



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY

Special Educational Needs and Disability Policy

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Position: SENCO

Signed: P Barber

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 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 difficulties in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provision made for their specific needs.

How do we identify and assess pupils with special educational needs?

This is guided by the four categories identified in SEND Code of Practise 2014: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health and Sensory and/or Physical. The triggers for intervention could be the teacher's or parent's/carer's concerns underpinned by evidence about a student. Despite receiving differentiated learning he/she makes little or no progress even though they have already received good quality personalised teaching.

Intervention may be needed if the student:

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff by a specialised service.
- Is working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Is presenting persistent emotional and/or behaviour difficulties, which have not been managed by appropriate aids or equipment.
- Has sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Has poor communication or interaction difficulties, and continues to make little or no progress despite provision of a differentiated curriculum, requiring specific interactions and adaptations to access to learning.

School Support (Provision) is achieved by:

1. Identifying and assessing individual student's needs as soon as possible.
2. Reporting of student's 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 (experienced and trained Teaching Assistants (TAs)).
 6. Using outside agencies where necessary and appropriate: Hearing Impaired Team, Visually Impaired Team, Autism Outreach, Educational Psychologist, Multi Agency Team (MAT), Healthy Young Minds, Speech and Language Therapy (SALT) etc.
 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. Teaching Assistants and teachers collaborate effectively.

SEN Coordinator: P. Barber B.A Hons English and History, Qualified Teachers Status, SENCO Award (NASENCO)

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 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 Head teacher 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 Head Teacher/Senior Leadership Team

- 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.

SEND Coordinator

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Senior Leadership Team for the management of SEND provision and day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through timetabling, training and performance management.

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Screening and identifying students.

Co-ordinating provision for students.

- Supporting the teaching and learning for students with SEND.
- Keeping accurate records of students with SEND.
- Tracking SEND progress and attendance.
- Drawing up, reviewing and monitoring Pupil Passports that highlight the difficulties and classroom strategies as recommended by Educational Psychologists and other professionals.
- Monitoring department delivery of SEND Policy.
- Recruiting and deploying Teaching Assistants.

Being responsible and accountable for the whole school SEND resources and sharing with the Head Teacher/Senior Leadership Team and Business Manager 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 and specialists re Year 6 transition. Attending statutory review meetings, CAF, TAF and transition meetings for Year 5 and Year 6 students.
- Liaising with SENCOs, both locally and nationally.
- Liaising with outside agencies: Healthy Young Minds, MAT, SALT, Medical Professionals, Occupational Therapists, Educational Psychologists, Charities etc.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Head Teacher forwards to the Governors.

Subject Leaders

- Departmental Practice to include the writing of Education, Health and Care (EHC) Plans according to the school's SEND Policy.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- Raising awareness of school responsibilities towards SEND.

Other Staff 1. Teachers 'All teachers are teachers of special needs'

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with Learning Support.
- 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 Passports are considered in lessons.

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- Monitoring progress of students with SEND against agreed targets and objectives.
Be fully aware of the school's procedures for SEND. Raising individual concerns to SENCO.

2. Teaching Assistants

- In class support for EHC students as recommended by the local authority.
- In class support for School SEN Support (Wave 2) in particular subjects depending on needs, as recommended by Educational Psychologist, Subject Teachers, Healthy Young Minds etc. This may be a social need, anxiety, phobia etc. These issues need assistance as they are a barrier to learning.
- Plan and deliver individualised programmes where appropriate.
- 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/SENCO.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Take part in Homework Clubs and assist those with SEND and/or Pupil Premium.
- Raise awareness of SEND issues at Departmental Meeting or with SENCO on a daily basis.
- Keep departmental documentation up to date.
- Attend weekly department meeting as required.
- Support students with SEND and the wider school population.

Inclusion

At St. Philip Howard, 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 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, and effective learning environment and good quality advice.
- The family and community should work together.

Complaints Procedures

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

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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.
Measureable or observable gains from student, 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 subject leaders and outside agencies.
- Feedback from departments, outside agencies. □ Number of complaints received.

In association with the Head Teacher, the department produces an annual report which is included in the Governor's annual report to parents and carers.

Identification, Assessment and Provision

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 SEND area.

New intake Students in Year 7 1. Primary Liaison

Feeder Primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a 'learning difficulty', who is on SEN Support or has an EHC plan referred to the SENCO. Contact is then made with the primary school and their carers. Extra induction days are then organised at St. Philip Howard for a small number of SEND vulnerable students. This will be an introduction to the Teaching Assistants and SENCO for students.

The Local Authority will notify school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with the EHC plan. Relevant information is disseminated to teaching staff before transfer in the form of Pupil Passport using information from Educational Psychologists and Health professionals and previous schools.

Initial Screening

- KS2 tests
 - Reading accuracy and reading comprehension tests, spelling, writing tests

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- Tests undertaken by SENCO as identified (SENCO holds Certificate of Competence in Educational testing).

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.

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 if required.

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.

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is the 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. Philip Howard 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 SENCO but will be planned and delivered by the teaching and support staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff, differentiation, Gap groups, Interventions etc.

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

Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Level 3 or below in Key Stage 2 SATs
- 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. Intervention may include:

- Additional learning programmes such as Literacy and Numeracy.

- Smaller group sessions.
- Appropriate teaching groups/sets.
- Group support on a regular basis – early morning/after school multi sensory spelling interventions, Toe by Toe program, Nessy, Clicker 7, PiXL Phonics, PAT (Phonological Awareness Training) and Memory training.
- 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 e.g. Educational Psychologist, CAMHs, SALT and Occupational Therapist.

They are requested to:

- Provide specialist assessments, attend EHC meetings, lead MEP meetings etc.
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff.

The Pupil Passport is revised and new strategies 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 Local Authority.

Where a multi element plan is needed to address many issues, such as learning, social and emotional, mental health etc. the SENCO will organise with the Educational Psychologist, multi agencies and parents/carers.

Statutory Assessments/Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern the school and/or parent/carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating students with EHC 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.

Provision of appropriate Curriculum

Through their departmental development plans, the SEF and in conjunction with the SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments at St. Philip Howard to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Department.

Provision of Curriculum Support

The SEND Department can help subject areas in the following ways:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials e.g. multi sensory, work sheets, revision sheets.
- Selection/design of teaching strategies.
- Providing specific information on students with Autism, ADHD, Dyslexia, Dyspraxia and SAL issues – especially aimed at NQTs and new staff.

Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 1, Wave 2 and for students with EHC plans (Wave 3) are recorded in the Pupil Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Information Sheet 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.

The Pupil Profile is communicated to all staff who support the student's learning, and to the parents or carers and the students.

Pupil Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet.

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

Examination Concessions

Students are assessed and then if felt necessary the examination board is contacted and concessions are applied for. This involves changing timetables for Teaching Assistants and training Teaching Assistants as readers/scribes as latest legislation stipulates. The SENCO holds the Certificate of Competence in Education Testing (CCET) and has successfully completed the required Access Arrangements Course.

In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at St. Philip Howard.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs where appropriate, on staff training days and /or twilight sessions.

Support Teaching

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Helping to facilitate a wide range of teaching and learning styles. □ Ensuring homework is recorded in 'student's planners'

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

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.

Partnership

In School

- Bi-weekly meeting with Pastoral Support, SENCO and Pastoral Manager and Pastoral Support worker to discuss individual students and issues.
- The SENCO liaises closely with SLT and Heads of Departments. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

- New parents can visit SENCO at anytime they feel suitable and should request an appointment.
- St. Philip Howard actively seeks to work with parents/carers and values the contribution they make.
- Parents are actively encouraged to help their child in many ways for example: hearing their child read, learning spellings and assisting with their homework.

- Parents are encouraged to attend Parent's Evening where their child's progress is discussed with subject teachers and SENCO is available on request.
- Parental views are recorded as part of the Annual Review procedures.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

Students

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

External Support

We provide a framework for developing strong partnerships between:

- The Educational Psychologist
- Healthy Young Minds
- Multi Agency Team (MAT)
- Local Educational Authority (LEA) □ Tryline – alternative provision
- The School Nurse/Health Mentor
- The Education Welfare Officer
- Speech and Language Service (SALT)
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- Careers Service (within school)
- Bereavement Courses (Hospice).
- Voluntary Organisations (Cerebral Palsy Stockport)
- Youth Workers
- Industry
- Colleges

This ensures an integrated support based on our students needs.

Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- On the transfer of students with SEND – primary and secondary schools.

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 who are vulnerable or SEND.

The records of students who leave at the end of Year 11 are kept and stored at school.