



Special Educational Needs Policy

Committee Responsible – CC&SL
Last review: Spring 2019
Next Review: Spring 2020

PART 1: Introduction

This policy should be read in conjunction with the SEN information report found in the Learning Support section of the school website.

<http://www.st-petersschool.co.uk/page/?title=SEND+Information&pid=223>

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.

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

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporarily 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 students of the same age.

Additional 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 mental health 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 Additional Support [Provision] is achieved by:

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

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§ See „definition of disability’ at end of this policy.

- 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 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. Teaching Assistants and Teachers collaborate effectively.

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PART 2: Structural Arrangements

2.1 The Head of Learning Support:

Louise Power, BA Honours, PGCE
National Award for Special Educational Needs Co-ordination

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), Children's & Families Act, guidelines and school job descriptions.

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 SEND.
- Ensuring, through the appraisal process, that the Headteacher 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 Head of Learning support as SENCo:

- 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.
- Recruiting, managing and developing the roles of Teaching Assistants, through training and CPD.
- Managing the efficient screening and identifying of students in need of additional support.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
Monitoring departmental delivery of the SEN Policy.
- Recruiting and deploying the School's Learning Support Department, which includes Teaching Assistants and the second in department who is also the assessor for access arrangements.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND and ensuring effective co-operation.
- Liaising with and advising fellow teachers and support staff.

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- 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).
- Managing and supervising SALT provision, including external service contracts.
- Managing and supervising EAL provision, including external service contracts.
- Managing and supervising Pupil Premium funding provision, including external service contracts.

Heads of Department:

“All teachers are teachers of special needs”

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from department budgets.
- Raising awareness, of school responsibilities towards SEND issues through a department representative.
- Attending, or identifying key staff for training, as required.

Other Staff including subject teachers:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.
- 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 Student Information is considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.

Teaching Assistants

“All teachers are teachers of special needs”

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Go 4 Schools data.
- Assist with drawing up individual plans for students.
- 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 subject teacher or SENCo.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where and when appropriate.

2.3 Admission Arrangements

Admission arrangements are outlined in the information booklet within the school prospectus.

2.4 SEN Specialisms

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The school is an inclusive mainstream school. Additional detail can be found by reading the Information Report

2.5 Special Facilities

The school is accessible to students with physical disabilities and those with learning and behavioural needs. The school caters for all students, irrespective of their age or starting point. The school supports students who have more specific 'low incidence needs' and has experience with regard to including student with autism in mainstream provision.

2.6 Inclusion

At St Peter's Catholic School, 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 experiences. Students with SEND are fully included in all aspects of 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 families and community should work together.

2.7 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCo reviewing procedures in consultation with Heads of Department and the Pastoral Support Team including Heads of Year as well as outside agencies.
- Number of complaints received.

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PART 3: Identification, Assessment and Provision

(To be read in conjunction with the Information Report and associated documents)

3.1 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.

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' is referred to the SENCo. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHCPs in the spring of their year 6. Where practicable, the SENCo and Head of Year 7 attend their Annual Review to ensure a smooth transition is made. Learning Support staff frequently attend year 5 Transfer Reviews, when notified.

Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Cognitive Ability Tests
- LUCID screening
- Tests undertaken by the Learning Support Department

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 SEND Register. A number of tests are available. This is in addition to whole-school tests, for example LUCID / MidYIS. The results information is made available to members of staff, as required and shared with parents / carers, depending upon the outcome.

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 SENCo may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents

- 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 swiftly (usually within a two week period).

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3.2 Provision

Teaching students with SEND is a whole school responsibility. 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 (Assess-Plan-Do-Review, CoP, 2014). The majority of students at St Peter's School learn and progress through these differentiated arrangements.

Graduated Response - Statutory Assessment / EHCPs

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

The SENCo is responsible, on a daily basis, for providing support and mentoring, allocating students with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Support Stage and Teaching Assistants are fully involved.

3.3 Student Reviews

The strategies that will be employed at the School Support Stage and for students with EHCPs are recorded on a pupil profile reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of this additional data 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.

Additional student information is constantly reviewed and updated, but also forms part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed information requests to the SENCo including:

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets
- Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets.
- Parents and students have regular contact with key staff at school at least three times per year. This may take place during Parents Consultation Evenings and other whole-school events.

3.4 Continuous monitoring of individual progress.

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

3.5 Provision of an appropriate curriculum:

Through their departmental development plans, the SEF and in conjunction with EHCPs, 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.

3.6 Provision of Inclusion Support

The Learning Support 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 SENCo can assist by:

- Advising on the planning of 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 for 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 Peter's School's inclusive ethos.

d) In-service Training

- The SENCo provides INSET for NQTs and other new staff at the school on Code of Practice procedures.
- Individual departments can ask for INSET from the SENCo 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.

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3.7 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 Grant.

Capitation:

- The SENCo is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

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PART 4: Partnership

4.1 In school

- The SENCo liaises closely with individual teachers, Heads of Department, Pastoral Support Team members and the SLT. Information and concerns are always discussed with the appropriate teacher and or Head of Department and Head of Year.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

St Peter's Catholic School actively seeks to work with parents and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures and other meetings, as required.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings and supporting handwriting.
- Parents are encouraged to attend Parents' Consultation Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through email, letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer.

4.3 Students

St Peter's Catholic School 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 St Peter's include (*this is not an exhaustive list*):

- The Educational Psychologist
- Valley Trust Counselling Service
- Speech and Language Therapists
- Youth Services Team
- The School Nurse
- The Educational Welfare Officer
- CAMHS
- ASD Outreach
- Guildford Family Support
- Guildford Action for Families
- Language and Learning Specialists

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- Behaviour Support Specialists
- Sensory Support Service
- Occupational Therapy
- Physiotherapy

4.5 Between Schools

The Head of Learning Support liaises with other SENCoS:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCo-forum' 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 SENCo deals with specific enquiries.

A representative from the Learning Support Department attends all Year 5 transfer reviews for students at the School Support Stage and for those with EHCPs, when invited.

Additional induction days are arranged as required for all students with SEND/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.

Definition of Disability:

| Discrete SEN | Both SEN & Disability | Disability |
|--|----------------------------|----------------------|
| Mild Dyslexia | Long-term motor impairment | Asthma |
| Mental Health Difficulties (including social factors) | Learning Difficulties | Diabetes |
| Mild Dyspraxia | Hearing Impairment/Deaf | Cancer Recovery |
| Minor Speech Impairment | Visual Impairment/Blind | Mental Health Issues |
| Mild Learning Difficulties | Incontinence | Disfigurement |
| | Epilepsy | Eating Disorders |
| | Non-verbal | Lack of Limbs |
| | ADHD | Sickle Cell Anaemia |
| | Autism | Gross Obesity |
| | Medical & Mental Health | Very Short Stature |

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