



## **Inclusion Policy**

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### 1. **AIMS**

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
  - Sincerity – Mary Ward said “We should be such as we appear and appear such as we are.” This policy aims to encourage the whole community to respect individual differences and show compassion to all.
  - Freedom – This policy aims to enable everyone to enjoy, and benefit from, the Loreto experience which celebrates the diversity of individuals.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.
- 1.4 To ensure that Loreto College is compliant with the SEND Code of Practice 2014.

### 2. **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

- 2.1 Students have SEND if they have a *learning difficulty* which calls for SEND *provision* to be made for them.
- 2.2 Students have a *learning difficulty* if they:
  - have a significantly greater difficulty in learning than the majority of children of the same age, or
  - 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 Hertfordshire;
- 2.3 Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### 3. **ENGLISH AS AN ADDITIONAL LANGUAGE**

- 3.1 The identification and assessment of the SEND of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, Loreto will look carefully at all aspects of a student’s performance in different subjects to establish

whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

#### 4. **INTRODUCTION**

4.1 Loreto will do its best to ensure that the necessary provision is made for any student who has SEND. Provision for students with SEND is a matter for Loreto as a whole. In addition to the governing body, Loreto's head teacher, the SENCO and the learning support team as well as all other members of staff have important responsibilities.

#### ***All teachers are teachers of students with SEND.***

4.2 Central to the work of every class and every subject is a continuous cycle of review, assessment, plan and do that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with SEND, it may be appropriate to provide an enhanced level of provision that supports their learning

4.3 The school will endeavour to ensure that teachers in Loreto are able to identify and provide for those students who have SEND. We aim to enable students with SEND to join in the activities of Loreto together with students who do not have SEND, so far as is reasonably practical and compatible with the SEND provision of the child and also the efficient education of the students with whom they are educated.

4.4 Partnership with parents plays a key role in enabling our students with SEND to achieve their potential. Loreto recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to ensure they can play an active and valued role in their children's education.

4.5 Young people with SEND often have a unique knowledge of their own needs. Their views about what sort of help they would like, to enable them to make the most of their education, will be sought. They will be encouraged to participate in all decision-making which contributes to the assessment of their needs and the monitoring of progress. Their views at each transition point are paramount.

#### 5. **IDENTIFICATION**

5.1 Assessment is a continuing process that can identify students who may have SEND. Loreto will seek to identify students making less than expected progress given their age and individual circumstances by considering:

- base line data;
- standardised assessments in reading and spelling;
- evidence from teacher observation and assessment;
- their progress against the objectives specified in National Literacy and Numeracy Strategy Frameworks;
- standardised screening or assessment tools;
- information from the primary school at transfer, and
- evidence that current rates of progress are inadequate.

5.2 The key test of the need for action is evidence that current rates of progress are inadequate. The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas;
- presents persistent social, emotional and mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in Loreto;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment, and
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

**The SENCO, working alongside the Pastoral Team, who is also Deputy DSP, will also consider whether there are any safeguarding issues contributing to the above.**

### 5.3 **SEND SUPPORT**

#### 5.3.1 **The role of the SENCO**

5.3.1.1 Mrs Brown, the SENCO, a qualified teacher who has achieved the National Award for SEND Co-ordination, in collaboration with Mrs Lynch and the governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in Loreto to ensure that we raise the achievement of students with SEND. The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of Loreto's SEND policy;
- liaising with and advising fellow teachers;
- managing the SEND team of teachers and learning support assistants;
- co-ordinating provision for students with SEND;
- overseeing the records on all students with SEND;
- liaising with parents of students with SEND;
- contributing to the in-service training of staff, and
- liaising with external agencies including the LEA's support and Educational Psychology services, Services for Young people, health and social services and independent voluntary bodies.

#### 5.3.2 **Nature of Intervention**

5.3.2.1 The SENCO and the student's subject teachers, in consultation with the family, will decide on the action needed to help the student to progress in the light of their assessments. This might be:

- to provide different learning materials or specialist equipment;
- to introduce some group or individual support;
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness;
- to undertake staff development and training aimed at introducing more effective strategies, and
- to access LEA support services or other external agencies for advice on strategies or equipment or for staff training.

5.3.2.2 The SENCO will plan future support for the student, in discussion with colleagues, and will monitor the effectiveness of the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

- 5.3.2.3 In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with Loreto and keep them informed of their input. If these professionals have not been working with Loreto, the SENCO, with the parent's permission, will contact them.
- 5.3.2.4 When Loreto seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and what outcome is desired. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.
- 5.3.2.5 If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents will be sought.

### 5.3.3 **Learning Support Department Contact Day**

*Contact Day* provides an opportunity for parents whose children are in receipt of Learning Support to meet with the SENCo or one of the Learning Support Team. All parents of students having SEND support are invited to make an appointment on this day, which is usually scheduled in January or February. At these meetings, the family is encouraged to:

- share any concerns they may have regarding their child's education;
- seek advice regarding appropriate strategies;
- share their child's successes in the past academic year, and
- reflect on the interventions that have been employed during the academic year.

### 5.3.4 **Support Plans**

- 5.3.4.1 At least twice a year, all students with a learning support plan will, with their families, be offered a meeting with LSD staff for a review of provision. These may be held virtually, in person or over the phone but will always include the student voice.
- 5.3.4.2 The Learning Support Plan will record that which is additional to, or different from, the differentiated curriculum provision at Loreto College and will focus on the targeted desired outcomes and interventions.

### 5.3.5 **School request for a local authority assessment of education and healthcare**

- 5.3.5.1 For a few students the interventions provided may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate assessment. Where a request for an assessment is made to an LEA, the student will have demonstrated significant cause for concern and Loreto will provide written evidence to the LEA detailing:
- records of regular reviews and their outcomes;
  - the student's health including the student's medical history where relevant;
  - attainment levels in literacy and mathematics;
  - educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
  - views of the parents and of their child;
  - involvement of other professionals, and
  - any involvement by the social services or education welfare service.
- 5.3.5.2 When the LEA receives a request for an assessment, it must decide within six weeks whether to carry out such an assessment.

5.3.5.3 Assessment involves consideration by the LEA, working co-operatively with parents, Loreto and, as appropriate, other agencies, as to whether an assessment of the child's SEND is necessary. A child will be brought to the Children's School and Families (CSF's) attention as possibly requiring an assessment through a request from Loreto, from a parent or a referral by another agency. Where the evidence presented to Hertfordshire suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by Loreto and external specialists and may call for SEND provision which cannot reasonably be provided within the resources normally available to mainstream schools, Hertfordshire will consider the case for an assessment of the child's SEND.

5.3.5.4 The LEA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require the LEA to determine the child's SEND provision through an educational and health care plan (EHCP).

5.3.5.5 An EHC Plan will:

- identify the student's name, address and date of birth;
- identify the type and name of the school where the provision is to be made;
- give details of the views, interests and aspirations of the young person and their parents
- summarise the young person's SEND and the health/social care needs related to their SEND;
- provide a description of the outcomes sought and the SEND provision required to meet these outcomes;
- share information on any health provision required to support learning difficulties or any necessary social care, and
- include a personal budget statement that links any funding provided with specific outcomes on the plan.

5.3.5.6 All children with ECHP's will have desired outcomes identified that have been established after consultation with parents and student and these will be included in the EHC Plan. These will contribute towards Goal Based Outcomes which aim to provide specific targets that can be tracked and reviewed. These Outcomes will be set out in a learning support plan and as far as possible will be implemented in the normal classroom setting. The responsibility of the progress of the student will remain with the class teacher.

#### 5.4 **Education and Healthcare Plan Reviews**

5.4.1 All ECHP's will be reviewed at least annually with the parents, the student, the LEA and Loreto to consider whether any amendments need to be made to the description of the student's needs or to the SEND specified in the plan.

5.4.2 Goal Based Outcomes will be reviewed annually and will contribute to the review of the EHCP plan. Should a student achieve an outcome early, the SENCO will meet with the parents and student to discuss raising the targets for that outcome.

5.4.2 The annual review should focus on the effectiveness of the support in meeting the desired outcomes as well as on difficulties that need to be resolved. The annual review held in year 11 will be particularly significant in preparing for the student's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHC Plan and draw up and review the Transition Plan. This must involve Services for Young People.