

Special Educational Needs & Disability Policy 2016-2017

'Seek Ye First the Kingdom of God...'

Matthew 6.33

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1. Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: Advice for schools DfE (Feb 2013)
- The SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014)
- The Teachers' Standards (2012)
- St Patrick's Catholic College Mission Statement
- St Patrick's Catholic College Safeguarding Policy
- St Patrick's Catholic College Accessibility Plan

This policy was created by the school's SENCO in consultation with the Governing Body, SLT, staff and parents of students with SEND.

2. Aims and Objectives of Provision at St. Patrick's Catholic College

Our Mission Statement states that:

'At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full...We acknowledge that each person is a unique individual and strive to respect each individual ...We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment.'

At St. Patrick's Catholic College, we believe that all children and young people are entitled to an education which:

- nurtures each individual's aspirations and talent
- provides outstanding learning experiences and opportunities
- promotes respect for one another and the environment
- encourages collaboration and partnership

At St. Patrick's Catholic College, we will endeavour to meet these aims for students with SEND by:

- Identifying and providing for students who have SEND and Additional Needs
- Adhering to the guidance provided by the SEND Code of Practice (2014)
- Operating a 'whole student, whole school' approach to the management and provision of support for SEND

- Providing a qualified SENCO who will work within, and further develop, the aims and objectives of the school SEND policy
- Providing support and advice for all staff working with SEND students
- Working closely with parents

3. Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be provided.

SEND needs are broadly categorised into four key areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (S/P)

These categories give an overview of the range of needs for which provision should be determined. The purpose of identification is to plan and inform the provision provided by St. Patrick's Catholic College; it is not intended to unnecessarily categorise a student, to primarily define them by an identified SEND need, or to place limitations on our expectations of their progress or their academic potential.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of students of the same age
- has a disability, which prevents or hinders the child/ young person from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

4. Identification of SEND

At St. Patrick's Catholic College we recognise the importance of early identification of SEND need if a student is to achieve to their full potential. We believe that early intervention and response improves the long-term outcomes for our SEND students and we endeavour to ensure that appropriate provision is determined and implemented.

Each student's skills and attainment will be assessed upon entry to St. Patrick's Catholic College. The SEND needs of students are evaluated through a range of indicators; these may include some or all of the following:

- Primary liaison including KS2 attainment

- Outcomes from baseline assessments including CAT 4 data and subject specific assessments
- Ongoing assessment and monitoring from subject teachers to track student progress
- SEND review meetings with subject department representatives
- Concerns raised by staff, parents, the young person or outside agencies
- Standardised screening or SEND assessment tools
- Behaviour/attendance data analysis
- Additional information (e.g. from assessments sourced by parents and carers) will also be considered; however such information will be used alongside the data gathered from usual school sources

All data gathered on a child or young person will be stored confidentially and comply with current data protection legislation and the school's data protection policy.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a definite SEND need. If there are concerns, additional assessment will be undertaken by the SENCO or other outside agencies to determine any causal factors such as undiagnosed cognition and learning needs, communication and interaction difficulties or mental health complications.

If it is thought that external factors such as housing, family or other domestic circumstances are a barrier to learning then an Early Help Assessment (EHA) may be appropriate and will be initiated through the Pastoral Team within school.

5. Admissions

The college will follow usual protocols for admission at St. Patrick's Catholic College whilst taking account the requirements of the Code of Practice 2014.

6. Accessibility

All students with SEND are part of the mainstream school. They receive additional support (in class and/or through withdrawal) and have access to a broad and balanced curriculum. No SEND student will be prevented from accessing MFL at Key Stage Three.

The original school site was opened over fifty years ago and the school has made necessary updates to ensure that the site is accessible to all students. Physical accessibility issues are met by taking the individual needs of the student into account. The school has a lift to allow access to the first floor classrooms; this is securely operated with a key and any children or young people requiring the lift will be accompanied by an adult. Students may be allowed additional time to move between rooms if this is felt necessary and an additional single toilet is located in the Link area for those students who require additional privacy to meet their toileting needs.

All SEND students at St. Patrick's Catholic College have equal access to day trips, residential trips and extra-curricular activities in accordance with current equality legislation and the school's commitment to 'reasonable adjustment' of provision; the only proviso to this commitment is that determined by current Health and Safety legislation.

7. SEND Support at St. Patrick's Catholic College

Subject teachers are responsible and accountable for the progress and development of SEND students in their classes, including those students who access additional support from teaching assistants and/or specialist staff. St. Patrick's Catholic College believes that high quality differentiated teaching is the first step in responding to students who have or may have SEND needs.

In-class TA support will be allocated to students with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Additional in-class support may be offered on a needs basis with priority given to English, Maths and Science in Key Stage 3 (Years 7, 8 and 9) as part of an early intervention focus.

Each student's SEND need will be recorded on the school data system (SIMS). Each student will also have an individual paper file to store their SEND record; these records are kept in a locked filing cabinet in the Inclusion /Pastoral office. When a student is identified as having a particular SEND need their strengths and needs are identified on a SEND 'Pupil Portrait'. These portraits are attached to the student's details on SIMS.

The SEND Pupil Portrait includes the following information:

- Name / Year group / Tutor group
- Category of SEND
- Standardised assessment data
- Interventions (where applicable)
- Access Arrangements (where applicable)
- Strengths
- Difficulties
- Impact on Teaching and Learning
- Information on how teachers may support the student
- Information on how the student may support their own learning

All parents and carers will receive a copy of the 'Pupil Portrait' at the start of the Autumn Term. This living document is reviewed with the student and their parents or carers at two

further points during the academic year to ensure that it remains an accurate assessment of need.

Individual subject objectives are set by departments (with advice from the SENCO where necessary) and communicated to parents through the school's reporting systems.

8. The use of Specialist Agencies

Whenever a student continues to make less than expected progress due to their SEND need (despite the use of evidence-based approaches and targeted interventions) the SENCO will consider a referral to a specialist agency and advise parents and carers as to the best method of obtaining a specialist assessment.

Outside agencies may include:

- The Advisory Teaching Service
- The Educational Psychology Service
- The Speech and Language Therapy Service
- The Occupational Therapy Service
- Child and Adolescent Mental Health Services (CAMHS)
- The School Nurse

At any point where a specialist referral is being considered, parents and carers will be fully involved in the process; parental consent will be obtained and the information gathered will be subject to current data protection legislation.

9. Criteria for Exiting the SEND Register

A student will be moved onto the St. Patrick's Catholic College 'SEND Aware' register in the following circumstances:

- they maintain expected levels of progress and/or they are working well within the average range (using standardised tests)
- their identified SEND need is deemed to be no longer applicable

They will remain on the 'SEND Aware' list for monitoring purposes for one academic year. If student progress is maintained they will be removed from the 'SEND Aware' register and parents and carers will be formally notified.

The needs of all students who have exited the 'SEND Aware' register will continue to be met by their subject teachers and the school's pastoral system.

10. Supporting students at school with medical conditions

St. Patrick's Catholic College recognises that each young person/child at school with a diagnosed medical condition should be properly supported so that s/he has full access to education, including access to school trips and physical education.

Some children / young people with medical conditions may be classified as disabled; where this is the case the school will comply with its duties under the Equality Act 2010.

11. Resources

The school receives its Funding via the EFA in its General Annual Grant (GAG) on an annual basis and it is the responsibility of the academy to determine the amount of resource for SEND. This decision lies with the school Governors who make up the LMB who in turn will seek advice from the Head teacher and information from the SENCO.

12. Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act, 2014, Part 3) when carrying out their duties towards all students with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting students' Special Educational Needs and Disabilities. The designated SENCO will report to the Governing Body on an annual basis.

13. Roles and Responsibilities

The Head teacher has overall responsibility for the management of SEND provision at St. Patrick's Catholic College. On a day-to-day basis this responsibility is delegated to the SENCO; the Head teacher and the Governing Body are kept fully informed of progress and updates.

St. Patrick's Catholic College believes that all teachers are teachers of students with Special Educational Needs and Disabilities and as such all teaching staff play a key role in ensuring that a student's needs are identified and met. Teaching staff are responsible for the progress, development and attainment of all SEND students in their classes, including instances when students access additional support from Teaching Assistants or any other specialist staff.

St. Patrick's Catholic College recognises that Teaching Assistants make a valuable contribution to the strategic support for students with SEND need. The SENCO maintains overall responsibility for all teaching assistants and their timetabled allocation.

14. SEND Training for Staff

All staff at St. Patrick's Catholic College will be provided with general or specific training on meeting the needs of SEND students within their classroom. This training will utilise the experience and expertise of the SENCO and those with responsibility for leading on Pastoral support, Teaching and Learning and Assessment with the school; it may also include training

delivered from external specialists and outside agencies. All staff should have access to training, including Teaching Assistants and other support staff. It is expected that Teaching Assistants will attend whole school training on SEND.

15. Involving Parents/Carers

St Patrick's Catholic College will ensure that all parents and carers of children and young people are fully informed of any SEND need identified at school. Partnership with parents and carers plays a key role in promoting a culture of co-operation between parents and carers and the school and is in the best interests of the young person concerned.

Parents and carers hold key information and have a crucial role to play in their son/daughter's education. All parents and carers of students with Special Educational Needs are treated as partners and are strongly encouraged to keep in regular contact with the school regarding their child's progress. Parents and carers will be offered a termly appointment with the SENCO to discuss progress and to review existing SEND Pupil portraits.

16. Student Participation

St Patrick's Catholic College believe that students must be as fully involved as possible in making decisions about their education. For students with SEND, we aim to involve the student in understanding the nature of his or her difficulties and discussing how these difficulties may be managed or overcome. We encourage students with SEND to make choices about outcomes and other elements of the SEND process, facilitated by an adult when necessary. All students with SEND are given the opportunity to contribute to their SEND Portrait reviews and the statutory Annual Review Process for those with a Statement or an EHCP.

17. Parental concerns regarding SEND

If any parent or carer has concerns over the SEND provision offered to their child the following procedures should be followed:

- Raise initial concerns with the SENCO; the SENCO will record the concern and identify an agreed course of action with a given timescale
- If concerns continue then a second meeting will be offered with the SENCO and the Head teacher
- Parents then have the right to request a meeting with the designated Special Needs Governor, Mrs Peggy Swinhoe
- Parents may also wish to contact Caroline Fell at the SEND Information, Advice and Support Service (SENDIASS); her contact details can be provided upon request.

SENDIASS provide a free, impartial and confidential support service for parents and carers on all matters relating to Special Educational Needs and Disabilities.

Review of policy

This policy will be reviewed annually.

Next date for review: September 2017

Ratified by LMB: 4 October 2016

Signed:



Headteacher



Chair of Governing Body