

Saint Edmund Arrowsmith Catholic High School

Special Educational Needs Policy



Amended May 2019

This Policy was adopted and ratified by the Full Governing Body of Saint Edmund Arrowsmith Catholic High School at the meeting held on: TBC

Review date: Autumn Term 2019

Signed Dated

Chair of Governors K Tomlinson (Mrs)

Signed Dated

Headteacher Helen Pinnington (Mrs)

Staff Lead: Mrs J Woodward (Special educational Needs Co-ordinator (SENCO))

Saint Edmund Arrowsmith Catholic High School

Special Educational Needs Policy

Date: March 2019

Review: Annually

This policy is designed to set out Saint Edmund Arrowsmith Catholic High School (SEA) aims and objectives.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.
§ See 'definition of disability' at end of this policy.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability^s, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational needs provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support: (Chapter 6 in the Code of Practice 2014 provides a detailed explanation of this)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Special educational needs Support [Provision] is achieved through the process of ASSESS, PLAN, DO, REVIEW. This process involves:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Learning Support Assistants and teachers collaborate effectively.
12. Working within the guidance provided in the SEND Code of Practice 2014.

PART 2: Structural Arrangements

2.1 The Special educational needs Co-ordinator:

Jane Woodward B.Ed. (Hons) PGCE MA (Ed)

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Principle, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principle sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

The Special Educational Needs Co-ordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring pupil profiles for those with SEND and others, as required.
- Monitoring departmental delivery of the Special Educational Needs (SEN) Policy.
- Recruiting and deploying the School's SEN Team.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries, post 16 provision and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).

- Being involved in preparing the SEN department report, which the Principle forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased.
- Raising awareness, of departmental responsibilities towards SEND issues through a representative, Learning Support Assistant.

Other Staff (including Senior Leadership Team (SLT) and Subject Leaders):

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Special educational needs Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist with drawing up individual plans for students and supporting profile development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The school caters for students with emotional difficulties and those with sensory impairment.

2.5 Inclusion

At SEA all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers’ education. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school uses the graduated response as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used. Subject Leaders have access to copies of assessment scores, which are then disseminated to teaching staff.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted. Any student identified as having a “learning difficulty” and who is on SEN support is referred to the Special Educational Needs Co-ordinator who then makes contact with the primary school so that transfer of appropriate information can take place.

The LA notifies school about students who are transferring with Statements or Education, Health and Care plans in the spring of their year 6. Where practicable, the Special educational needs Co-ordinator attends their Annual Review to ensure a smooth transition is made.

Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Cognitive Ability Tests
- Tests undertaken by the SEN Department deemed appropriate:

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available, including the York Assessment of Reading Comprehension and the Wide Range Attainment Tests in reading, spelling and mathematics (WRAT).

This results information is made available to members of staff, as required.

Staff Observation

- Members of staff consult with the Special educational needs Co-ordinator if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The Special educational needs Co-ordinator may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.
- This would be in conjunction with Progress Leaders.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at SEA learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Special educational needs Co-ordinator but will be planned and delivered by teaching and support staff.

Graduated Response

In line with the recommendations in the SEND Code of Practice (2014) SEA works within the framework of Assess, Plan, Do, Review.

a) Quality First Teaching (QFT)

All teachers at SEA provide differentiated materials and methods to support all pupils. Staff have regular training on SEN and the SEN Co-ordinator supports them in producing differentiated materials and planning on request.

b) SEN shadow register - categorised as J

Pupils are in this category if they have previously been on the SEN register in primary school or while at SEA but are making appropriate progress through QFT.

c) SEN Support – categorised as K

Where students fail to make adequate progress, despite additional provision at J, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA and other stakeholders.

e) Statutory Assessment for an Education, Health and Care plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan.

The Special educational needs Co-ordinator is responsible, on a daily basis, for providing support and mentoring, and allocates students with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at J and K and Learning Support Assistants are fully involved.

Pupils with EHCPs are entitled to an Annual Review which is arranged in the summer term. Pupil and parental voice as well as professional advice are used to reflect the progress students have made.

f) Emotional Health and Wellbeing SEA has the Acorn room where pupils with SEMH and SEN are supported by a wellbeing mentor. The mentor works on a 1:1 with pupils and also provides group support including sessions on emotional intelligence and anger management. The Acorn

room is also available at lunchtime and breaktime as a quieter place for pupils who experience difficulties in the atrium during unstructured times.

3.3 Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by departments and through individual reviews, screening tests and procedures described in the School's Assessment Policy.

3.4 Provision of an appropriate curriculum:

Through their departmental development plans, the DIP and in conjunction with EHC plans, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual departments to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEN department.

3.5 Provision of Special educational needs

The SEN department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The Special educational needs Co-ordinator can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or taught within small intervention groups or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with SEA's inclusive ethos.

d) In-service Training

- The Special educational needs co-ordinator provides INSET for Newly Qualified Teachers and other new staff at the school on Code of Practice procedures at SEA.
- Individual departments can ask for INSET as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.6 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.

- Also, in some part, the Pupil Premium.

PART 4: Partnership

4.1 In school

- The Special educational needs co-ordinator liaises closely with individual all staff including subject leaders, SLT and Learning Support Assistants. Information and concerns are always discussed with the appropriate colleague.
- SEA systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

SEA actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents of pupils with EHCPs and those categorised at K and J are invited annually to attend a coffee morning to discuss issues.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer or at any other time by prior arrangement.

4.3 Students

SEA acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by SEA include (*this is not an exhaustive list*):

- The Educational Psychologist
- A Kooth Counsellor
- Knowsley Inclusion Service
- School improvement advisor for SEND
- A careers advisor
- The School Nurse
- The School Attendance Service
- Merseyside Police
- Sensory Support Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- School Chaplaincy

4.5 Between Schools

The Special educational needs Co-ordinator liaises with school counterparts:

- From local secondary schools to discuss local and national SEND issues.
- At LA and Archdiocese run 'SEND' meetings.
- On the transfer of a student with SEND.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools.
- The Special educational needs co-ordinator deals with specific enquiries.
- A representative from the SEN department attends all Year 6 transfer reviews for students at with a Statement of Special Educational Needs, when invited.
- Additional induction days are arranged as required for all students with SEND / vulnerability
- The records of students who leave at the end of Year 11 are kept and stored in school unless requested by the pupil's further education provider.
- Documentation relevant to the last review is forwarded to Post 16 placements.

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional Behavioural Difficulties (EBD – social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism EBD (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature