

Special Educational Needs Policy

RATIONALE

Our mission statement: Saint Pius X Catholic High school is a Catholic school in which the Gospel message of the Kingdom of God is revealed through our work and relationships with our brothers and sisters in Christ.'

This is encompassed in the statement: **'Love one another as I have loved you' John 13**

Our school reflects and celebrates the diversity of Christ's Kingdom, where all are seen as gifted and can learn from one another. Our commitment is to meet the needs of every child as a unique individual.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school believes that all children with a Special Educational Need (SEN) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for students with SEN is a whole school matter. In line with the new Code of Practice, the school will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement.
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO

CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision **different from or additional to** that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action the school needs to take to support students in mainstream education. It is not to fit students into specific categories.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching students with SEN and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout each school. Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.

- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by every three years in accordance with the school's review cycle.

APPENDICES

- SENCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1
- IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2
- TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3
- ACCESS ARRANGEMENTS Appendix 4

SEN Policy

SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

The Special Educational Needs Coordinator (SENCO) is responsible for:

Students

Using baseline data to identify and monitor all students with SEN.

- Informing teaching staff of students SEN and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEN.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEN.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organizing meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of Statemented students and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEN through parents' evenings and interim meetings where appropriate.
- Leading the Learning Support department which provides Wave 1, Wave 2 and Wave 3 interventions.
- Overseeing the smooth running of the department.

Staff

- Overseeing and leading the Teaching Assistant Team.
- Liaising with Heads of department, Heads of Year and the school Governor with responsibility for SEN.
- Working collaboratively with the Student Support Team to ensure the correct provision is in place for all students.
- Acting upon 'referrals' from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

Other Responsibilities

To liaise with outside agencies and local authority support services where necessary. These include the Autism, Communication and Interaction Team, Hearing and Visual Impairment Team, Speech and Language Therapy Service and the Child and Adult Mental Health Service. In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers, Educational Welfare Officer and the Careers service.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the Inclusion Team.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons, following advice from SEN passports/one page profiles.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of Statemented students or those with Education Health Care Plans.
- Referring students who are having difficulties to the student support team.
- Attending training sessions provided by the SENCO.
- Using Teaching Assistant support available in lessons appropriately and liaising with the Teaching Assistant in advance, of how best to support an individual.

The Headteacher, SENCO and the School's leadership team has the responsibility to ensure the implementation of the SEN Policy.

The appointed governor for SEN plays a vital role in ensuring that SEN stays on the agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN.

The current SENCO at Saint Pius X Catholic High School is:

Mr Simon Roberts: BA Hons, PGCE, Level 7 (CPT3A) Psychometric testing, assessment and access arrangements.

If you have any concerns about your child's educational needs, please do not hesitate to contact him at the school address.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

Where a student is identified with SEN, the school will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response

Assess

Saint Pius has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognize the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. We will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who don't meet age-appropriate scores will have further individual specialized tests carried out to assess further need.

The Inclusion Team and subject teachers make regular assessments of progress for all pupils. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

The Inclusion Team have a referral system for staff to highlight concerns. The team will fully investigate all referrals through additional diagnostic testing from our learning support teacher, SENCO or further outside support agencies.

The school has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

Plan

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEN register at SEN Support.

Students with an EHCP or receiving additional support or intervention will have a person /student centred plan written. This plan will outline their specific needs and inform staff of the students' strengths, needs and teaching support/intervention recommended as part of the graduated response to SEND. It is school policy that staff read and adhere to the advice contained in these documents.

Do

All teachers are teachers of SEN and therefore will remain responsible for working with students on a daily basis, with support and advice from the learning support or student support team.

In addition, the learning support team will provide in-class support where required, through the Teaching Assistant team, and small group interventions in a variety of skills and subjects.

The SENCO will support all staff and pupils within the school to ensure Inclusive Education for All.

Review

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEN register, you will have the opportunity for direct contact related to your son/daughter's progress, with a representative of the Inclusion team, at least three times per year. This contact can include; opportunities to meet with the SENCO at the annual parents' evening, official letters, feedback related to SEN targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, the Inclusion Team would welcome a phone call to discuss this further.

Education Health Care Plans

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite the school taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

ADMISSION ARRANGEMENTS: Appendix 3

Pupils with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

The Equality act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEN be treated fairly. Admissions:

- Must consider applications from parents of students who have SEN, but do not have an Education Health Care Plan.
- Must not refuse to admit a student who has SEN because they do not feel able to meet their needs.
- Must not refuse to admit a student on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Saint Pius to assist accessibility for all students. This is laid out in the school Accessibility plan.

TRANSITION ARRANGEMENTS

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students arriving at Saint Pius, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by both the Learning Support and Student Support teams. Furthermore, close liaison takes place between the SENCO, current Head of Year and the feeder schools to ensure necessary personalized provision and information is taken into account in advance of the students joining the school.

In year 11 students receive independent careers advice and guidance through key support staff and visits are arranged to local colleges.

ACCESS ARRANGEMENTS: Appendix 4

Access arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. Qualified assessors at Saint Pius use key diagnostic testing and

history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with *Access Arrangements Online*.

The SENCO and intervention teacher with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Saint Pius.