

# St Alban's Catholic High School



## Special Educational Needs and Disabilities (SEN/D) Policy

Approved by Full Governing Body: 24 06 2019

Recommission Date: June 2021

## Section 1: Introduction

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.

### 1. Aims and Objectives

- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

#### 1.1 Definition of Special Educational Needs and Disability (SEN/D):

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, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers 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 learn.

## Section 2 Roles and Responsibilities:

- 2.1 There is a person co-ordinating the day to day provision of education for pupils with special educational needs as Head of Inclusion supported by the SENCO;  
There will be a Senior Leadership Link person;  
There is a Designated Person for Safeguarding;  
The Designated person for Looked After Children is the Head of Inclusion.
- 2.2 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.
- 2.3 Governing Body:
- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D;
  - Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes SEN/D;
  - Monitoring the policy through the school's self-review procedures;
  - All governors are informed of the school's provision, including funding and staffing through committees;
  - Reporting to parents on the school's policy through the website.
- 2.4 The Headteacher:
- Setting objectives and priorities in the school development plan;
  - Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources;
  - Informing the Governing body.
- 2.5 Head of Inclusion with the Special Educational Needs Co-ordinator:
- Disseminating information and raising awareness of SEN/D issues throughout the school;
  - Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy;
  - Managing and developing the roles of Teaching Assistants, through training and PM;
  - Screening and identifying students;
  - Co-ordinating provision for students including access arrangements for examinations
  - Supporting the teaching and learning of students with SEN/D;
  - Keeping accurate records of all students with SEN/D;
  - Drawing up, reviewing and monitoring EHC Plans and PEPs for those with SEN/D and others, as required;
  - Monitoring departmental delivery of the SEN/D Policy;
  - Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- 2.6 The Head of Inclusion will be responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding, and:
- Liaising with parents and carers of students with SEN/D;
  - Liaising with and advising colleagues;

- Liaison within the Pastoral team.
- Liaising with schools including feeder primaries 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/D report, which the Principal forwards to the Governors

#### 2.7 Heads of Department:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work;
- Ensuring appropriate teaching resources for students with SEN/D are made available;
- Raising awareness of Department responsibilities towards SEN/D .

#### 2.8 Other Staff:

“All teachers are teachers of special needs”:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Inclusion team.
- 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 students profiles are considered in lessons;
- Monitoring progress of students with SEN/D against agreed outcomes and providing feedback to Review meetings as required
- Be fully aware of the school’s procedures for SEN/D;
- Raising individual concerns to SENCO or Head of Inclusion.

#### 2.9 Higher Level Teaching Assistants and Teaching Assistants

- Support students with SEN/D and the wider school population;
- Plan and deliver individualised programmes where appropriate;
- Monitor progress against outcomes and contribute to Review meetings where appropriate
- Assist with planning individual Profiles for students and supporting information 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.

### Section 3 Admission Arrangements and Inclusion

#### 3.1 Admission arrangements are outlined in the school prospectus.

At St Alban’s, 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 and work experience. The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education, Health & Care Plans and those others with less significant problems. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

3.2 All the teachers in the school are teachers of children with Special Educational Needs. As such St. Alban's Catholic High School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

3.3 Complaints Procedure: Initially, all complaints from parents or carers about their child's provision is made to the Head of Inclusion who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed.

## **Section 4 Access to the Curriculum**

4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and Learning Support Department will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

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4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **Section 5 Identification, Assessment and Provision**

5.1 Identification

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, which are then disseminated to teaching staff via the Inclusion team.

5.2 New Intake Students in Year 7. a)

Primary Liaison:

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a learning difficulty and who is on SEN Support or has an EHCP is referred to the Head of Inclusion/SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with /EHC plans in the spring of their year 6. Where practicable, the Head of Inclusion/SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the Head of Inclusion/SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening will be done through:

- KS2 tests;
- Standardised Reading, Comprehension, Spelling and Numeracy tests;
- Tests undertaken by the Head of Inclusion as identified.

Screening in Other Year Groups: Other screening tests are administered when required.

### 5.3 Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who are placed on the SEN support list. A battery of tests is available, including the Access Reading, Diagnostic Reading Assessment, MALT etc. This information is made available to members of staff via the Inclusion team.

### 5.4 Staff Observation

- Members of staff consult with the SENCO 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 Head of Inclusion may then organise for additional diagnostic assessment to be undertaken in school or via other professionals.

### 5.5 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.

### 5.6 Provision

Teaching students with SEN/D 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 St Alban's learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Head of Inclusion/SENCO but will be planned and delivered by teaching and support staff.

## Graduated Response:

**Wave 1** – Quality First teaching by all teaching staff.

**Wave 2** - Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in section 5.

Criteria for Wave 2 include:

- Low Numeracy / Literacy scores

- Below expected attainment in Key Stage 2 Statutory Assessment
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and science booster classes, where appropriate.
- Additional staff training.

### Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. They are requested to:

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

The Pupil Profile is revised and new strategies are put in place following the involvement of student and parents. 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.

## 5.7 Statutory Assessment

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 EHC plan.

The Head of Inclusion/SENCO is responsible, on a daily basis, for providing support and mentoring and allocates students with legal provision a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

## 5.8 Pupil Profiles and Reviews

The strategies that will be employed for students with EHC plans are recorded in a Student Passport or Profile reflecting provision that is additional to, or different from, normal differentiated provision. Although not all students with SEN/D have a Student Passport, their progress is closely monitored.

Contents of the Student Passport/Profile will include

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.
- Pupils' view

This Profile is communicated to all staff through SIMS learning, and to the parents or carers and the student through regular updates and reviews

Student Profiles are constantly reviewed and updated annually, but also form part of the formal review process following consultation with teaching staff and new outcomes identified. Prior to review, teaching staff will be required to submit information to the Head of Inclusion/SENCO:

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the outcomes have been achieved
- Future concerns / outcomes

#### 5.9 Continuous monitoring of individual progress

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

#### 5.10 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with /EHCPs, provision for students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Inclusion team.

#### 5.11 Provision of Curriculum Support

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

Curriculum development:

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

Support teaching:

This is achieved by working collaboratively with a subject teacher. The Head of Inclusion/SENCO 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.

Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with St. Alban's Catholic High School inclusive ethos.

#### 5.11 In-service Training

- The Inclusion Team provide INSET for NQTs and other new staff at the school on Code of Practice procedures.
- Individual departments can ask for INSET from the Head of Inclusion 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.



## 5.12 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 SEN/D 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.

## Section 6. Partnership

### 6.1 In school

- The Head of Inclusion liaises closely with individual SLT and HODS. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

### 6.2 Parents

St Alban's 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 are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Parents/Carers are encouraged to attend Consultation Evenings where their child's progress is discussed with subject teachers. Effective communication is achieved through regular contact with home either through letters, emails, telephone calls or the student's planner. Prospective parents can attend the Open Evening in the Autumn term prior to transfer.

### 6.3 Students

St Alban's 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 outcomes. Student views are recorded as part of the Review process and their views are valued and listened to.

### 6.4 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 St Alban's Catholic High School include (*this is not an exhaustive list*):

- The Educational Psychologist;
- The Child and Mental Health Service (CAMHS);
- Service for Young People;
- The School Nurse;
- The Educational Welfare Officer;
- Ethnic Minority Service;
- Speech and Language Service;
- Occupational Therapy;
- Physiotherapy;
- The Parent Partnership / SENDIASS;
- The Secondary Behavior and Inclusive Resource Support Service (CISS).

### 6.5 Between Schools

The SENCO liaises with other SENCOs from local secondary schools to discuss local and national SEN/D issues, from feeder primary schools, at LA run 'SENCO-network' meetings, on the transfer of a student with SEN/D and through the national DfE hosted SEN/D Gateway.

### 6.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEN/D and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.

## Section 7 Evaluating Success

7.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014

## Appendix Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia Emotional & Social difficulties Mild Dyspraxia Minor speech impediment Moderate Learning difficulties	Long term motor impairment Significant learning difficulties Hearing impairment Visual impairment Incontinence SpLD (Dyslexia) Epilepsy Non-verbal ADHD Autism / Aspergers Other physical/medical	Asthma Diabetes Cancer recovery Mental Health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Adracondroplasia

Signed by D. Verney, Chair of Governors:

Date: