



# Policy: Inclusion

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# Inclusion Policy

This policy is an overarching document covering:

- Special Educational Needs **and Disabilities**
- Able, Gifted and Talented
- Looked After Children
- Travellers and English as **an additional** Language
- Designated special provision

It should be read in conjunction with other related policies such as Supporting students with medical conditions and Looked After Children Policy.

## Policy Statement

It is the policy of the Governors of this school that all reasonable actions are taken to ensure the full inclusion, in its widest sense, of all members of the school community.

We look to Scripture for guidance:

*“There is a variety of gifts but always the same Spirit; there are all sorts of service to be done but always to the same Lord; working in all sorts of ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose.”* (Corinthians 12: 4-7)

The Governors are mindful of the story of Zaccheus who was prepared to help himself by using a tree but who also was “included” by Jesus taking special action.

## Rationale

The development of these policies has been informed and directed by the Mission Statement of The Holy Family Catholic School. As a Christian community, the school seeks to offer an inclusive environment which celebrates the diversity of God's gifts to His people and to enable every member of the community to use and develop his /her talents fully. Central to the school's belief in a “curriculum for all” is the provision of entitlement for students with specific learning needs.

The principle of integrated provision and the entitlement of all students to access the whole curriculum underpin these policies. The Governors intend that the school will provide the necessary support, as far as resources will allow, to students who have **Cognition and Learning Difficulties, Communication and Interaction difficulties, Social, Emotional and Mental Health Needs and Sensory or Physical Needs**, disabling medical conditions; or who are very able, talented or gifted; or who may have needs arising from their social, cultural or language background; to enable them to achieve to their highest potential.

The school procedures for Inclusion take account of the 1996 Education Act, the Special Educational Needs and Disabilities Act (2002), the **Special Educational Needs and Disability Code of Practice (January 2015)** and The Equality Act (2010), Guidance from OFSTED, NACE (the National Association for Able Children in Education), NASEN (the National Association for Special Educational Needs), and DfE and local authority guidance on the inclusion of children from ethnic minorities and Looked After Children has also been taken into account.

It is the intention of the Governors that the Headteacher and Staff should work closely with parents in their role as first and foremost educators of their children.

## Objectives

In the light of the above we intend to:

- provide a curriculum in line with the distinctive nature of Catholic Education and one which meets National Curriculum requirements
- provide an environment which engages non-Catholic members of the school and makes reasonable adaptations to facilitate their inclusion whilst maintaining the distinctive Catholic nature/ethos of the school
- meet the academic, social, moral, **cultural, emotional** and spiritual needs of all students to enable them to reach their full potential in as inclusive an environment as is possible.
- promote early identification and assessment of children with special educational needs **and disabilities** and those who may have needs arising from their particular gifts or talents or high levels of ability
- provide an environment which fosters close partnership with parents and seeks to involve them at all stages.
- seek the views of the child and take these into account at all stages.
- promote the self-worth and self-esteem of all who learn and work within the school community
- provide additional support for those with English as an additional language, new to English or who have difficulty in making cultural adjustments
- encourage a climate which fosters a national identity whilst celebrating cultural diversity
- provide careful monitoring of children who are 'Looked After', working closely with Social Services
- make all reasonable adaptations and provisions to prevent any sensory impairment or physical disability of any member of the school community having a substantial or long-term adverse effect on their day-to-day activities in relation to school
- Provide support for students Mental Health and Wellbeing through the Mental Health Champion

## Indicators of Success

- School attendance figures
- Positive attitudes towards school
- Monitoring of the Admissions Policy
- The school population continues to contain students from a range of social and cultural backgrounds and with a wide range of educational needs
- Children have the opportunity to express their views
- The views of parents are taken into account in respect of their children's needs
- Achievement in national tests is in line with or better than that of students of similar background and abilities in statistically similar schools (where national tests are not appropriate, other measures of progress may be used)
- There is no evidence of racist, religious or cultural intolerance in the school

## Policy Review

The policy will be subject to annual review by the Headteacher, SEN Governor and the member of Senior Leadership who has a responsibility for Inclusion. At this review, the policy will be

assessed in relation to the above indicators of success. A full review, involving the whole Governing body or a delegated committee, will take place every five years.

## Appendix 1: Special Educational Needs and Disabilities

*All teachers are teachers of students with Special Educational Needs (Code of Practice 2001)*

### Definition

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils at the same age. (Code of Practice 2015)

It is the intention of the school to provide appropriate curriculum access to all students with special educational needs; with priority placed on the development of skills for adult life. A reduced or alternative curriculum to provide experiences appropriate to the needs of the student with additional tuition in literacy, numeracy, social skills, wellbeing or thinking skills may be offered in some cases.

**Identification of SEN:** It is recognised that SEN in one context may not be present in another; and although information will be gathered from feeder primary schools, assessments of SEN will be modified in the light of further information gathered in the secondary school. This information will include; data collection reports and observations from teachers and teaching assistants, reading and spelling test results and the results of further assessments if it is felt necessary to carry these out.

The SEND register is available to all staff and identifies student's individual needs and provides detailed strategies in relation to the Local Authority Range Model and a personalised approach. Staff may contact the SENCO or Assistant Senco if they feel that a student may have a special educational need or disability.

### A Graduated Response:

Details of need and provision are provided through the whole school SEND Register.

- It is expected that the majority of needs (Range 1 & 2) will be met in the ordinary classroom, through quality first teaching, differentiation and the appropriate targeting of department resources.
- The needs of some children will require additional intervention directed by Heads of Faculty in liaison with the SENCO
- Where there is evidence that in spite of differentiated learning opportunities, or the usual access arrangements to meet sensory impairment or physical disability, a child makes little or no progress towards meeting subject targets; or does not respond to pastoral support, further assessment and diagnostic testing may be carried out. Identified needs will be categorised within the four areas of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical needs.
- The child may be placed on the SEND register and any appropriate additional support provided as identified.
- Some students may require further additional support (possibly involving external agencies) at Range 2/3 if insufficient progress is made. Parents will be invited to contribute to the assessment of their child's needs and to be involved in whatever programmes of support are put in place. The progress of the student and his or her response to the additional support will be monitored and regularly reviewed.

- *Statutory Assessment* leading to an **Education, Health and Care Plan (EHCP)** may be needed for a small number of students whose needs the school is unable to meet from its own resources.

## **Appendix 2: Able, Gifted and Talented**

### **Vision and aims**

Consistent with our school's mission statement, we believe that all students possess a God given talent and as such it is our responsibility and duty as teachers, education providers and parents, to ensure we do our utmost to recognize, nurture and celebrate such talents. Therefore, it is our aim to provide an environment that gives our students every opportunity to realize their own individual talents. In Matthew 25:15 we hear the wisdom of Jesus' parable of the Talents:

**'Once there was a man who was about to go on a journey; he called his servants and put them in charge of his property. He gave to each one according to his ability.....'**

Some talents are not easily identifiable, thus we must provide learning activities that will give our students and us the opportunity to discover their unique talent. However, a more recognizable talent is that in the academic domain which can be judged on the ability or giftedness in one or more school curriculum subject areas or a talent for the arts. With this in mind we need to provide a Gifted and Talented provision that will serve the needs of this particular group so that we can maximize and develop their learning potential to the full and in so doing, increase the general levels of achievement for all students and engender a culture of success.

### **Rationale**

At Holy Family Catholic School we believe that we need to provide appropriate learning experiences for all students of all abilities within a fully inclusive setting. We will be able to:

- Identify G&T students at HFCS in all areas of the curriculum.
- To provide a 'tailored education...addressing the needs of the most gifted and talented students and to offer support to fulfil their potential within the curriculum provided.
- To provide out of class and enrichment activities for those students identified as able.
- Through personalized learning to make the child the centre of their learning and to enable all G&T students to achieve their potential.

### **Definition**

The Able, Gifted and Talented are the 10% of the school population who show significantly higher levels of ability (actual attainment or potential achievement) than most students of the same age in one or more curriculum areas. The 'gifted' are students of high ability in academic subjects. The 'talented' are those of high ability in creative or expressive arts or in sport.

### **Identification**

Identification will begin with information gathering in the period before transfer from primary school. All available information will be considered, including: G&T records, pastoral information, SATs results and teacher assessments. As early as possible in the new term all staff will receive FFT predictions; particular attention will be paid to 'uneven profiles' indicating possible underachievement. Every faculty will identify the most able in that subject using a subject checklist of indicators. This process will continue in the weeks following transfer as subject teachers provide opportunities for students to demonstrate their potential. Identification is not an end in its self and the use of subject checklists helps teachers to ensure that appropriate opportunities are planned for students to demonstrate and develop their abilities. The identification process will take place several times during the year as part of data collection and tracking. The views of students and parents may be sought informally.

The above information will be used to draw up the Gifted & Talented register containing a cohort of about 10-15% of every year group. The progress of those in the cohort will be monitored and the register will be reviewed annually. The cohort will not be regarded as fixed with some students moving in and out of the cohort during their school career, as abilities can develop over time; but the progress of the cohort can be seen as a gauge of the provision made by the school.

## **Provision**

- Targets for the attainment of identified students will be set by teachers in accordance with the usual procedures in school.
- Faculty Leaders will ensure that there is adequate differentiation and challenge in their schemes of work to meet the needs of the Gifted & Talented students.
- When facilities permit, and it is considered to be appropriate, small Gifted & Talented withdrawal groups may take part in enrichment activities on and off the school site.
- Opportunities to engage in enrichment activities with Gifted & Talented students from other schools will be pursued actively.
- Additional courses for students may be provided in 'twilight' time.
- Students at risk of underachievement will be supported by intervention.
- The school operates an academic database (SIMS) which enables teachers to track the progress of all students throughout each Key Stage.

## **Responsibilities**

### **Faculty Leaders and Subject Leaders**

- Apply National Quality Standards in Gifted and Talented Education to track the provision of Gifted & Talented within their curriculum area.
- Ensure that Quality Standards are being worked towards.
- Identify the key characteristics of a more able student in their subject areas.
- Monitor the progress and provision of students registered as more able in their subject area.

### **Class Teachers**

- Identify more able students in particular areas and track their progress
- Set appropriately challenging tasks and learning opportunities within lessons
- Differentiate appropriately and take into consideration students differing learning styles.

## **SENCO**

- Make sure that the register is kept up to date.
- Work with staff on the identification process
- Mentor the students who are identified by the process
- Liaise with parents and other outside agencies in relation to the register and the membership of the Academy for Young, Gifted and Talented.

## **The Governing Body**

- Ensure that resources are made available.
- Appoint (at least one) Governor to take a special interest in, and oversee, Inclusion issues
- Receive regular reports on Inclusion as they direct, but at least annually
- Review this policy regularly



## **Appendix 3: Students who speak English as an Additional Language**

*(Including Travellers)*

- All cultures and languages will be treated with equal respect for students will be expected to use English as first medium of communication in school.
- All teachers will be expected to recognise cultural diversity and language development needs in their lesson planning.
- Students who come from ethnic minority backgrounds, or whose first language is not English, will have the right of full access to the school curriculum but it may be appropriate in some cases to prioritise the development of English language skills or other basic skills and this may involve withdrawal from some subjects.
- Care will be taken in the scrutiny of work and of test results to identify underachievers who may need extra support because of their cultural or language background.
- Additional adult support may be provided to students who are not making expected progress in spite of differentiated classroom opportunities.
- Parents will be informed of additional support that is being provided and encouraged to become fully involved in the development of their child's skills.
- Individual support package in place for students who are New to English.
- All students complete a survey upon starting the school to identify home and first language.
- EAL co-ordinator to provide specific provisions and assess language acquisition
- EAL students have a hub where they are able to receive support

## **Appendix 4: Children Looked After**

### **Definition**

Looked after child is defined in section 22 of the Children Act 1989 and means any child in the care of the local authority or provided with accommodation by them (eg a child with foster parents)

It is recognised that, nationally, students in public care have significantly underachieved compared with their peers. The Governors are committed to implementing the joint guidance from the DfE and Department of Health on the education of young people in public care and priority is given to Children Looked After in the school's Admission Policy.

### **Key measures**

The guidance introduced two key measures to improve the educational life chances of children in public care:

- Designated Teachers for every school.
- Electronic Personal Education Plans – EPEP's for our students in public care.

The Governors will ensure that the school has a Designated Teacher (Dave Metcalfe) who has the resources and authority to carry out his or her responsibilities effectively.

### **Designated Teacher**

The Designated Teacher will:

- ensure a welcome and smooth induction for the child and their carer
- ensure that an Electronic Personal Education Plan (EPEP) is completed as soon as possible in cooperation with the Social Worker and Carer
- ensure that the EPEP and other records are kept up-to-date and available in time to inform review meetings
- ensure that each Child Looked After has a keyworker with whom they can regularly meet and discuss any concerns or difficulties and who may also support them in joining extra-curricular activities and additional study opportunities
- coordinated any support that is necessary in school
- ensure confidentiality for individual students, sharing personal information on 'a need to know' basis
- ensure the speedy transfer of information between individuals, agencies and - gave the student changes school - to a new school
- Ensure the SENCO is aware of any CLA students who may have additional needs to ensure effective support

### **All staff**

All Staff will:

- have high aspirations for the educational and personal achievement of Children Looked After
- ensure that all such students are supported sensitively
- respond promptly to the Designated Teacher's requests for information and contribute to EPEPs as required

## **Appendix 5: Designated Special Provision for Autistic Spectrum Disorder (DSP)**

### **DSP Policy**

The Designated Specialist Provision offers an enriched, individually orientated curriculum within an integrated setting where the student can learn alongside their peers at a pace and with the support that suits their needs. The aim of the provision is to support pupils to gain independence in both their learning and their personal and social skills whilst encouraging them to achieve their academic potential.

### **Framework for Inclusion**

The aim of the DSP is to provide an education appropriate to each student's needs within the mainstream classes with support from the DSP class. We provide DSP students with a range of supported groups, individual work and whole class support with access to the full national curriculum. This includes access to extra-curricular activities, educational visits and social events as appropriate.

### **Type and range of Provision**

DSP for autistic spectrum disorder promotes the development of students with a diagnosis of ASD by providing an additionally resourced special educational service within a mainstream school. All students placed in DSP for ASD will have complex ASD within a broad spectrum and will require specialist provision beyond that which is normally available within a mainstream school. Students must have a diagnosis of ASD and an **Education, Health and Care Plan**. Students can and do have a range of co-existing conditions including ADHD, Reactive Attachment Disorder, Oppositional Defiance Disorder, Tourettes Syndrome and specific learning difficulties. Alongside this some of our students have had a difficult experience of mainstream education or significant periods of time out of school.

### **Holy Family Sixth**

For students who have come through the DSP and who meet the academic entry requirements, a sixth form place may be offered. Where necessary this may continue to be a DSP place or for those who have made sufficient progress a supported place may be offered, funded through their **Education, Health and Care Plan**.

### **Area Served**

Students come to the DSP primarily from the schools in the north of Bradford. However, where places are unavailable at other facilities in the area placement will be considered for students from other areas. Whilst every effort is made to include all students, the distance that our students may need to travel may be restrictive to them attending after school activities.

### **Student Numbers**

The total number of places is 16 (NCY 7 – 11) and the maximum number per year group is three places per year. In addition students who have attended the DSP may be offered a place in the school sixth form, subject to them meeting the admissions criteria.

## **Specialist Resources**

### **Staff**

The resource is currently staffed by the Head of the DSP, one full time teacher and an appropriate level of support staff. Support staff are allocated to classes with DSP students as needed. The staff are trained and experienced in working with students with ASD. The staff undergo an ongoing training program covering national, local and specific AS training initiatives. The majority of staff have Team Teach training, most have completed Elklan training and interventions such as social stories, comic strip conversations, mind mapping, scales of justice and behavior analysis are regularly used.

All staff who come to work in Holy Family will be expected to meet with the Head of the DSP as part of their induction programme.

### **Environment**

The provision has a suite of rooms as a base for students to work on specific skills requiring a quieter environment. All students who are members of the DSP have access to this suite either on an individual or small group basis for some part of their school day as appropriate to them. This includes breaks and lunchtimes.

### **Professional Support**

Weekly speech and language therapy input is in place to support the students' access to both the academic curriculum and their social skills. Support and advice from the Educational Psychology service is available when needed.

Other professionals including CAMHS, school nursing service, occupational therapy, social care, our local safer schools officer (West Yorkshire Police) and ACST (Aspergers Community support Team), are involved as necessary.

### **Faith**

Pupils of all faiths are welcomed into Holy Family. As a Catholic school we follow the Catholic RE curriculum. As our faith is central to all that we do at Holy Family and our education is rooted in traditional gospel values, it should be noted that RE is a compulsory subject

### **Behaviour**

Holy Family has an expectation of high behavioural standards from all students. This includes students from the DSP. However, in accordance with advice from the DFEs and the Autism Good Practice Guidance, we recognize that some of our learners at some points in time face major challenges to maintain their behavior, despite our best efforts to support them. At these time there are a range of support mechanisms that staff may use to ensure that the likelihood of that behavior reoccurring is reduced. This may involve internal support systems and/or referral to external agencies. For some students this may mean that they have different consequences to their peers for similar incidents. This decision will be made in consultation with Pastoral staff and the Senior Leadership Staff with responsibility for Behaviour and Inclusion.

### **Home School Liaison**

This is vital to achieve the students full potential and for continuity of approach. Staff are available throughout the day if parents have concerns. Regular liaison with parents takes place through student planners, text, email and by telephone.

### **Support for Parents**

School works in close partnership with a local parents support group, AWARE, who offer support for parents, activities for young people including residential trips, a library of resources and a chance to meet with parents who have had similar experiences.

### **Admissions**

Referrals for the DSP come via the Special Educational Needs Inclusion Panel which meets weekly at Bradford Directorate of Children's Services. Parents or professionals who are considering a DSP placement should first consult with their SEN Officer who will then make the necessary arrangements. The SEN Officer will consult with the DSP regarding the suitability of potential candidates for DSP places at the initial stages of the admissions process in accordance with the SEND Code of Practice.

### **Transitions**

Transition from primary school to secondary or from another secondary, is a stressful process for students and parents. Transitions are managed by the DSP in consultation with the existing provision. Transition visits are made to the DSP by the new student with staff from the existing provision and visits to the existing provision are made by DSP staff. The number and nature of the visits is individually tailored depending on the students' needs.

### **Assessment/ Review/Monitoring**

Within six weeks of placement in the DSP an initial planning meeting is held. The purpose of the meeting is to discuss how the student is settling in and to plan the first year's educational arrangements in line with their **Education, Health and Care Plan**. Parents meet with the Head of the DSP on this occasion.

A review of the student's **Education, Health and Care Plan** takes place at least annually, in accordance with the 1993 education Act, LEA guidelines and the SEN Code of Practice (2015). These are held with parents and Holy Family and all relevant professionals are invited.

Open evenings for all students in school take place once a year. Additionally parents are welcome to discuss progress at any mutually convenient time.

The Educational Psychologist is available to monitor progress and offer advice where necessary.

The speech and language therapist will assess and advise parents and school as necessary.

Each student has an annual written report in line with school policy.

### **Transfer to next stage**

Transitions planning for post 16 starts in Year 9 with advice from careers staff. Information about post 16 provisions is available within the DSP including local colleges, sixth form provision and work options. Visits and taster courses at local colleges can be arranged. All students take part in a work experience week in Year 11. As with transfer in to the DSP, transfer to other facilities is carefully managed in consultation with parents, the student and other professionals involved.

### **For further Information about the DSP please contact**

Mrs C Kane, Head of Designated Specialist Provision, The Holy Family Catholic School,  
Spring Gardens Lane, Keighley, BD20 6LH  
Telephone: 01535 210212

## **Appendix 6: The Bridge**

The Bridge is a specialist area within school designed to cater for the needs of all students with Special Educational Needs and Disabilities.

It has been set up to manage the day to day needs of SEND students. The Bridge is staffed by the SENDCO, Assistant SENDCO, Mentor, Teaching Assistants and administrative support. It is a bespoke provision for students with additional needs. Students with difficulty in accessing mainstream education for a variety of reasons may use The Bridge.

Any student on the SEND Register may at some point access The Bridge. Students not on the SEND register can be referred by teachers for additional support.

Some students attend The Bridge for a fixed period of time. E.g. students with mobility difficulties following an operation. Students needs will be identified and in liaison with parents a placement will be organised. When students are placed in The Bridge for a fixed time, parents are contacted regularly.

Some students attend The Bridge for specific interventions. Interventions include: literacy, numeracy, Social Skills, Speech and Language sessions, Motor Skills development and mentoring. Students accessing interventions within The Bridge are on the SEND register.

The Assistant SENDCO is also the school's Mental Health Champion. The Bridge also has a drop in facility which supports students with Social, Emotional and Mental Health needs. Some students may visit The Bridge when they are finding things are particularly difficult or if the student is in crisis. Staff within The Bridge are trained in de-escalation and a variety of support strategies.

The Bridge works with a number of external agencies including but not limited to; Educational Psychologist, Learning Support Services, Autism Support Team, CAMHS, School Nurse, Catholic Care, Safer Schools Police Officers, Occupational Therapists, Speech and Language Therapists, Community Pediatricians, Physiotherapists and Tracks.