

SPECIAL EDUCATIONAL NEEDS POLICY

Approved By Governors

Committee Pastoral Committee

Review Date 4th October 2018

Prepared by: Mr G Jones

Signed Chair of Governors

Due for Renewal 4th October 2019

All of our policies are directly derived from our Mission Statement;

“Our Lady & St John Catholic College aims to be a caring Catholic Community centred on Christ, so as to fully develop the Gifts and talents of each person in order to love and serve God, others and themselves.”

The policy complies with statutory requirements laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents: -

- Equality Act 2010: Advice for Schools DfE February 2013
- SEND Code of Practice
- Section 69 (2) of the Children and Families Act 2014
- Schools SEND Information Report Regulations (2014) (see our SEND Report on our website <http://www.olsj.blackburn.sch.uk>)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, April 2014
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards 2012

The policy was created by the SENDCo in conjunction with the governor for SEND and in liaison with staff, parents and pupils.

Our Lady & St John Catholic College is a Roman Catholic voluntary aided high school, we are an 11 – 16 school serving the Catholic population of the town of Blackburn. The school was opened in 2013 combining 21st century learning with traditional values.

"... in particular the school - like the Church itself - has special responsibility for those who are most in need".

(The Easter People Sec. 136 (1980))

We believe 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 with fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further education or higher education training.
- Have access to a broad and balanced curriculum
- High expectations set by teachers that are deliberately ambitious
- Lessons planned to address potential areas of difficulty and remove barriers to pupils achievement
- To ensure that SEND allocated funding is appropriately directed to meet the needs of pupils registered as needing SEND support and those with an Educational Health Care plan (EHCP)

Roles and Responsibilities:

We believe

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility'.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'

'Whole Pupil, whole School'

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 pupils with SEND.
- Ensure that the Headteacher and school leadership set objectives and priorities in the school development plan, which includes provision for SEND.
- Monitor the efficiency and effectiveness of the provision provided for SEND pupils.
- Ensure that sufficient resources are allocated through the schools budget for the effective provision for SEND pupils
- Nominate a SEND governor.

Assistant Headteacher SENDCo:

- Responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Co-ordination of provision for SEND pupils
- Identification of pupils with SEND.
- Support for curriculum development for pupils with SEND.
- Maintenance of accurate records of all pupils with SEND.
- Dissemination of information and raising awareness of SEND issues throughout the school.
- Creating, monitoring and reviewing SEND Pupil Profiles.
- Recruitment and deployment of the Learning Support Team, including teaching assistants, teachers and other adults.
- Liaison with parents and carers of pupils with SEND.
- Liaison and advice to teachers and support staff.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, Education Psychologist, CAMHS, health services, children's services, local authority, and other agencies as appropriate.
- Contribution to in-service training and external training (as appropriate). Management and development of teaching assistants, through training and performance management
- Monitoring and evaluation of the SEND Policy

Subject Leaders:

- Ensure appropriate curriculum provision for SEND pupils that is clearly stated in schemes of work.
- Ensure appropriate teaching resources for pupils with SEND are purchased from capitation.

- Monitor the achievement and progress of pupils with SEND in their curriculum area against agreed targets, devising applicable interventions for pupils who do not make the appropriate progress.
- Nominate a link person for SEND in the department.

Progress Leaders

- Monitor the achievement and progress of pupils with SEND in their Year against agreed targets, devising applicable interventions for pupils who do not make the appropriate progress.
- Liaise with the SEND team about SEND pupils as appropriate.
- Liaison with parents and carers of pupils with SEND.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, education psychologist, CAMHS, health services, children's services, local authority, and other agencies as appropriate.
- Contribute to the EHCP review progress as appropriate

Other Staff:

"All teachers are teachers of special needs"

- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Devise teaching programmes and learning activities that include differentiated methods of access to the curriculum for all pupils.
- Ensure that the relevant information about SEND pupils is incorporated into learning activities (information is provided on Pupil Profiles)
- Monitor the progress of pupils with SEND against agreed targets and objectives.
- Liaise with the SEND team about SEND pupils as appropriate.

Teaching Assistants

- Acts under the guidance of the SENDCo to deliver support to students with SEND, so that they make progress socially, emotionally and academically.
- Plan and deliver individualised programmes for SEND pupils where appropriate.
- Monitor the progress of SEND pupils against targets using Pupil Profiles
- Assist with drawing up individual plans for pupils and support for Pupil Profile development, as required.
- Assist teaching staff with the development of differentiated teaching programmes and learning activities.
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Contribute to the EHCP review progress.
- Support pupils on Educational Visits, as required.

Pastoral staff

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes for SEND pupils where appropriate.
- Work with small groups in or out of the classroom.
- Liaise with the SEND team about SEND pupils as appropriate.

- Liaison with parents and carers of pupils with SEND.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, education psychologist, CAMHS, health services, children’s services, local authority, and other agencies as appropriate.
- Contribute to the EHCP review progress as appropriate.
- Support pupils on Educational Visits, as required.

Assistant Headteacher and Named SENDCo – Mr G Jones

Named SEND Governor: Mr M Zammit

Designated Safeguarding Leads:

Mrs C Spicer – Deputy Headteacher

Mr J Kelly – Assistant Headteacher

Miss Suzanne Schofield - EWO

LAC Named Person: Mrs J Ackroyd

Pupil Premium Grant Oversight: Mrs C Spicer

Member of staff responsible to meet medical needs of pupils: Mrs C Spicer

Definition of SEND

The SEND code of practice states that

“Pupils 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”.

Pupils 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 others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are 4 broad categories of SEND:

Social, Emotional, Mental Health: children may have difficulties with managing their emotions.

Communication and Interaction: children may have difficulties in expressing themselves and/or understanding others.

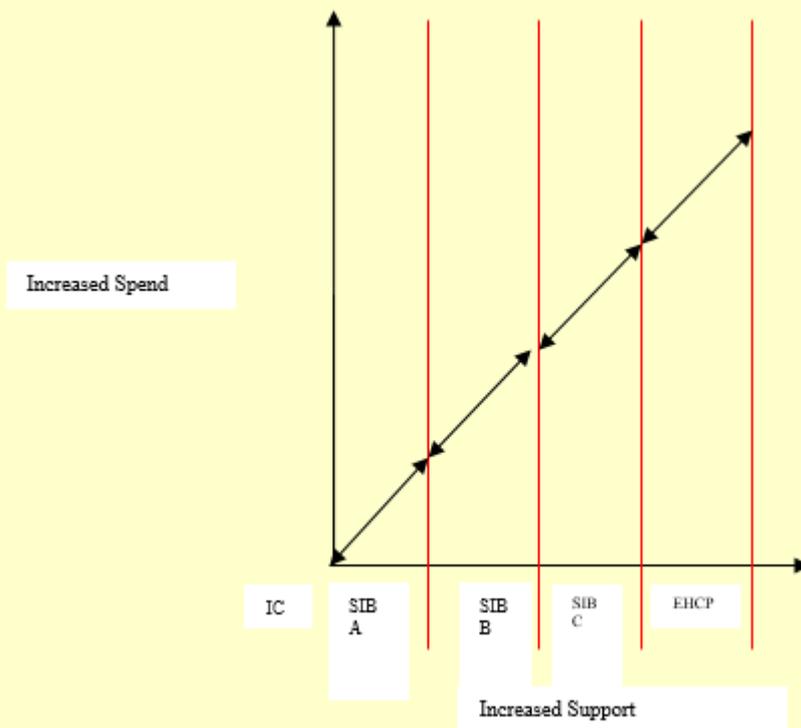
Cognition and Learning: children may have difficulty in one or more area of literacy, numeracy, reading or understanding ideas and information.

Sensory or Physical: children may have difficulties with senses such as hearing or sight, co-ordination or mobility.

The school uses a graduated response as outlined in the SEND code of practice (2015). The level of the support that students with SEND require is denoted by the following categories.

Graduated Response

When we identify pupils making less than expected progress given their age and individual circumstances we place them on the SEN list. We then follow support Intervention Bands (SIB) A, B and C as part of our graduated response model. The chart below explains this model.



The strategies that are employed through the graduated response for pupils are recorded in their Pupil Profile, if appropriate. Not all pupils with SEND have a Pupil Profile, however their progress is closely monitored.

Contents of a pupil profile may include;

- Details of the pupil's additional needs.
- Suggested teaching strategies to be used.
- Details of additional provision to be put in place.
- Information from the pupil regarding what helps them to learn.
- Individual targets.
- Information regarding examination access arrangements.

Copies of the pupil profile are available to all staff who support the pupil's learning, and to the parents or carers and the pupil. Pupil profiles are constantly reviewed and updated, by the pupil, the named key worker and also form part of the formal review process for those pupils with an EHCP.

Identification, Assessment and Review

Provision is allocated and mapped using a provision mapping tool.

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process

We adapt the assess, plan, do review cycle as promoted by the new SEND Code of Practice (2015)

If a pupil's progress is a concern and they have a barrier to learning staff can complete a cause for concern form or speak to the SENDCo.

- 1) Assess. An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed. If there is a cause for concern
- 2) Plan. Parental meeting takes place and pupils targets views/support discussed
- 3) Do. Pen Portrait created and support strategies shared with staff
- 4) Review. Progress check and assessment completed with subject teacher and SENDCo.

Pupils on SEND list are monitored vigorously to ensure progress is achieved. After every progress check underachieving pupils and their parents attend a meeting with SENDCo to discuss targets and next steps. Next steps may involve escalating pupil up the threshold of need to involve external agencies to support the pupil.

On entry:

- Information from Partner Primary schools
- Parental information
- KS2 SS results
- Pastoral concerns from Head of Year
- Testing of reading by SEND Department. A spelling age is also to be established.

- Strength Difficulty Questionnaire completed

Teacher Referral

- Through Heads of Department meetings or pastoral links
- Forms for concerns to be referred
- Concern that pupil is not making progress in line with peers.

Screening and Assessment

- Reading ages and spelling ages.
- Dyslexia/Dyscalculia screeners
- WRAT 4 tests, Digit modalities, memory test, PHABB, CTOPP-2. GORT-5
- Handwriting evidence – DASH,
- Outside agencies.
- Educational Psychologist's assessment

Provision

The teaching of pupils with SEND 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 pupils. The majority of pupils at Our Lady & St John Catholic College learn and progress through these differentiated arrangements.

Provision for students with SEND is additional to or different from the mainstream curriculum in a variety of ways and may be implemented by providing;

- Differentiated learning materials or specialist equipment
- Specialist mentors
- Specialist teaching/support from outside agencies
- Individual/small group intervention

In order to ensure that students with SEND are appropriately supported by their teachers in lessons, we provide the following training opportunities for staff to ensure that they have the knowledge and skills required to differentiate appropriately;

- New staff SEND training
- Bespoke training from outside agencies, specific to the students they support
- A rolling programme of further professional development on SEND areas of need.

Special Facilities and Resources

Our school is accessible for pupils with SEN. We will endeavour at all times to make reasonable adjustments to accommodate the needs of our pupils.

We offer the following special facilities:

Learning Support Centre (LSC)

The LSC provides short-term teaching and support programmes tailored to the needs of pupils who need help in improving their behaviour and attitude to learning at KS3.

There is a balance between, on the one hand, a curriculum programme, where each pupil follows their timetabled lessons and on the other. Effective guidance bound support which helps pupils to improve their SEMH following a programme of Cognitive Behaviour Therapies (CBT) delivered by a trained therapeutic counsellor. We are striving to become an Emotionally Friendly School, and all programmes completed are validated and recommended by the EP service.

After consultation with subject teachers and sharing of successful strategies to manage pupil behaviour, pupils are integrated slowly, with TA support back into lessons. Regular target setting and monitoring mechanisms ensure that pupils are successfully integrated back into mainstream lessons.

Nurture Group (Generic)

From primary school SENCOs, transition mentor information and meetings attended since year 5. Pupils are identified as requiring further intervention in numeracy and literacy, and social skills, before they can be successfully integrated into all mainstream lessons. Up to 12 pupils undergo intensive literacy and numeracy support in a caring and supportive environment. The nurture group is available in year 7 and year 8.

Base

The Base is a safe space for vulnerable pupils which they access predominantly during break and lunch times

Support staff are allocated to specific lessons where possible, to meet the special educational needs of pupils across the subject areas. This is organised according to pupil need on a withdrawal or in class support basis.

Support includes consultation between class teacher and support teacher to identify need, essential planning and reviewing. A Teaching Assistant may be working with a group of pupils and not only an individual.

Reading Mentoring Scheme involves paired reading following a catch-up reading programme, the scheme takes place during registration. Pupils' reading is tested at least termly to monitor progress. Two specialist literacy teachers also deliver intensive reading and spelling support.

Cognitive Behaviour Therapy sessions are available for pupils on a one to one basis, identified by Pastoral Staff, subject teachers, or through pupil self-referral. The programmes are to support those children unable to access social inclusion in its widest sense. The sessions are delivered by a trained counsellor, may be individual or small group based. Programmes include Coping Power, Motivational Interviewing, Pyramid club, Friends.

Speech and Language support is available for pupils identified by Subject Teachers. This programme is delivered by Elklan (Elklan training was established in 1999 by two speech and language therapists Liz Elks & Henrietta McLachlan) trained TAs, individual or small group

based. This programme is to support the communication skills of pupils with Speech, Language and communication needs.

Handwriting support is available for pupils highlighted by Subject Teachers. The sessions are delivered by a TA on a one to one basis in class or withdrawn. Handwriting materials are collated from Educational Psychologist and Teodorescu resources for improving fine motor and perceptual skills needed in handwriting.

Social Skills support is available for pupils identified by subject teachers and transition mentor. This support is delivered by TAs in group work sessions to support the social development of pupils.

Memory support is available following an intervention programme developed by the Educational Psychologist service. The programme is for 6 weeks daily for 5 minutes and has been successful in improving memory in year 7 and year 8 pupils.

Monitoring Arrangements

All SEND pupils will be included in the school's provision map which outlines and monitors provision which is additional to the differentiated curriculum. Each SEND pupil will be rigorously tracked using an individual provision map which outlines the support provided for the pupil and evaluates its impact. Tracking of pupils with SEND ensures that support is provided as appropriate and pupils will be removed from the register once they no longer need the support.

Senior leaders will work alongside the SENDCo to quality assure the SEND provision and the successful implementation of the SEND policy. This will be done using a number of mechanisms such as;

- Learning walks and lesson observations to look at the standard SEND provision in the classroom
- Audits of staff knowledge and skills in relation to SEND, in order to inform future training needs
- Analysis of Pupil/parent voice
- Analysis of the progress of each student with SEND following progress reports

Partnership

The SENDCo liaises closely with the Senior Management Team, middle leaders, individual teachers, pastoral staff and learning support staff to ensure that information is shared as appropriate to support SEND pupils.

Parents

- Our Lady & St John Catholic College actively seeks to work with parents/carers. Parental views are recorded as part of the Annual Review procedures.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner.
- Parents of Year 6 pupils can attend the Open Evening in the autumn term prior to transfer and are invited to an individual meeting with a member of the wider pastoral team as part of the induction process.
- Parents of pupils with an EHCP are invited in to meet with the SEND department prior to a decision being made regarding a confirmed place.

Pupils

- Pupils are actively encouraged to be involved in decision making by attending all reviews, negotiating and evaluating their targets.
- Pupils' views are recorded as part of the review process and their views are valued and listened to.

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 pupil. The main external support agencies used by Our Lady & St John Catholic College are:

- Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- The Careers Guidance Officer
- School Nurse
- Inclusion Services
- Speech and Language Service
- Specialist Schools

Transition Arrangements

- Additional induction visits are arranged, if required, with the primary schools, for pupils with SEND.
- SEND staff visit primary schools to collect information on SEND pupils who are transferring to Our Lady & St John Catholic College, attending annual review meetings for these pupils if invited.
- The records of pupils who leave at the end of Year 11 are kept and stored in school.
- Relevant documentation is forwarded to post 16 Educational settings regarding SEND pupils.
- All assessment tracking documents and other related SEND data related to individual pupils is held in the Director of Learning: SEND office and electronically.

Record Keeping

All records are stored confidentially in line with the school policy.

- SEND list
- Pupil Passports. These are on the school's computer system to allow access for teachers and support staff. All departments will review pupil passports' at SIB C every term. Targets set for pupils on the SEND List will be reviewed every term following interim report data.
- Minutes from meetings with parents and outside agencies

- Pupil Passport meetings
- Department Representative
- Termly education plans
- Pupil files
- Written reports to Line Manager
- Annual reports to parents
- Termly tracking of pupils
- Provision mapping
- SEND audit of current provision.

STATEMENT OF REVIEW

Our school has undertaken a review of this policy to meet the new requirements of the new SEND Code of Practice September 2015.

To provide this improved, compliant policy we have been committed to co-producing our policy with families, and pupils – to contribute to this policy please contact school on **01254 588388**

The policy will be reviewed annually – the next review date is October 2019.

ACCESSIBILITY

The DDA as amended by the SEND and Disability Act 2001 placed a duty on all schools to increase the accessibility of schools for disabled pupils.

The school is fully accessible and has an accessibility plan. No pupil will be disbarred from joining clubs or events/visits on the grounds of disability. Written information can be delivered in alternative formats given a reasonable time frame. Concerns around accessibility can be addressed through the SENDCo.

Parent/carer may wish to contact the LEA who can offer independent disagreement resolution. If parents are still unhappy with the LEA's assessment of their child's needs the LEA has an independent disagreement resolution service.

If parent/carer remain dissatisfied with the outcome they may appeal to the SEND tribunal. It is hoped that with constant communication most issues can be settled informally.

BULLYING

See school's Bullying Policy on the School website

Our Lady and St John Catholic College is fully inclusive. Pupils have e-safety tuition annually, ASC and dyslexia awareness weeks, diversity and equipment training.

DEALING WITH COMPLAINTS

By encouraging partnerships before home and school we hope that we will know quickly of any anxieties parents have. It is important that these links are maintained so that misunderstandings can be avoided.

Occasionally parents/carers may sometimes feel unhappy about the way that we have dealt with their child's SEND. If this happens they should immediately contact the SENDCo or the Achievement Coordinator who will always respond to their concerns.

If parents or carers are still unhappy they should make an appointment to speak to the Headteacher who will see them as soon as possible. Sometimes it may help to write down any worries or bring along a friend or relative who will help parents/carers to express views or offer support when needed.

If parents still feel their concern has not been adequately dealt with, they may wish to seek advice from Parent Partnership as directed by the local Offer.

Supporting Pupils with Medical Conditions.

Our Lady & St John Catholic College complies with its duties for all pupils with disabilities and /or SEND who will have full access to education, school trips and Physical Education.

Exceptions to this may be EHCP pupils whose agreed provision may exempt them from a particular subject on the curriculum. In these cases, guidelines will be followed from within the EHCP regarding individual support and programmes of study.

Where pupils with medical conditions are disabled the school will comply with the Equality Act 2010. The school's policy for managing pupils with medical conditions can be found on the schools website.

Arrangements for SEND staff training within the School.

- The SENDCo holds induction and training sessions with faculty link teachers and staff new to the school.
- Training for staff about pupils with SEND is part of the CPD cycle each year.
- Workshops are delivered regarding the needs of individual pupils as appropriate
- The Director of Learning: SEND works very closely with the LA and support services. Staff are invited to attend training sessions run by outside agencies.
- Teaching Assistants attend in-service training sessions which are identified by need.
- SEND contributes to overall updating of the School Improvement Plan in line with whole school development planning.
- The Director of Learning: SEND and other members of the SEND team attend network meetings to keep up to date with local and national strategies.

This policy, which reflects the 2015 SEND code of practice should be read in conjunction with all other policies and not as a standalone policy.