and is used for pupils who may also need the assistance of professionals from outside the school.

Each subject area is responsible for the provision of materials and resources suitable for pupils with SEN. These are acquired and or developed in consultation with the Learning Support Team. Where appropriate resources are allocated according to individual pupils' needs.

### Identification, Assessment Arrangements and Review Procedures

It is the responsibility of all staff to assist in identifying pupils with SEN. The identification procedure involves the use of parental information, data from previous placements, National Curriculum Key Stage Test Results, screening procedures and teacher observation. The ongoing assessment and review procedures will follow the guidelines contained in the Code of Practice and form part of the school's Planning and Assessment, Recording and Reporting Policy.

If the Learning Support Team receives expressions of concern then liaison will take place with subject teachers, pastoral staff, parents, the pupil and any other relevant agencies. This will include an assessment to establish where the pupil's specific difficulties lie and how the school can best support his/her knowledge and skills. At this point a decision will be made as to whether the child's name is placed on the SEN register with a specified review date. If the pupil is placed at School Action or School Action Plus an individual Education plan will be drawn up.

Reviews will be held twice a year or more often if deemed appropriate. Reviews will involve the gathering of information and views from all concerned including parents and pupils. As a result of the review the Learning Support Team will discuss whether the pupil is to be moved higher, lower or off the SEN register.

### Record Keeping

The keeping of records for pupils with SEN is to be in line with the Code of Practice. Records will consist of

- Expressions of concern to Learning Support Team
- Initial assessment
- Decisions to register pupil on register and at what level
- Details of IEP with review dates. Records will be kept in the Learning Support resource area.

All SEN records are forwarded when a child transfers to another school.

### Access to the Curriculum for pupils with SEN

Access to the curriculum is achieved either through differentiated provision or is delivered through support from the Learning Support Team. Assistant Teachers play a vital role in supporting students both inside and outside the classroom and by encouraging our students to be as independent as possible.

### Inclusion

We recognize that all pupils should have access to the full curriculum and our aim is to support pupils with Additional Educational Needs in integrated settings as far as possible. However, where necessary children are withdrawn individually or in small groups, for extra help with specially tailored programmes.

All our students are fully integrated into the social and pastoral life of the school. Learning Tutors/House Leaders are responsible for monitoring the whole school

experience of each child. They are concerned about the learning, personal and social development and general well being. As will all our pupils there is close contact with parents where appropriate.

### Complaints

These will be dealt with under the school's normal complaint procedure.

### Inclusion CPD

We see provision for Inclusion as a whole school issue and aim to ensure that all colleagues are as well informed as possible about SEN issues.

### Support Services

The school has access to the full range of Support Services. In the last year school has been involved with the following:

- Education Psychology Service
- Hearing Impaired Service
- Behaviour and Attendance Support Service
- School Medical Team
- Education Welfare Officer
- Children's Services
- Speech and Language Therapy Services
- Diversity Service
- Youth Counselling Service
- Child Adolescent and Family Unit
- Child and Adolescent Mental Health Service
- Complex and Medical Needs Education Team
- Anti-Bullying Project
- Youth Offending Team
- Drug Education Liaison Treatment Agency
- Connexions
- Parent Partnership
- The Support Service for Pupils with Autistic Spectrum Disorder
- Education Service for the Physically Disabled
- Practical Family Support
- Learning Support Unit
- Occupational Therapy
- Young People's Education Centre

### Partnership with Parents

Parents are encouraged to be involved with all aspects of their child's education. This is done in a variety of ways including parents' evenings, review meetings, telephone, letters and student planners. We value the partnership of home and school working together with equal commitment towards the same end and recognize that our pupils will benefit more fully from the opportunities that we offer with this alliance. Parents are encouraged to

offer their views on Special Educational Needs provision at the annual meeting for parents which is arranged by the Governing body.

### Transition between schools and colleges

#### Arrangements include:

- Visits to partner schools to meet vulnerable students
- Visits by staff and vulnerable students in partner schools to St. Bede's Learning Support Department
- Year 6 Parents Evening
- Induction Day
- Parental Visits
- Liaison with local colleges to discuss future placements

### Evaluating the Inclusion Policy

The Inclusion Policy – as with all school policies – is evaluated on an annual basis through the school's established procedures for monitoring and evaluation. These involve:

- Discussion at senior management level
- Consultation with Heads of Department
- Discussion within the Learning Support Team
- Feedback from parents and pupils on Inclusion provision
- Student achievement
- Consultation with the governing body
- Analysis and publication of OFSTED/HMI/LEA reports



## APPENDIX

Advisory Officer for Learner Engagement Paul Tinsley	45a Newdown Road South Park Scunthorpe North Lincolnshire DN17 2TX
Anti-Bullying Service Suzanne Kemp	Education Development Centre South Leys Campus Enderby Road Scunthorpe North Lincolnshire DN17 2JL 01724 297199 e-mail <a href="mailto:suzan.kemp@northlincs.gov.uk">suzan.kemp@northlincs.gov.uk</a>
Autism Team	Melior Community College Chandos Road Scunthorpe North Lincolnshire DN17 1HA 01724 868666 ext 255
Behaviour and Attendance Consultant Suzanne Kemp	Education Development Centre South Leys Campus Enderby Road Scunthorpe North Lincolnshire DN17 2JL 01724 297199 e-mail <a href="mailto:suzan.kemp@northlincs.gov.uk">suzan.kemp@northlincs.gov.uk</a>
CAMHS Child and Adolescent Mental Health Service	St Nicholas House Shelford Street Scunthorpe North Lincolnshire DN15 6NU 01724 290081
CAMNET (Complex and Medical Needs Education Team) Julia Graves	45A Newdown Road South Park Scunthorpe North Lincolnshire DN17 2TX 01724 846583
Child in Need Coordinator Andy Lambie	Crosby House Brumby Resource Centre East Common Lane Scunthorpe North Lincolnshire DN16 1QQ 01724 298293 <a href="mailto:Andy.Lambie@northlincs.gov.uk">Andy.Lambie@northlincs.gov.uk</a>

Children's Services	5-7 Cliff Gardens Scunthorpe North Lincolnshire 01724 296500
Connexions  Anna Sherwood	Scunthorpe Youth Centre Doncaster Road Scunthorpe North Lincolnshire DN15 7RG 01724 859296
Darley Centre  Mark Snowden	School Road Ashby Scunthorpe North Lincolnshire DN16 2TD 01724 296263
Delta Drug Education Liaison Treatment Agency Bev Chesman	The Grove Scawby DN20 9AN 07940166202
Diversity Service  Sameena Choudry	Crosby Primary School Frodingham Road Scunthorpe North Lincolnshire DN15 7NL 01724 277044
Educational Psychologist  Kathryn Brooks	Hewson House PO Box 35 Brigg North Lincolnshire DN20 8XJ 01724 847151
Education Service for the Physically Disabled	Frederick Holmes School Inglemire Lane Hull HU6 8JJ 01482 804766
Education Welfare Service  Avril Newton	Hewson House PO Box 35 Brigg North Lincolnshire DN20 8XJ 01724 297942
Hearing Impaired Service  Pam Grant	46B Newdown Road South Park Scunthorpe

	North Lincolnshire DN17 2TX 01724 869480
Learning Support Unit  Carol Mould	Oswald House 74 Oswald Road Scunthorpe North Lincolnshire DN15 7PA 01724 845676
NCH	Kaleidoscope Dunstall Street Scunthorpe DN15 6J2 01724 277766
Occupational Therapy	St Nicholas House Shelford Street Scunthorpe North Lincolnshire DN15 6NU 01724 290081
Practical Family Support	01724 282493
Parent Partnership  Val Purves	48 Oswald Road Scunthorpe North Lincolnshire DN15 7PQ
School Nurse  Sharon Minaudo	01724 291804
School Medical Officer	Monarch House Queensway Business Park Scunthorpe North Lincolnshire DN16 1AL 01724 290616

SEN Section	Hewson House Station Road Brigg North Lincolnshire DN20 8XJ 01724 297162
Speech and Language Therapy	Wheelchair Centre, Brumby Resource Centre East Common Lane Scunthorpe North Lincolnshire DN16 1QQ 01724 298100
St Hugh's School	Bushfield Road Scunthorpe North Lincolnshire DN16 1NB 01724 842960
Study United  Jane Laws	Glanford Park Doncaster Road Scunthorpe North Lincolnshire 01724 747686
YICU Youth Information Counselling Unit	Scunthorpe Youth Centre Doncaster Road Scunthorpe North Lincolnshire
YISP Youth Inclusion Support Panel  Val Clark	55-57 Oswald Road Scunthorpe North Lincolnshire DN15 7PE 01724 858864
YOT Youth Offending Team  Val Clark	55-57 Oswald Road Scunthorpe North Lincolnshire DN15 7PE 01724 858864
YPEC Youth Peoples Education Centre  Colleen Langton	Henderson Avenue Scunthorpe North Lincolnshire DN15 7RW 01724 278668