



# St. Edward's Catholic Primary School

## Statement of Inclusion

At St. Edward's inclusion is seen as a universal human right and our aim is to embrace all pupils with equal rights, irrespective of race, gender, disability, medical or other need. We want to ensure that every pupil is given equal access and opportunities. Inclusion is part of some pupils' everyday life, where they want to belong or be embraced in one way or another. All staff at St. Edward's understand and respect that pupils have some additional requirements or needs, that have to be met and fulfilled, and give due consideration, in all aspects of school life, to ensure no child is excluded from activities because of a disability.

If pupils are identified as having difficulties with accessing the National Curriculum, or parts of the Curriculum, the parents will be informed. Discussions between the parents and class teacher, as well as the school SENCo, will take place during Parent Consultation evenings. In addition parents are welcome to arrange meetings with the class teacher when concerned about their child. All these concerns will be recorded and monitored, by the school, to keep track of referrals and interventions put in place.

St. Edward's follows the 'Special Educational Needs - Code of Practice' Guidance, issued by the Department of Education, which recommends the following steps to be taken when concerned about a child's wellbeing ( Educationally, Socially, Emotionally or Physically).

1. Initial Concerns – Teacher and SENCo liaise about concerns and discuss strategies that the teacher can put in place, within the classroom setting, to assist the pupils needs. Parents are informed when this happens.
2. School Action – After a pupil has been supported by the teacher and teaching assistant, in class, and no progress is noted, the parents will be contacted and further more intense intervention will be carried out by the SEND team and/or class teacher and teaching assistant.
3. School Action Plus – A pupil with persistent difficulties will be referred to a specialist outside agency who will assess the pupil and make recommendations to school as how to assist the pupils specific needs. The SEND team and/or the teacher and teaching assistant will carry out some of these intervention recommendations and sometimes a representative of some of the outside agencies will become involved with intervention at the school.
4. ERF – Exceptional Resource Funded is awarded to pupils with a specific need, recognised by the Locality Panel, with evidence of a very specific educational need. (Not all educational needs apply to this e.g. general educational needs)
5. Statutory Assessments – Pupils for whom none of the former steps are efficient. (This is NOT a regular practice in Newham)

Facilities for pupils with disabilities: St. Edward's ensures access to all areas on the school premises, as we have a ramped wheelchair access at the front of the building and a lift that will enable pupil's access to the first floor. There also are two disabled access toilets, one on the ground floor and the other on the first floor of the building.

