

St Bede's Catholic High School

Special Educational Needs and Disability (SEND) Policy September 2020

AIM

Our Learning Support team, SENCo and Teaching Assistants work with teachers to help empower young people to reach their full potential alongside good to outstanding quality teaching at its heart. We aim to support and inspire pupils to be the very best learners they can be, by working together with them and their teachers and effectively share individual learning plans.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To operate a Learning Support team that includes the SENCo, Teaching Assistants and Pastoral Manager who will work with the SEND Policy and Procedures.
- To provide support and advice for all staff and support Continuing Professional Development (CPD) to promote Quality First Teaching (QFT)

SECTION 1 - Definition of Special Educational Needs (SEND)

“Pupils have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them. Pupils have a barrier to learning if they:-

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in school.”
- Special educational provision means:-

“For pupils from 0 to 25 years of age, educational provision which is above and beyond a mainstream teaching curriculum, or otherwise different from, the educational provision made generally for pupils of this age in schools maintained by the Local Authority and other than special schools in the area.”

The person responsible for managing St. Bede’s provision made for pupils with Special Educational Needs and Disabilities (SEND) is:

- Debra Harris - Assistant Headteacher /SENCo supported by,
- Philip Denton - Headteacher

The Assistant Headteacher /SENCo has completed SENCo training with Lancashire County Council and completed the National SENCo award with Edge Hill University (September 2017).

The SENCo reports directly to the Headteacher at St. Bede's. We believe that all pupils and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Staff at St. Bede's will provide the best support to pupils and young people with SEND, whether or not they have an Educational Health Care Plan (EHCP) or require SEN Support (K). We aim to include all pupils and young people with SEND to take part in the activities of the school alongside those with no SEND, and we will make arrangements to support those pupils who have medical conditions.

All pupils have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil learning and achievement will mean that pupils with SEND will have access to a full mainstream curriculum. St. Bede's is committed to making reasonable adjustments, including the provision of auxiliary aids and services, if needed, for pupils wherever possible.

Every teacher is a specialist teacher of our pupils, including those with SEND.

SECTION 2 - Identifying Special Educational Needs & Disabilities

A pupil has SEND where their barrier to learning or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. We aim to provide good to outstanding quality teaching for the whole class meaning that fewer pupils need specialist provision.

We have strong links with our partnership primary schools and as such we are able to support effective transition from year 6 into year 7. We investigate pupil's attainment on entry to identify any pupils making less than expected progress taking into account their age and personal circumstances. At the same time we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made in line with this Act. The school uses the **graduated response** as outlined in the Code of Practice (2015)

The following groups of pupils are made up of pupils **who may not have SEND** but there may be an impact on progress and attainment;

- A registered disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality concerns – slippage below 95%
- Health and Welfare / Pupil in Need/ Child Protection
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked After Child or Ever Looked After Child [LAC/ELAC]
- Being a pupil of a Serviceman/woman

Behavioural Issues

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND. Identifying behaviour as a learning need is no longer an acceptable way of describing SEND. Where there are concerns about behaviour the SENCo works with the appropriate Year Leader and the Behaviour Lead on SLT. This type of model is what we currently use at St. Bede's. We can make professional decisions regarding multi agency approach and supporting school service level intervention **or** instigate early intervention using the Consortium of Need Model as per the Common Assessment Framework [CAF] used in Lancashire Education Authority. In all instances of concerns regarding behavioural issues these are logged on the School Information Management System [SIMS] and Class charts. At referral stage parental involvement and support is paramount if the pupil is to reach their full potential.

There are four broad areas of need potentially linked to barriers to learning:

- Communication and interaction (e.g. Asperger's and autism)
- Cognition and learning (e.g. moderate, severe and specific learning conditions, such as dyslexia)
- Social, emotion and mental health conditions (depression and attention deficit disorder)
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

St. Bede's considers the range and priority of needs of the whole pupil when planning support, not simply the primary need. In practice, our pupils may often have needs that cut across all the areas of need and their particular needs may change over time.

A professional conversation with staff and parents helps us to monitor changing needs.

SECTION 3 - A Graduated Approach to SEND

Once a pupil is identified as having SEND, then we will take action to remove their barriers to learning and identify effective provision or strategies to put in place. This support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

We follow this cycle:

- **Assess** – carry out a clear analysis of the pupils needs
- **Plan** – decide the interventions and support to put in place as well as the expected impact on progress and a clear date for review
- **Do** – the class teacher remains responsible for working with the pupil on a daily basis, even where interventions involve group or one-to-one teaching or TA support
- **Review** – evaluate the impact and quality of the support and interventions and listen to the views of the pupil and parents by recording these at review meetings and also capturing via Provision Map which is our system in school for capturing the provision and interventions and monitoring impact.

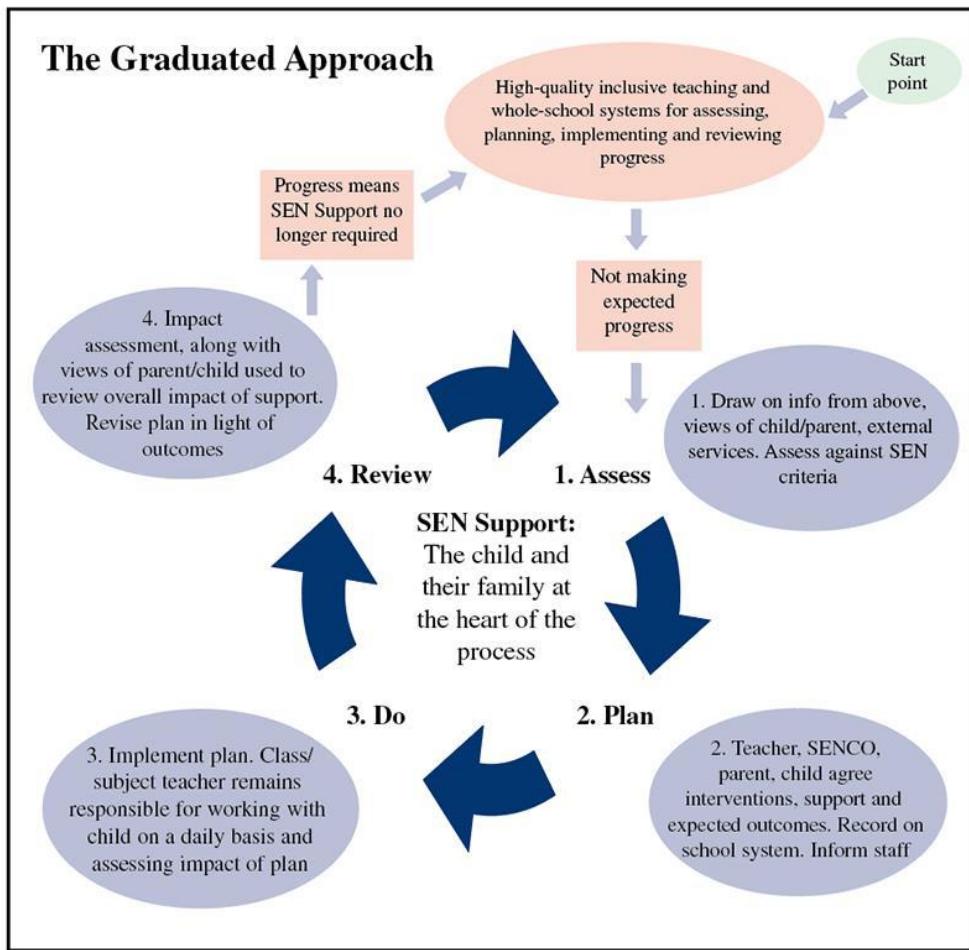


Diagram 1: The Cycle

Where a pupil continues to make less than expected progress, despite support and interventions matched to the pupil's area of need, St. Bede's will then consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support. It would be at this juncture if not already instigated a CAF would be completed to allow for sharing of information.

Intervention Programmes and supporting Year 7 Transition to St. Bede's

- Prior to any new Year 7 cohort starting at St. Bede's there is effective transition between St. Bede's and all the primary schools
- The year 7 leader works very closely with the Senior Leadership Team (SLT) and sharing of SEND information is completed in line with Data Protection
- KS2 data is processed and setting provision is completed
- Pupils identified as having the greatest need across the four broad areas of need are considered for Intervention programmes. Intervention at this very early stage allows pupils to cope much better with transition at high school.
- The smallest groups have numbers agreed by the Senior Leadership team (SLT) and although the scheme of work runs in line with the other ability classes, it is pitched at a level which makes it more accessible to the pupils in these groups. The group is

taught by teachers of St. Bede's and intervention is specifically targeted towards each individual pupil.

- Pupils who are below expected levels for Maths, English and Science have specific targeted intervention upon entry to St. Bede's in Year 7. Potentially, we only identify these pupils as SEND if they do not make adequate progress once they have had all the intervention and adjustments to their curriculum by differentiation and appropriate provision.

Conversely, a pupil may start at St. Bede's with SEND and be placed in an appropriate group because they are making expected progress in line with their peers. We would never place any new Year 7 into a teaching group that did not match their learning achievements and future potential. Teachers throughout the school are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good to outstanding quality first teaching.

We have a rigorous and robust Quality Assurance process which includes:

- Daily support for teaching assistants with SENCo and Curriculum Leaders (CL's)
- SLT and SENCo "Walk Through" of classes with SEND pupils to support Quality Assurance and Support for all staff.
- Half termly work scrutiny of book work by CL's and SLT
- Link Meetings every half term with SLT and CL's
- Lesson Observations for many reasons – Appraisal, Monitoring of CPD/ INSET and so on.

SEND Cohort /Register

Pupils with higher levels of need, but without higher needs funding, are put on the SEND Register at SEN Support Plan [K]. Following assessments, meetings and reviews with the pupil and parents, a Learning Plan is completed and saved on Provision map and also referenced on SIMS. The information is used by all staff identifying where support is required and what strategies work. This is used to form a Learning Plan. Regular reviews ensure that the views of the pupil and parents are taken into account. It may be necessary to engage the services of other professionals such as the Educational Psychologist, Speech and Language Therapists, Occupational therapists and Children and Mental Health Services (CAMHS). This is completed with full parental support and the completion of a Common Assessment Framework (CAF) if needed. Some pupils have an Educational Health Care Plan (EHCP) for SEND.

SECTION 4 – Managing Pupils needs on the SEND Register

We have a robust and rigorous reporting cycle and early identification and intervention is a priority for supporting all pupils. The Learning Support Team along with the Year Leaders and SLT monitor progress and attainment throughout school.

The SENCo has a comprehensive list of all pupils within the SEND Cohort/register and this is shared with staff and regularly updated and recorded on SIMS that links to the database on Provision Map on a daily synchronisation. Specific information that is sent in to school

regarding any pupil with SEND is shared at weekly pastoral briefings, displayed on the Pastoral/SEND board within the staff room and added to SIMS/ Provision Map. Staff are notified when this happens e.g. a pupil who may be receiving care from the NHS. Such information is updated regularly and shared with relevant staff to inform personalised teaching for the pupil.

If we are unable to fully meet the needs of a pupil through internal provision and arrangements and educational progress is not being made by the pupil then the support of external agencies is sought. This process involves the consent of the parents and co-production of any referrals for early intervention including the CAF form and the request for support from the LCC Early Intervention Team. The health and wellbeing of the pupil is paramount and we work closely with pupils and the pastoral team to ensure the highest provision for all our pupils.

SECTION 5 – Supporting pupils at school with medical conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Such pupils may also have special educational needs and disabilities (SEND) and may have an EHCP which brings together their health and social care needs, as well as their special educational provision. We will follow the SEND Code of Practice (2015) in supporting such pupils.

SECTION 6 – Monitoring and Evaluation of SEND

We have a reporting cycle and methods of early identification and as such intervention is a priority for supporting pupils. The Learning Support Team along with the pupil's form tutor and respective year leader monitor progress and attainment throughout the school year, allowing a period of information gathering and assessment of this to plan for intervention. We have a system of convening with Middle Leaders and through whole school CPD to discuss pupil progress. Individual interventions are assessed and best practice shared to support the pupil more effectively. Any concerns are highlighted to the SENCo through the reporting cycle, from teaching staff and from The Learning Support Team, and this will trigger a thorough review of the effectiveness of the provision for all pupils

SECTION 7 – Training and Resources

Most of the resources for our pupils having SEND are available within the classroom. Funding allocation may also be spent on further additional resources, staffing costs and time to manage the support for SEND and meet the objectives of this policy. We invest in the potential of new technologies to support communication and Teaching and Learning for pupils with SEND.

Teachers are expected to make every effort to ensure that pupils with SEND are fully involved in the learning experience. For some pupils it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed

activities related to their identified needs. This may be delivered by the teacher, teaching assistant or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom and across the curriculum

- The SENCO has an allocated budget to invest in resources to support the needs of pupils.
- Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of our CPD programme
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCo attends network meetings and cluster groups within West Lancashire and the Liverpool Archdiocese

Section 8 – Roles and Responsibilities

The following people are involved in ensuring provision is supported for pupils with SEND and additional needs:

- Headteacher – Philip Denton
- SENCo and Designated Teacher for Looked After Children – Assistant Headteacher– Debra Harris
- Pastoral Manager
- A team of Teaching Assistants line managed by SENCo
- Designated Senior Leads [DSL] with specific Safeguarding and Child Protection for St. Bede's. DSL, Debra Harris and Back up DSL's, Mr Philip Denton (Head) and Mr Dan Morgan (Deputy Head).
- Lead Practitioners responsible for monitoring Pupil Premium progress and Intervention guidance and support
- All fully qualified teachers with Qualified Teacher Status and Newly Qualified Teachers employed at St. Bede's, support staff employed as Cover Supervisors
- Supply staff have a duty to liaise with SLT during their time at St. Bede's if they have any concerns about SEND pupils, LAC and ELAC they need to contact Debra Harris
- SEND Nominated Governor – Mr Paul Jackson

SECTION 9 – Storing and Managing Information

We comply with General Data Protection Regulation 2018(GDPR). Information, including tests and assessment information is stored in locked cabinets or kept secure on the school network. Further information is stored in the office of the Assistant Headteacher responsible for SEND and can only be accessed by authorised staff.

Tests and assessment information is stored and administered in accordance with the British Psychological Society (BPS) Code of Conduct. Currently, we normally hold the data

securely in an electronic format which is password protected, until the student is at least twenty four years old. Paper documents are held in a secure, confidential facility until the student reaches their thirty first birthday and are then destroyed. Under the Data Protection Act (1998) and more recently GDPR, all information and any subsequent support recommendations will remain confidential.

However, in order to facilitate supporting each child to reach their full potential, it may be necessary to share some of the information with teaching professionals working directly with the child, learning support staff and the Joint Qualifications Council (JCQ) if an application for exam access arrangements is made. Where information sharing is required, this will be kept to a minimum and parents and children will be notified prior to the sharing of the information. If the information feeds into a CAF then parents will give their written consent for information to be shared.

SECTION 10 – Reviewing the Policy

We will review this policy annually and take into account any new requirements and Government legislation that may need to be included in our SEND policy.

The SEND policy is reviewed against the following criteria for success:

- Early Identification: Additional learning needs should be recognised prior to admission to St. Bede's through transition meetings whilst students are in Year 6 and in certain cases Year 5. Further identification of student needs or barriers to learning should continue to take place throughout all years.
- Staff should be aware of and implement provision for those pupils with additional needs. This should be indicated in lesson planning using appropriate teaching styles and resources, including the effective use and deployment of Teaching Assistants.
- Pupils with additional learning needs should make at least good/expected progress in school. Parents and pupils with additional learning needs should be fully involved in the planning of provision.
- Pupils with additional learning needs make a successful transition to post 16 education/employment / training.

SECTION 11 – Accessibility

Statutory Responsibilities

The Disability and Discrimination Act (DDA), as amended by the SEND and Disability Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Please refer to the schools Accessibility policy.

SECTION 12 – Dealing with Complaints

If parents/carers have a complaint concerning learning provision for their child they should firstly discuss this with the SENCo. If this does not resolve the complaint, the matter should be referred to the Headteacher. Finally if the complaint is still not resolved it should be taken to the SENDO [SEND Officer] for our school. Please refer to our complaints policy on accessed via the school website. We will provide a point of contact for this if required.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2014
SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on supporting pupils at school with medical conditions September 2014 and NASEN – Children with medical needs 2018
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding /Child Protection Policy – September 2020
- Accessibility Plan 2019
- Teachers Professional Standards 2012 – issued by DfE
- KCSiE September 2020

This policy has been co-produced by the Assistant Headteacher as SENCo, SLT and in liaison with the SEND Nominated Governor, staff, parents and pupils with SEND.

SECTION 16 – Contacts

By email:

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Review of Policy	September 2018
Updated Policy	October 2018
Next Review	September 2019
Updated	October 2019
Updated	September 2020
Updated	April 21
Next review	September 21