



Corpus Christi Catholic School and Pre-School

Inclusion/SEND Policy

Joyfully, unique in Jesus' family, we learn to use our special gifts to love, serve and make the world a better place.

Inclusion/SEND Policy			
Approval		Board of Governors	
Chairperson	Joanna Hooper	Headteacher	Simon Lennon
Date of last review	January 2025	Date of review	March 2026
Date of next review	March 2028	Maintenance	FGB Committee

But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God". Luke 18:16

Purpose

This policy should be read in conjunction with the school's curriculum policies, Behaviour Policy, Teaching and Learning Policy and with reference to the school's Equality, Diversity and Inclusion policy and Mission Statement. This policy has been developed through consultation with staff, parents & governors and will be shared with families through the school's website. It is written in line with the [2014 SEND Code of Practice](#).

Introduction

At Corpus Christi Catholic Primary School and Pre-school we aim to be an educational environment in which all members of the school community can thrive, regardless of race, religion, culture, gender or individual need.

Our Inclusion Leader is Amy Stewart, tel 01202 427544. She is also a member of the Senior Leadership Team within the school and has completed the National Award for SEN Coordination. Our SENCo is Eleanor Ring.

Corpus Christi School provides a broad and balanced curriculum for all children. Every teacher within the school is a teacher of every child, including those with SEND.

The National Curriculum is our starting point for planning work 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. A number of children have particular learning requirements that require adaptations. These requirements are likely to arise as a consequence of a child having special educational needs or a disability or belonging to one of the groups listed in the next section.

Identifying, assessing and recording special educational needs, disabilities and other key groups

When identifying a child's needs, we always consider the whole child's well-being. If a child has special educational needs these will be within one or more of four areas of need, identified in the [2014 SEND Code of Practice \(DFE\)](#) as: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical difficulties.

Other groups that are not SEND but may have differing needs which impact upon learning that are identified and monitored within school include:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an Additional Language
- Gifted and talented pupils
- Children in Care looked after by the Local Authority or who have been previously looked after
- Sick children
- Young Carers
- Those from families under stress
- Those pupils at risk of disaffection and exclusion
- Those children with a parent in the services

Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. We recognise that individuals are unique in their interests, abilities, motivation and learning needs.

[The SEND Code of Practice \(2014\)](#)

The SEND Code of Practice explains that ‘a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ Also that, ‘a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

Some children may have special educational needs or/and a disability either throughout, or at any time, while they attend Corpus Christi School.

This policy ensures that curriculum planning and assessment for all children takes account of barriers to learning that children may face. We recognise that inclusion is most likely to be successful if the diversity of all school members is recognised and valued. We realise that individuals are unique in their interests, abilities, motivation and learning needs. We value honesty, integrity, individual responsibility and respect for others.

Aims of the Policy

- To ensure that all pupils are equally valued and known and cared for as individuals within a safe, caring and supportive Catholic learning environment;
- To ensure all pupils have complete access to all elements of the school curriculum;
- To be an outstanding learning community where we inspire and challenge all pupils to achieve their full potential in life, recognising the role of parents/carers as the primary educators of their child and working with others to educate the citizens of tomorrow.

Objectives of the Policy

- To ensure access to the curriculum for all pupils;
- To ensure the full implementation of National and Local Authority guidelines on Inclusion, including the 2014 SEND Code of Practice;
- To ensure that SEND and inclusion of all pupils is the responsibility of every member of the teaching staff;
- To have a designated Inclusion Leader(s)/SENCo (Miss Amy Stewart and Miss Eleanor Ring) and SEND Governor (Mrs Rachael Cox);
- To have an identified member of staff responsible for Safeguarding (Mr Simon Lennon, Mrs Eithne Boyce DSL, and Miss Amy Stewart DDSL);
- To have identified staff responsible for pupil premium & children in care funding (Miss Amy Stewart);
- To ensure that Individual Educational Plans (IEPs) are effective in that targets are specific and are monitored to promote progress;
- To ensure that key groups of children and individuals are identified, assessed and monitored and where appropriate children’s names are placed on the SEND register in consultation with the parents
- To use data tracking and provision mapping as a means for identifying target groups and individuals;
- To ensure that pupils make progress in line with pupil’s expectations.

- To ensure that effective partnerships are developed and maintained with parents to promote pupil learning and development;
- To ensure that effective partnerships are developed and maintained with the Local Authority and a range of agencies to support pupils' learning, development and well-being;
- To ensure that pupils are involved in target setting and decision making about their provision;
- To create, implement and review yearly action plans on the implementation and development of inclusion within school.
- To provide support and advice to staff on inclusion of groups and individual children;
- To ensure that work/displays celebrate the diversities in society;
- To ensure that all forms of support and their use are understood by all;
- To ensure a range of inclusive teaching styles and strategies are used to meet the needs of all pupils.

SEND Identification/Evaluation

The school follows a graduated response approach to identifying and supporting SEND. Teachers continually **assess** children in line with the school's assessment policy. These assessments are formally recorded against the national curriculum on our Insight tracker data system. The primary trigger for introduction of additional or different action is when current rates of progress are inadequate. Early identification is vital; this often takes place in the Foundation Stage or before by early years settings. Progress is measured in relation to Baseline Assessment. Information is collated from a number of sources including parents/carers, health services, previous early years providers and those staff working with the child in school. The Leader for Inclusion or class teacher consults with the parents at the earliest opportunity to share any concerns and **plan** a programme of intervention and support, ensuring a collaborative approach as a response to concerns. This SEND support is then put in place (**do**) and regularly **reviewed** to check for maximum impact. The process then begins again. Children are involved in discussing their targets and the provision that is in place for them. This process allows us to identify children's needs, adapt and improve our teaching of the curriculum, ensure that in school and outside agency resources are employed effectively, ensure continuity of high quality provision and ensure parents are fully included at every stage.

If having received high quality first teaching, interventions and personalised teaching, a child is still not making adequate progress, they are then placed on the SEND register through consultation with parents.

Stages of Special Education Need based on the 2014 SEND Code of Practice and their implementation at Corpus Christi

Universal Support

Quality First Teaching

For the vast majority of pupils, it is the actions taken by their class teachers in lessons that are the key to helping them make progress and to raising achievement. All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is scaffolded appropriately and we use assessment to inform the next stage of learning. All the staff in the school are trained in the Rosenshine Principles to meet the needs of all pupils. This, together with attention to the classroom environment, aims to promote successful learning. An agreed and consistent approach is maintained across the school to maximise educational opportunities. Effective communication between all staff ensures that the needs of our children are recognised and met.

Concerns raised

School staff and/or parents may raise concerns, which are discussed with the Inclusion Leader and SENCo. Triggers for raising concern include making little or no progress, difficulty in developing literacy or numeracy skills, difficulties with communication and interaction, persistent emotional or social difficulties and sensory or physical problems.

Information is then collated about the child's strengths, communication or interaction difficulties and weaknesses across the curriculum including their overall well-being. Through discussion with the Inclusion Leader and SENCo, plans are made for strategies to be used within the classroom situation, and where appropriate, outside the classroom. The impact of the strategies put in place is then reviewed and further action planned. This may include moving to SEN support.

SEN Support

If with continued quality first teaching and a range of strategies put in place and reviewed a child is still not making good progress, the child is placed on the SEN register. At this stage an Individual Education Plan (IEP) may be drawn up, which employs a small-steps approach to setting specific and achievable targets. These IEPs are reviewed at least three times a year. The SENCo compiles a register of all children with Special Educational Needs and Disabilities.

The child's education is overseen by the Inclusion Leader and SENCo, working with the headteacher, class teacher, TAs and parents and in some cases outside agencies. Children who receive SEN support have their progress reviewed termly.

Outside agencies we liaise with include:

- Educational Psychology Service

- Dyslexia Diagnostic Assessments
- School Nurse
- Community Paediatrician
- Speech and Language Therapy Service
- BOOST Outreach Service
- School Inclusion Service
- Children's First Response Hub
- Occupational Therapist (OT)
- Child Adolescent Mental Health Service (CAMHS)

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning we ask the children to work in small groups or in a one-to-one situation outside the classroom with a trained adult. Corpus Christi School acknowledges the valuable contribution of teaching assistants to the delivery of IEPs and their roles in supporting individuals and small groups within the classroom setting.

Children may not stay on the SEND register for their whole time at Corpus Christi. If targeted support succeeds in ensuring a child is achieving and progressing at an expected rate, a child's name is removed from the register in consultation with the parents/carers.

Education, Health and Care Plan (EHCP)

In some exceptional cases, statutory assessment might be necessary and this may lead to the school considering asking the Local Authority for a more formal, multi-disciplinary assessment of the child's needs. The Local Authority will then decide whether to make special provision through an Education Healthcare Plan (EHCP). Information from the school, the child and the family are integral to this process. Children going through the process to receive an EHCP will continue to work on IEP targets and if an EHCP is awarded, school will hold an annual review at least once a year where all persons involved with the child's education will attend along with parents and carers, sometimes the child and a representative from the LA. The school will follow LA advice and the Inclusion Leader and SENCo will ensure that the provision on the EHCP is followed through.

Monitoring and Evaluation

The SENCo supports teachers in drawing up IEPs for children. She also monitors the movement of children within the SEND system in school using the SEND register as a starting point. Pupils' progress is monitored on a termly basis in relation to targets and steps identified within the IEP. In addition, the achievement and progress of all children is monitored in relation to National Curriculum expectations through pupil progress meetings with year group staff and senior leadership team members and ongoing monitoring within year groups and by the senior leadership team. Pupils contribute to their IEPs and, wherever possible, are involved in target setting through pupil conferencing.

Training and resources

The Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children

with EHCPs. The process of monitoring SEND provision by the school and the LA leads to objectives being set, which relate to the allocation of resources. The Leader for Inclusion together with the Head Teacher is responsible for monitoring and evaluating the impact of budgetary decisions, relating these to the standards achieved by pupils. Funding from the LA for special needs and disabilities is used to provide extra staffing. The school's budget is used to purchase resources needed to support inclusion. Funding from the staff development budget is allocated for training staff. Resources and funding are monitored annually to ensure effective allocation.

The physical environment of Corpus Christi is fully accessible. There is a disabled parking bay in the school car park and in the square outside of the school for easy access. There is a lift to access the first floor and level floors throughout. Access to the main school building and annexe is through a gentle slope. There are accessible washroom facilities in both buildings. Adjustments have been made to specific areas within the children's toilets, as appropriate, to support individuals with independent use of the toilets. For example, the addition of handrails and platforms.

Classrooms are adjusted as appropriate to make them accessible for all. For example, the arrangement of furniture, the addition of sound absorbing boards. Around the school children have access to resources to aid their learning as appropriate. For example, hearing packs, specialist seating etc. Where appropriate staff attend medical training to allow children with medical needs to participate fully in school life. Staff receive epipen training annually and other training as needed.

The Headteacher informs the governing body how the funding allocated to support SEND has been employed. The Leader for Inclusion draws up the resources bid when the school is planning for the next School Improvement Plan.

In order for inclusion to be successful, all of our staff benefit from on-going access to support, training and resources. A key aspect of this is mutual support and we readily share expertise between members of our staff and with parents and carers so that we can work as a team most effectively to support children. Outside professionals are frequently involved in training with staff, parents and carers.

As new needs and educational research arise, staff are provided with up-to-date training. Training relevant to the policy that staff have received training in include, though not exclusively:

- Team Teach - a positive approach to supporting behaviour and de-escalating challenging situations, involving positive handling;
- Autism Spectrum Disorder;
- Downs Syndrome;
- Consultations and training with the BCP BOOST Outreach service around individual children/groups/whole classes;
- Dyslexia;
- Dyspraxia;
- PEIC-D (Promoting Early Interactive Conversations);
- Attachment disorder;
- Learn to Move - Move to Learn (Motivators);
- Early Help Assessment & Lead Professional training;
- ELSA - Emotional Literacy Support Assistant training;

- Bereavement and loss;
- Safeguarding – Levels 1, 2, 3;
- Medical - first aid, allergies and anaphylaxis, diabetes, sickle cell anaemia, individual training around care plans and any medical equipment;
- Including the Hearing Impaired Child;
- Signalong – a sign supported communication system;
- Precision teaching;
- PECS (a picture exchange communication system to aid communication);
- Trauma and ACEs
- Think Bricks

Roles and Responsibilities

Corpus Christi respect the fact that children:

- have different educational, emotional, social and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We are committed to giving all our children every opportunity to achieve the highest standards through appropriate curricular provision together with careful management of human resources. These include teachers, teaching assistants and special needs support assistants. We:

- set suitable learning challenges;
- respond to pupils' diverse learning needs;
- overcome potential barriers to learning.

All staff respond to children's needs by:

- providing support for children who need help across any aspect of the curriculum;
- helping individuals who require particular support with communication, language, literacy or numeracy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly in relation to trauma or stress and to take part in learning;
- promoting social development across all aspects of school life.

The Leader for Inclusion is Amy Stewart and the SENCo is Eleanor Ring. They are responsible for:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the response to children's' special educational needs and disabilities;

- supporting and advising colleagues;
- maintaining the school's SEND register;
- contributing to and managing the records of all children with special educational needs and disabilities;
- overseeing school based assessment and completing the documentation required by outside agencies and the LA, including Early Help Assessments;
- acting as a link with parents;
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- acting as a link with external agencies and other support agencies
- monitoring and evaluating SEND provision and reporting to the governing body;
- managing a range of resources, human and material, linked to children with special educational needs and disabilities;
- analysing data and using this to inform target groups and individuals;
- attending training and disseminating relevant information;
- attending network meetings to keep up to date with current issues in order to inform colleagues;
- convening meetings to enable effective communication between school and support services.
- organising and holding annual reviews, completing associated paperwork and ensuring their implementation.
- where appropriate, completing applications for new EHCPs.

The Governing Body

The Governors have a responsibility to ensure the school is fully inclusive, securing appropriate provision for any pupil identified as having special educational needs and/or a disability and to ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the policy for special educational needs, disabilities and inclusion. The governing body actively supports the school's admissions policy, which clearly states that children with special educational needs will be admitted to the school. The governing body establishes the appropriate staffing and funding arrangements related to the support of children with SEND and maintains a general oversight of the school's work. The governing body nominates a named governor to liaise closely with the Inclusion Leader and to be fully informed of developments in the coordination and delivery of provision. This governor is Rachael Cox.

Partnership with Parents/Carers and Pupils

At Corpus Christi we have an 'open door' policy. We welcome parents and carers to meet with teachers before and after the school day or to make appointments. Members of the senior leadership team are always happy to meet with parents. The school prospectus contains details of arrangements made for children with special educational needs and disabilities in our school. The Governors' Annual Report to parents contains an evaluation of our policy in action.

All children and parents are entitled to be treated with respect and have their views taken into account.

Wherever possible we will consult with pupils, parents and the staff group over important issues,

At all stages of the special educational needs process the school keeps parents fully informed and involved, providing clear information relating to the education of children with SEND. We take account of the wishes, feelings and knowledge of parents at all stages and view the relationship between staff, pupils and parents as one of partnership, working together to support the child's needs.

We will work to ensure that the way we organise our school and provide education for all does not discriminate against any pupil or group of pupils.

We encourage parents to make an active contribution to their child's education by:

- attending regular meetings each term to discuss the progress of their child, and discuss new targets for IEPs;
- sharing the decision making process;
- contacting the school at any time to discuss any aspect of their child's education;
- working together at school and home towards targets.

Storing and managing information

All paper documentation is stored securely and digital data is password protected by all staff members and information regarding children is treated confidentially.

General Data Protection Regulations (GDPR)

We are compliant with GDPR that was updated in May 2018. All data pertaining to children and their families is treated with the utmost confidence and is either passed on to each child's new school or destroyed when the child leaves. Please see the school's data retention schedule for further details.

Complaints about SEND provision

Any parent or carer who feels they may have a complaint about the SEND provision or Inclusion in Corpus Christi School should address that complaint to the Leader for Inclusion, who will follow the school's complaint procedures then the Headteacher, then Chair of Governors who will address the complaint and feedback to the parents or carers. If they remain dissatisfied they may contact Children's Services, BCP Council, BCP Council Civic Centre, Bourne Avenue, Bournemouth, BH2 6DY.

<https://www.dorsetsendiass.co.uk/>