



Special Educational Needs Policy

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St. Peter`s Catholic School policy for Special Educational Needs

This policy describes the provision made at St. Peter`s for children who have a significantly greater difficulty in learning than the majority of children the same age, or who have a disability which prevents or hinders them from making use of educational facilities of the kind generally available in schools.

In addition to the above the policy also incorporates provision for other vulnerable groups of children including pupils with English as an Additional Language and Looked After Children.

This policy should be considered alongside the school`s Local SEN offer, the Disability Equality Scheme (DES), the Disability Equality Duty in the Disability Discrimination Act (DDA) 1995, the Equality Act 2010, the April 2011 Equality Duty update, The Children and Families Act 2014 and the new Special Educational Needs Code of Practice 2014.

Ethos and Mission Statement

At St. Peter`s we believe that an inclusive education is the right of every child and that an inclusive environment is one that promotes a child`s sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically. Therefore all pupils should have access to a broad, balanced, relevant and accessible curriculum and provision is made to ensure that the appropriate support is in place to enable this to happen.

The school aims to educate pupils in a Catholic atmosphere so that the Gospel message can be related to everyday life and to adult work and living. St. Peter`s Mission Statement is as follows;
'At St. Peter`s we are ambassadors for justice and peace throughout our school community and beyond. We believe that all our students are treated equally with respect. Forgiveness is at the centre of our school because we are a community that teaches faith and love. We all endeavour, in this Catholic Christian community encompassing other faiths, to work together for the common good so that we can all live, learn and love in peace and harmony. We strive to be valuable members of our local and global community. We want our students to leave St. Peter`s with a good education, valuable life skills and a grounding in Gospel values in order to give them the ability to carry on this mission in their adult life'.

The SEN Policy supports and endorses this philosophy.

Aims and Objectives

1. To ensure that each pupil has the opportunity to reach their full educational potential within mainstream classes.
2. To enable all pupils to access a broad, balanced and relevant curriculum but which, in its delivery, takes account of ways in which some pupils` needs are different from, or additional to, those of other children.
3. To enable all pupils to be involved in the social and extra-curricular activities of the school.
4. To provide individual guidance and support for children with Special Educational Needs, in order to develop their skills of independence; and to promote a smooth transition through the school and across the key stages.
5. To identify and assess the needs of all pupils, so that the appropriate provision may be made, in line with the Code of Practice, in order to reduce barriers and increase participation.
6. To ensure that the views of the child are taken into account in any decisions affecting his/her education, appropriate to their age and understanding.

7. To seek the support of parents in their child's education and to take their views into account in decision making about their child's particular needs and provision.
8. To work in partnership with other agencies in providing a multi-disciplinary approach to the resolution of issues.
9. To develop a culture where all staff recognise that they are teachers of pupils with special educational needs and understand that they are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from Learning Support Assistants or other specialist staff.

Governing Body responsibilities

The Governing body is confident that every pupil with SEN who is currently on roll at St. Peter's Catholic School will be provided with the best support that we can offer considering the resources to which we have access. The Governing Body is kept informed of any changes in policy which may affect the education of students with additional educational needs and in what way the school will respond to those changes.

Governor with responsibility for SEN is Mrs. Cund.

The responsibilities of the Governing Body are as follows:

- To do its best to assure that the necessary provision is made for any pupil who has a learning difficulty or disability.
- To ensure that information about pupils is made known to all who are likely to teach or support him or her.
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils.
- To ensure that all pupils have the same opportunities, irrespective of learning difficulties or disability.

Management within the school

Responsibility for coordinating internal and external policy is effected by the Head teacher and the SEN Coordinator, Mrs. Smith.

Mrs. Marie Murphy (Head teacher)

Responsible for:

- Ensuring that the necessary support is made for any pupil with SEN by regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole school provision.

Mrs. Samantha Smith (SENCO)

Responsible for:

- Coordinating provision for pupils with SEN and developing the school's SEN policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Liaising with parents of pupils with SEN, ensuring that they are:
 - ✓ involved in supporting their child's learning
 - ✓ part of the planning of how to best support their child and achieve the desired outcomes
 - ✓ kept informed about the support their child is getting
 - ✓ involved in reviewing the progress of their child.
- Liaising with external agencies that may come into the school to help support a child's learning. This could include: educational psychologists, social care professionals, Speech and Language Therapists, the ASD Outreach Team, Sensory Service and Specialist Inclusion Support Services.
- Liaising with early year's providers and other schools to ensure a smooth transition of pupils with SEND to St. Peter's Catholic School.
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in the school are known by members of staff) and making sure that the records of all pupils with SEN are up to date.

- To provide specialist support for teachers and support staff in the school so they can help their child (and other pupils with SEN in the school) achieve the best possible progress in school.
- Liaising with potential next providers of education to ensure that parents and their child are informed about options and a smooth transition is planned.
- Advising on the deployment of the school's delegated budget and other resources to meet the needs of pupils with SEN.

Subject teachers

All teaching staff at St. Peter's understand that they are all teachers of Special Educational Needs. Although we do not have any specialist teachers for specific learning difficulties, we do support our pupils well through a focus on quality teaching and differentiation. This helps to ensure that pupils with SEN can access the learning within the mainstream teaching groups.

Responsible for:

- To ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need.
- To involve support staff, where appropriate, in the delivery of the curriculum to statemented pupils and those with EHCPs.
- To regularly review the progress of pupils with SEN. They will also contribute to annual statement reviews and EHCPs.

Learning Support Assistants

Within the Learning Support team at St. Peter's there are nine Learning Support Assistants who support pupils with a range of additional needs across Key Stages 3 to 5, however they are not qualified in specialist areas. Currently our Learning Support Assistants support pupils with a range of SEND including autism, acquired brain injuries, dyslexia, dyspraxia, dyscalculia, Di-George Syndrome, Downs Syndrome, speech, language and communication difficulties, visual and hearing impairments.

Responsible for:

- Checking on the progress of pupils and with either the class teacher and/or the SENCO, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support in class or in a small group/1:1 setting, organising with the SENCO any additional resources required for the classroom).
- Liaising, when necessary, with the parents of pupils with SEN.

The Pastoral Support Team

The Pastoral team of Lead Tutors, Pupil Support, SENCO and the Learning Support Assistants work very closely together, sharing on-going dialogue about pupil progress and well-being to help inform decisions about possible support. The Form Tutor of pupils will also be part of this dialogue, planning and deployment of any possible support.

We believe very strongly in working in partnership, this means that our Lead Tutors also work in partnership with pupils, external services and parents.

All our staff are involved in and committed to providing education and support for pupils with SEN.

Parental Involvement

St. Peter's recognises the vital role parents have in the education of their child. Parents are encouraged to contact the school if they have concerns about their child. The contribution and support given by parents is an invaluable part of the educative process. The school will contact parents if a concern becomes apparent. The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing and instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- keeping parents and carers informed and giving support during assessment and any related decision-making process.

Pupil Involvement

We recognise that all pupils have the right to be involved in making decisions about their learning. In lessons, all pupils are involved in monitoring and reviewing their progress and we endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- for some pupils with a Statement of Educational Needs/ Education Health and Care Plan monitor their success at achieving the targets on their Individual Education Plan.

SEN Admissions

St. Peter's Catholic School is committed to fulfilling its duty to comply with national and local admission arrangements for all pupils with special educational needs and disabilities. St. Peter's, in conjunction with LA's, carefully considers applications from parents of pupils with additional needs and disabilities and does not discriminate against them in circumstances where reasonable adjustments and/or the provision of auxiliary aids and services can be made to meet their needs.

Please refer to St. Peter's Catholic School admission arrangements for the year of application.

Definition of Special Educational Needs (SEN)

A definition of a child or young person with SEN is as follows:

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

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Definition above taken from paragraphs xi and xii of the Special Educational Needs and Disability Code of Practice: 0 to 25 years, September 2014.

Pupils with Statements or Single Education and Health Care Plans

The SENCo will take the lead in:

- Planning the curriculum and arranging support for pupils
- Liaising with staff, pupils and parents
- The development of Provision Maps and advising on strategies to staff
- Monitoring progress
- Involving and liaising with external support services
- Developing INSET for staff, where appropriate
- Maintaining records about pupils' progress
- Organising the pupils' reviews

Identification and Assessment

Pupil's needs should be identified and met as early as possible. The following outlines the various methods by which the school identifies pupils as having additional needs.

- Shared information at KS2/KS3 transition
- Screening/baseline tests at the start of Year 7
- Information from Parent/Carer
- Referral from mainstream teaching staff
- classroom-based assessment and monitoring arrangements
- tracking individual children's progress over time
- Reports/assessments carried out by other professional's e.g. educational psychologist, occupational therapist.

When a pupil is identified as having an additional need, in line with the definitions outlined previously, then they will be placed on the school's SEN register. In line with the new SEN Code of Practice, a pupil's learning needs will be categorised under the following headings:

- Communication and Interaction – including Speech, Language and Communication Needs, and Autism Spectrum Disorders
- Cognition and Learning – including Specific Learning Difficulties such as Dyslexia, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- Social, Mental and Emotional Health – including ADHD, Anxiety Disorder and Attachment Disorder
- Sensory and/or Physical – including visual impairment, hearing impairment and physical disabilities.

The school's SEN register is updated termly through communication between teachers, Lead tutors and the SENCo.

If, over a period of time, a pupil is considered to be making limited progress and is continuing to experience difficulties despite the specific interventions implemented by the school, and if all strategies are unsuccessful, the SENCo, in consultation with parents, may decide to seek support from external services.

Stages of Intervention, at this stage, would be co-ordinated by the SENCo where learning difficulty was the issue, and by Lead Tutors in consultation with the SENCo, Assistant Heads for KS3 and KS4, Head of Sixth Form, where social, mental and emotional health issues were predominant.

Ordinarily, external services would provide support and advice to the school about additional or different strategies for pupils who have not made progress through school-based interventions.

Specific targets are usually agreed at this stage and reviewed at regular intervals by school staff and parents.

The SENCo will take the lead in any further assessment of the pupil, planning future interventions for the pupil in discussion with colleagues and monitoring and reviewing the action taken.

School Request for an Education and Health Care Plan Assessment

If, at the review of a pupil who has been in receipt of ongoing support, including support from external services, those involved decide that the pupil is not making adequate progress, the SENCo in consultation with parents, may consider whether to ask the LA to initiate a Single EHCP assessment. The SENCo will be responsible for collating the information related to the strategies employed and targets set and achieved. There would need to have been at least two reviews at which it was clearly evident that the planned interventions had failed to provide the intended outcomes.

In general the school will provide evidence related to:

- School provision/intervention provided since the pupil was placed on the SEN register
- Pupil profile
- Records of reviews
- A pupil's health and medical records, where relevant
- National Curriculum levels including attainment in literacy and numeracy
- Any educational or other assessments which may be relevant
- Views of parents and pupils
- Reports of other professionals and agencies.

The SENCo will be responsible for liaising with the LA during the process of statutory assessment.

The Curriculum Offer:

St. Peter's Catholic School is an over-subscribed mainstream school where the vast majority of learning is delivered in groups set according to the pupil's academic ability. Every pupil at St. Peter's has the opportunity to follow all National Curriculum subjects as well as following an appropriate KS4/KS5 pathway (GCSE/ BTEC/GCE).

We are committed to narrowing the attainment gap between SEN and non-SEN pupils. We attempt to do this through quality teaching, the use of whole school intervention programmes or through targeting specific groups in certain subject areas, particularly in English and Mathematics. It is our policy to not withdraw students from lessons wherever possible. However there are occasions when the individual needs of certain pupils do require smaller groups or one to one intervention outside of the mainstream classroom.

The school's arrangements for assessing the progress of pupils with special educational needs:

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

0-25 SEND Code of Practice (2014)

“Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision”.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

0-25 SEND Code of Practice 2014

Overall our interventions are categorised as the following:

Wave 1: quality teaching from all class teachers to all pupils including children with SEN (Children with a Statement of Educational Needs or EHC plan and those identified as SEN Support).

Wave 2: other school based programmes of support that specifically target pupils with SEN including a paired tutoring scheme for pupils in years 7 and 8, small group interventions for pupils with specific difficulties in literacy and a differentiated pathway at KS4. This level of intervention can also include the use of Learning Support Assistants (LSA's). However, please be aware that priority LSA support is given to pupils with a Statement of Educational Needs or Educational, Health and Care (EHC) plan at St. Peter's. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school, in other words they have a special educational need as defined by the SEN Code of Practice 2014.

Wave 3: extra specialist support in school provided by a professional from an external service. This is targeted at children with specific barriers to learning that cannot be overcome, initially, through quality teaching and school based intervention programmes. This level of intervention could involve a specialist professional working with a pupil either individually or in a small group so that they can understand their needs and make further recommendations to staff within the school.

Wave 3 plus: a request for more specified individual support which is usually provided via an EHC plan (previous to September 2014 a Statement of Educational Needs). The school can request from the Local Authority, in which a child resides, to carry out a statutory assessment of a child's needs. This is for children whose learning needs are severe, complex and lifelong. It will mean that a child will have been identified by the class teacher, SENCO and outside professionals as needing a particularly high level of individual or small group teaching that cannot be provided solely from the resources available to school. A request for a statutory assessment should be made for children who have consistently failed to make progress in line with their peers, despite Waves 1 to 3 interventions.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will, where appropriate, have access to all waves of intervention. In addition to this, they will have an Annual Review of their statement/plan. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of St. Peter's provision for pupils with SEN is carried out in the following ways:

- Classroom observations by subject leaders, the SENCO and SLT
- Ongoing assessment of progress made by pupils including any intervention groups

- Work sampling on a termly basis
- Scrutiny of planning by subject leaders
- Moderation of assessments and marking procedures
- Informal feedback from all staff
- Pupil voice
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Lead Tutor
- Regular meetings about pupils' progress between the SENCO and members of the SLT
- Head teacher's report to parents and governors.

Transition between the Key Stages

For students in Year 6 at feeder primary schools, induction days are organised in the summer term, introducing students to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENCO and LSA's will visit the feeder primary schools to attend Year 6 reviews in the summer term. For older pupils selecting their options in Year 9, the SENCO will offer further guidance to pupils and parents on request this is in addition to the support put in place via whole school procedures.

For students in Year 11 and 13, the SENCO, Career's Advisor and the Sixth Form Learning Mentor will work with SEN pupils and their parents in order that they make a successful transition to post-16 education/higher education. If necessary, the SENCO/pastoral team will arrange visits to new schools/colleges/university for pupils.

External agency support

St. Peter's Catholic School works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet a child's needs both in and out of school. Services provided are categorised into 3 areas and are as follows:

Directly funded by the school:

- ✓ Learning Support Assistants
- ✓ Specialist Inclusion Support Services (SISS) Traded Service –CLD (Communication and Learning Difficulties) and SEMH (Social, Emotional and Mental Health team previously known as the ESBD team).

Paid for centrally by Solihull LA:

- ✓ Educational Psychology Service
- ✓ Specialist Inclusion Support Services (SISS) The Local Authority (LA) currently, in agreement with schools, maintains a centrally retained non-traded 'low incidence' service which is made available to schools on a referral based system. The current services in this category include:
 - Sensory and Physical Impairment
 - Autism Outreach team
 - Speech, Language and Communication Disorders
 - SEND Under 6 support.
- ✓ Speech and Language Therapy (SLT) - provided by health but paid for by the LA.

Provided and paid for by the Health Service:

- ✓ School nurse – weekly sessions in school
- ✓ Occupational Therapy (OT)
- ✓ Physiotherapy

Provision for other vulnerable groups of children

Children with English as an Additional Language

Pupils having difficulty with English because it is their second language should not be equated with other Special Educational Needs. In particular, such children should not be offered materials with a reduced cognitive content unless a learning difficulty in the pupil's first language has been confirmed. St. Peter's believes that the best place for learners of English as a second language is a mainstream classroom with their peer group.

Bi-lingual children should be considered an advantage in the classroom rather than a problem. Evidence shows they will make greater progress in English if they feel their mother tongue is valued. The EAL support available from the LA will help the school if the child has arrived at St. Peter's with a limited grasp of English. All referrals are to be made by the SENCo

Looked After Children

St. Peter's Catholic School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The name of the current designated teacher at St. Peter's is Mrs Smith. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review (These are usually held at six monthly intervals or more frequently if there is a concern)
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making as well as how they are included in the life of the school.

Complaints

In the first instance any complaints about SEN or Inclusion matters should be directed to Mrs Smith, SENCO.