**Sacred Heart Inclusion Evidence**

**September 2014**

At Sacred Heart, Inclusion focuses primarily on the most vulnerable learners

in the school, for example, those with Special Educational Needs and/or Disabilities

(SEN/D), pupils for whom English is an additional language, pupils eligible for Free

School Meals and pupils from low income families. However, we know from

experience and research that inclusive whole school procedures, support strategies

and teaching approaches that benefit these vulnerable children are also supportive

of ALL learners.

Sources of evidence include:

• RAISEonline data

• Case Studies – providing powerful evidence of inclusive practice and well-targeted

interventions and personalised support and outcomes

• Adviser Records of Visit

• Feedback from specialist services, including Lancashire’s Visual Impairment

advisory teacher

• The School Website

• Review of current policies and plans (e.g. Equalities, Teaching and Learning,

Inclusion/SEN, Behaviour)

• School identification and budget information

As a school we also regularly undetake:

• Learning Walks, classroom and lunch times observations

• A range of discussions with teaching and support staff, the SEN governor,

children and parents of children with Special and Additional Educational

Needs

• Review of a very wide variety of relevant documentation, including lesson

plans, Individual Education Plans, minutes of governing body

meetings

**School Ethos**

The school’s Aims and Mission Statement sends a very clear message about the values,

principles and actions which will ensure a safe and inclusive environment where all

can achieve:

*Sacred Heart R C Primary School seeks to promote,*

*in partnership with Parents and the Church,*

*the spiritual, moral, social, physical*

*and academic development of the pupils*

*in a caring Christian community*

*in which the beliefs and values*

*of the Catholic Church*

*are taught, understood and practised.*

*“Love one another as I have loved you”*

*The mission of our school is to be a Christ-centred community in which joys and sorrows are recognised and shared as an expression of God’s love. We ensure staff and pupils feel loved and valued and that their full potential is realised within a secure, stimulating and happy environment.*

***Aims of the School***

*Our aims underpin every aspect of school life. To help achieve these aims our school offers a happy, safe and welcoming atmosphere.*

*We are a community of believers aiming to provide for the children in our care an excellence of education, rooted in and sustained by our shared commitment to the life and teachings of Jesus Christ.*

*Children are encouraged to learn through first hand experiences in a stimulating environment. Staff development is a high priority at Sacred Heart, and the school boasts a professional team with considerable expertise.*

*Our school aims to prepare children for living and learning responsibly in society and provide the highest standards of Catholic education by:*

* *Recognising that all children are at different stages in their faith journey and their individual needs.*
* *Developing an awareness of the love of God through regular prayer and worship.*
* *Enabling each child to progress towards the realisation of their full potential, regardless of their background, and we acknowledge each person to be equal in the eyes of God and therefore worthy of respect.*
* *We say sorry, support and forgive each other just as Jesus showed us.*
* *Recognise that parents are the first educators and encouraging a three-fold partnership between home, school and parish.*
* *Monitoring our performance to maintain and promote high standards.*
* *To foster understanding of and participation in the worldwide global community.*
* *To recognise and share the joys and sorrows of daily life as an expression of God’s love.*

 *Children’s aims*

* *We aim to be friends with everyone in our school*
* *We want to love one another*
* *We will always help each other*
* *We will never leave anyone out*
* *We will never give up*

In weekly assembly where these values are promoted and celebrated: children receive awards for their achievements – for example in terms of their creativity, their perseverance, their capacity of caring and friendship.

The inclusion values and ethos of our school are apparent, expressed and demonstrated in other ways, including, through:

• Clear equalities policies and monitoring

• The staff code of conduct and staff appointment procedures

• The school website and brochure

A notable feature pervades our school – the children express and articulate the vision and values of a safe and caring school.

**The Children**

The school council (whose composition reflects the intake of the school) have to set out their personal “manifesto” and explain what skills they bring to the council. They carry out class surveys and feel included and listened to and gave examples of how they had brought about changes.

Children they feel safe and happy. They understand how the school promotes and rewards

good behaviour – for example through the classroom peg charts and Golden Time - and

how and why children (rarely) get into trouble for poor behaviour. They think that

the system is fair.

As part of the current SEN developments at national and local level, the SENCO has been consulting children with Special Educational Needs (SEN) about their life in school. Their responses are helping the school to develop aspects of its “Local Offer” for children and families with SEN, for example:

• What helps you make progress? Having targets stuck in their books and

seeing them visually on the wall helped them to move forward.

• What helps you learn? The teacher doing examples on the board and showing

me different ways of doing things

• What does the Ideal classroom look like? Lots of maths games, using an IPAD.

An adult to help me learn more. A laptop to help me change mistakes easily.

Children with Additional Educational Needs are engaged and involved in many ways,

for example, through:

• their attendance at a range of clubs and activities, including music and dance – with participation levels carefully monitored

• being playground friends and helping younger children at play times

• having roles of responsibility in Year 6

**The Parents/Carers**

Partnership with parents is a strength of our school: it involves, responds and engages with parents in many other ways, for example, through:

• The accessibility of the Headteacher and all staff at the beginning and

end of day in the playground or at the classroom doors

• The use of reviews during the year for parents of children with SEN – with actions agreed and recorded and a review process built in

• Parent involvement in lessons, for example, a lesson in Reception with a talk from a nurse who is a parent

• meetings for the parents of EYFS children

• A homework club for children unable to do work at home (for a variety of

reasons)

• Support for parents on helping their child with her/his homework

• Support for maths learning at home using “RM Easimaths”

Attendance is high at 96.72% - there has been a strong strategy to improve and a

concerted drive to communicate clear messages to families. Features of the strategy

include:

• attendance certificates

• strong SMT involvement

• close links with the Education Welfare officer – including supportive home

visits

• meetings with the headteacher and Family Learning Mentor to remove potential barriers to high attendance

**Management and Leadership for Inclusion**

The management and leadership of our school are characterised by an unremitting focus on ensuring equality of opportunity, on the mitigation of disadvantage (temporary or more long term), the removal of barriers to participation and engagement and on the pursuit of high standards of achievement. The Headteacher drives the vision but all senior leaders play a critical part in making the vision a reality.

The role of Teaching Assistants in the classroom is set out clearly in their Job

Description, for example, to, “help children to learn as effectively and independently

as possible both in group situations and on their own e.g. clarifying and explaining

instructions …”

The SENCO ensures that the impact of a skilful and committed team of

Teaching and Learning Support Assistants on children’s learning, progress and wellbeing

is consistently high. TAs and LSAs know that they can approach the SENCO for help and guidance.

The support is comprehensive and involves, for example:

• ensuring that they receive timely and relevant “SEN” training and support

from specialist services such as Occupational and Speech Therapists

• meeting regularly to discuss their work with minutes and action points

• providing time in the morning for them to meet and plan with the Class Teacher

• training them to make a contribution to marking and feedback to ensure an effective dialogue with teachers

• involving them in rigorous Performance Management with PM targets linked to the progress of individual children and where appropriate the School Development plan and a full report at the end of the PM cycle with a record of strengths and areas for development

Leadership and management of inclusion are rigorous and well-focussed on improving outcomes, through, for example by:

• monitoring by senior leaders of the quality of teaching and learning and outcomes for vulnerable learners – a focus on quality teaching

• undertaking scrutiny of the books/work of children with SEN with written feedback to teachers and agreed next steps for action

• analysing and reviewing the impact of all interventions (academic and wellbeing) with an evaluation as to overall effectiveness – will the intervention be repeated?

• ensuring that the advice and guidance of specialist teams reaches the classroom, for example, Speech Therapist, the advisory teacher for Visual Impairment

• adapting classrooms and resources to the needs of individual children, e.g. a screen and maths resources for a visually impaired pupil; a sloped writing aid purchased on the advice of an Occupational Therapist

• undertaking strong and moderated tracking and assessment procedures which ensure effective termly progress meetings - pupils who are failing to progress receive relevant support

• effective management of the SEN budget – working with the school’s Bursar

• involving parents in supporting their children’s learning

• ensuring effective procedures for transition between years and key stages, for example, hand over meetings, class swaps, attending the pupil progress meetings for the new class.

The Governing Body is kept well informed through its committees and the Headteacher’s and SENCO’s Termly Report about national and local developments in SEN/D and inclusion and about how the school is supporting children, in particular those with more complex needs. Governors are actively involved in reviewing the SEN policy and exclusion meetings.

The governing body supports and challenges the school regarding progress and achievement.

The school is introducing a new format for reporting which makes clear for parents the level of progress and attainment of their child in relation to national expectations. Teachers will also report on each child’s effort and attitude towards learning. The report will usefully give next steps advice on how to reach and/or exceed the national standard. Alongside this development is a commitment to provide more training for parents on how to support their child’s learning, for example, using the same methods and language as those employed at the school.

**Provision – Teaching and Learning**

School leaders place a high priority on ensuring that teaching is meeting the needs of

all learners. All teaching was at least good with some teaching being consistently outstanding.

Lesson plans set out clearly how the needs of different children will be met through, for example, differentiation (e.g. teacher modelling, support from 2nd adult on sentence structure and word choice; individualised maths and literacy targets), providing assistive technology (e.g. a lap-top and a screen for a Visually Impaired child), seating and grouping plans and through setting out a clear and planned role for the second adult (for example, providing prompts, repetition and gestures).

Display is designed to support learning and motivate and inspire children to be

successful learners and citizens, for example, through posters on grammar and writing, the Language of mathematics; rules of punctuation.

In classrooms we have:

• a well-stocked writing area – a variety of books including some from different cultures

• children using the visual timetable

• second adults using correct language of mathematics, for example, denominator, numerator

• children independently accessing resources

• boys improving their writing through role play

• imaginative speaking and listening activities

• examples of successful writing in genre

• use of Interactive White Board by the teacher to motivate and engage

• examples of collaborative and independent learning

Senior leaders provide support for class teachers on inclusive teaching, for example, by:

• providing training specific to the needs of the children, for example, on strategies for children new to English from EAL specialists: the whole year focus on speaking and listening

• Supporting teachers in the use and review of Individual Education Plans for children with SEN.

• Setting out clear guidance and expectations in policies on Teaching and Learning, Display and SEN + Inclusion

• Supporting effective transitions between years through for example, hand over meetings

**Support for children - Promoting Well-Being and Behaviour**

Promoting the well-being and self-esteem of children is a high priority for the school.

The policy on behaviour sets out clearly responsibilities and expectations on rewards and sanctions within an ethos of fairness, nurture and mutual respect.

* Records are kept of behaviour incidents and any fixed term exclusions.
* Support is in place for pupils who are at risk of exclusion

The school promotes safety, well-being and positive behaviour in a variety of ways, including:

• a range of well-planned and carefully supervised activities at lunchtime – greatly enjoyed by the children.

• nurture and small group support for more vulnerable children,

• a system of playground friends

• clear policies on bullying and E-safety

The Fine Detail of Inclusion

Inclusive thinking and practice permeate our School. The following examples

represent the fine detail of inclusive practice:

- Making a range of adjustments – for example, providing a taxi for ease of transport; training staff on medication - to ensure that children with disabilities are able to take part in school trips

- Providing funds to buy new PE kits so that children can take part in after school sports clubs