



St Mary's Catholic School SEN and Disability policy

At St Mary's Catholic School we believe that each student should be given equality of opportunity to achieve their full spiritual, academic and social potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to their needs. The curriculum offered aims to give all students a sense of achievement and thereby help them develop confidence and self-esteem. All students are encouraged to participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all the students and are appropriate to their level of ability.

This policy aims to ensure that curriculum planning, teaching, learning and assessment for students with SEN takes account of the type and extent of the difficulty experienced by them.

Our objectives

It is the responsibility of the Governors and staff of St Mary's Catholic School:

- to ensure equality of provision for students with special educational needs (SEN) and disability
- to take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, the SEN Code of Practice 2014, the Special Educational Needs and Disability Regulations 2014, the Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, the Order setting out transitional arrangements, Section 137, Equality Act 2010, the Mental Capacity Act 2005, Working Together to Safeguard Children 2015 and Supporting students at school with medical conditions 2014
- to provide full access for all students to a broad and balanced curriculum
- to ensure that the needs of students with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- to enable students with SEN to achieve their potential
- to ensure parents/carers are fully engaged in decision making
- to take into account the views, wishes and feelings of students
- to provide advice and support for all staff working with students with SEN
- to provide detailed information about the arrangements for identifying, assessing and making provision for students with SEN

To achieve the aims and principles of the school, its staff, and supporting professionals from outside agencies, will endeavour to work alongside parents and students to:

- provide a system for the early identification and assessment of the student's special educational needs and to provide a graduated response to meet the needs of the student
- provide individualised educational plans (IEPs) as appropriate and ensure that all students identified as having SEN regularly have their progress reviewed
- work in partnership with parents, actively encouraging their participation in assessing needs, making decisions and monitoring and reviewing provision
- take into account the views of the student and actively involve them in the decision making process regarding their programmes of work, and in the assessment and review procedures
- secure support from the appropriate external agencies when required so that a child's developing needs are identified and addressed as early as possible
- provide a variety of teaching styles and promote effective learning
- provide a positive learning environment through good planning and discipline
- organise teaching groups in such a way as to maximise learning opportunities
- provide resources that are adapted and differentiated to meet the needs of individual students
- establish good links with other schools, including schools where children transfer in from, in order to identify and share good practice and expertise
- promote atmosphere in which SEN students feel valued and can cultivate a sense of self-worth/achievement
- take into account SEN when identifying staff training needs

At St Mary's Catholic School we will ensure that:

- all teachers are familiar with relevant parts of the SEN Code of Practice
- there is a clear, agreed understanding of what constitutes a child with SEN
- there are clear systems for identifying and assessing students with SEN and these systems are maintained
- the SEN department works closely with colleagues when identifying needs, making or amending provision for SEN students and monitoring their progress
- outside support services and agencies are used when needed
- records from previous schools are used and further information sought if needed
- a register or list of students with SEN is maintained
- a graduated approach to assessment and provision is adopted
- all teachers know which have been identified, what their needs are and how these can be best met
- IEPs are drawn up for students in consultation with those involved with the student, and with the student and parents themselves as appropriate.
- all students with identified SEN are given specific, measurable, achievable, realistic and time related targets
- all subject teachers endeavour to meet the needs of the identified students in the classroom and as part of extra-curricular activities
- records are kept of provision made and targets set
- the progress of all students with SEN is monitored and provision regularly reviewed and amended as necessary
- students recognise and accept each other's strengths/weaknesses and support one another to reach their goals
- parents are involved in the identification, monitoring and reviewing process

Our SENCO is R Coady (current acting D O'Connell), and our Senior Leadership Advocate for SEN is J McDonald. Should you have any concerns or queries with regard to SEN, please contact the school on 0191 215 3260.

Parents and Carers

Parents and carers will be regularly updated on their child's progress within school, and twice yearly information on their child's SEN progress will be sent home. The Form Tutor should be the first point of contact regarding any concerns, and should more specific information or support be required, the SENCO, SEN team, or Pastoral team will be available.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for students with SEN
- liaising with the Designated Teacher where a looked after student has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEN up to date

The SEN team support individuals and groups of students at SEN support level of provision, both in class and through withdrawal for targeted interventions/programmes.

- The SEN team consists of ten Learning Support Assistants with specialisms in Dyslexia and Autism. A number of our LSA's are first aid trained and respond to first aid requests within school.
- The governor responsible for SEN is N Taylor.
- The Designated Safeguarding Staff are D Lague/J McDonald/S Tait.

- The designated member of staff responsible for managing student premium is I Stanton.
- The designated members of staff for Looked After Children are D Lague/J McDonald/S Tait.

Looked After Children

The special educational needs of Looked After Children will be identified as part of the normal monitoring cycle. A PEP will be drawn up by the designated person, SENCO and LA representative, which will include appropriate educational targets.

Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

Disabled toilets are available on every floor of the school building, and a lift is available to allow access to each floor. First aid provision can be found in the Inclusion Suite on the ground floor, and Heads of Year are responsible for overseeing the administration of medicines throughout the school day.

Allocation of Resources

The Headteacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, student premium to provide high quality appropriate support for students with SEN.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all students. In planning and teaching teachers provide suitable learning objectives, meet the students' diverse learning needs and remove the barriers to learning. For the majority of the week, students with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the students. However, in order to maximize learning, some students are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Students with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements

St Mary's Catholic School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all students and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students' (Teachers' Standards 2013). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify students who require additional and different provision. A provision map/intervention map outlines all SEN support and is updated each term.

The following are **not** SEN but their situation may impact on progress and attainment, and these needs are closely supported by the Pastoral Team:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of student premium
- Being a Looked After Child
- Being a child of service personnel
- Being a vulnerable child

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all students in school. Termly student progress meetings support the early identification of students who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The subject teacher, working with the SENCO, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified via their child's Head of Year or the SENCO. Adjustments, interventions, support and review date will be agreed with staff, parents and student. This will be recorded on the provision map, and their child's IEP updated and amended appropriately.

Do

The subject teacher will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. The subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The subject teacher, working with the SENCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time, the school will consider involving specialists. The school liaises with the following services: Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, where appropriate, Social Services and the Looked After Children Team.

Additional Top Up Funding

Where a student's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support. St Mary's Catholic School will be transitioning to EHC Plans in the coming years, and these will all be in place by 2018.

SEN information document

This report can be found on the school website. It outlines the provision St Mary's Catholic School makes for all students with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition from primary school, and onto post 16 provision, the students and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process.

The SENCO or Key Stage 3 Leader visits all primary feeder schools, and where there are those with particular Special Needs, meetings can be arranged with their existing teachers and parents to facilitate a smooth transition. For those completing their studies, the Head of Year 11, Sixth Form Tutors and the Head of Sixth Form work closely with the SENCO and Connexions to ensure the correct provision is made.

Partnership with Parents/Carers

St Mary's Catholic School has a positive attitude to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. SEND information, advice and support service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Where appropriate, the Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Student Participation

The views of all students are valued. Students with SEN are supported to be involved in decision making and to be able to express any concerns. All students are aware of their individual targets and a student IEP is used to gather their views on their progress. The student review sheet is completed with the SEN Department or Form Tutor three times a year. Every student is invited to attend their thrice annual review.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the students with SEN. These include:

- regular observation of teaching by the senior leadership and middle leadership team
- analysis of assessment data, with high expectations for the progress expected between key stages for all students,
- assessment records that illustrate progress over time – e.g. reading ages
- assessments records for those students who are withdrawn for targeted interventions
- success rates in respect of individual targets
- monitoring by the governor with responsibility for SEN
- regular meetings between SENCO, SEN team, Head of Year/Key Stage and Heads of Department
- provision mapping – used as a basis for monitoring the impact of interventions.

Development

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

Medical Conditions

The school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Where a student also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. See Managing Medications policy also.

Admissions

St Mary's Catholic School has adopted the criteria set out in the LA's admission policy. The school welcomes students with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level. The procedure is firstly that the key worker/class teacher/form tutor attempts to resolve matters, then if required the SENCO and/or Headteacher becomes involved.

If the complaint is unresolved, please refer to St Mary's Catholic School's Complaints Policy.

Policy review date	By whom	Approved (<i>insert date</i>)
September 2014	Governors' Committee	01/09/14
December 2015	FGB- Academy Directors	10/12/15
September 2019	FGB- Academy Directors	20/09/19