

CARDINAL WISEMAN CATHOLIC SCHOOL



Special Educational Needs and Disability (SEND) Policy – March 2019

INTRODUCTION

At Cardinal Wiseman Catholic School students are growing to be.....



Cardinal Wiseman Catholic School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church and promoting the Wiseman Virtues formed from the Gospel and rooted in the person of Christ. Our mission statement of 'Omnia Pro Christo' shapes our aims as a school and we are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of cooperation and treat each other with courtesy and respect at all times. Cardinal Wiseman therefore aims to make provision for any pupil who has SEND, to ensure they are able to access the curriculum, make progress, and integrate fully into the school community.

AIMS OF THE SEND POLICY

- To promote the attainment, progress, and integration of SEND students at Cardinal Wiseman Catholic School.
- To ensure that information about students' SEN needs is up-to-date and communicated between school staff, parents, and external agencies.
- To ensure a high quality of teaching of students with SEND, so that reasonable adjustments are made and they are not disadvantaged in lessons or around school.
- To provide effective additional support for SEND in the Learning Support Centre where required.
- To promote effective partnerships with outside agencies, providing specialist support for those whose SEND requires it.

IDENTIFICATION OF SEND

Concerns about possible SEN are identified in a variety of ways:

1. The progress of every child is monitored at regular intervals through assessment and tracking data input. If a child is making less than expected progress, further SEN might be investigated on the basis of this, depending on the child's individual circumstances.
2. Teachers, parents or students can raise concerns about possible SEN to the SENCO.
3. Primary schools provide information about SEN during transition into Year 7.
4. If there is evidence of concerns about traits of ASD or ADHD from a variety of sources, (though to secure diagnoses, parents are advised to contact their GP).
5. If there is evidence of Mental Health needs, as shown by the involvement of Forward Thinking Birmingham or Family Support.
6. The SENCO conducts standardised tests with selected students to assess eligibility for access arrangements.
7. If a student fails to make adequate progress in spite of adjustments in lessons and additional support, and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the Local Authority undertakes a statutory assessment for an Education Health and Care Plan.

RESPONSIBILITIES AND ROLES

Parents' Responsibilities

- Parents should support their child's learning needs by attending Parent Evenings to review Learning Support Plans.
- Parents should share information about possible SEND with the SENCO.
- Parents should respond to advice from the SEND team on how they can support their child's SEN out of school.

Students' Responsibilities

- Students should attend additional support sessions punctually, and do their best within those interventions.
- When they are unsure in lessons, students should ask the teacher.
- Students should inform the SENCO, (or a member of school staff) if they are concerned about how their needs are being met.
- Students should attempt to engage with the strategies being used to support them, as recommended on the Learning Support Plan.
- Students should do their best with their work and in their interactions with peers and teachers.

Staff Responsibilities

- Provide an ethos which places a high value on inclusive teaching and learning for SEND learners.
- Read necessary SEN documentation, such as Learning Support Plans and Specialist Reports, and make reasonable adjustments for students based on these.
- Inform the SENCO about concerns regarding students' needs.
- Engage with CPD to ensure professional practice meets students' needs.
- Contribute to the SEN Information Report and be aware of the content of this.

SENCO

- Maintain an accurate register of all students at the school who have SEND, by identifying and reviewing students' SEND when necessary.
- Monitor the effectiveness of additional support, and coordinate/adapt that support accordingly, (to ensure clear outcomes and time-frames).

- Ensure the Learning Support Coach is able to deliver the interventions that are necessary in the Learning Support Centre.
- Create and update Learning Support Plans, to establish and share information about students' needs, preferences, and necessary adjustments.
- Monitor the use and effectiveness of recommended adjustments by observing lessons and feeding back to teachers.
- Coordinate the contributions of external agencies, and ensure their recommendations are disseminated and acted on appropriately.
- Review students' Learning Support Plans with parents at Parent Evenings.
- Maintain positive and informative relationships with parents so that they can contribute to the shared view of a child's needs, and play an active and valued role in their child's education.
- Analyse the tracking data of SEND students, and follow up on the findings of this with learning walks, work scrutiny, strategic recommendations, and feedback to teachers as necessary.
- Identify access arrangements which are required, and ensure that these are provided as normal working practice.
- When necessary, communicate with parents about whether their child's SEN necessitates an application to the Local Authority to assess the child to establish whether they need an Education Health and Care Plan.
- Coordinate the annual reviews of Education Health and Care Plans for students who have these.
- Where necessary, tailor transition arrangements to meet individual needs.

Governing Body

- Approve the policy and any proposed changes.
- To be aware of the provision for SEND and to monitor the effectiveness of strategies used to improve progress and participation of SEND students.
- The governing body challenges the school and its members to secure necessary provision for any pupil with Special Educational Needs or Disabilities, and ensure that funds and resources are used effectively.
- The school's SEN Governor meets with the school SENCO termly to discuss progress.
- The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Cardinal Wiseman Catholic School recognises that pupils at school 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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Cardinal Wiseman Catholic School wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Cardinal Wiseman's policy for, 'supporting pupils with medical conditions' is available on our

website or on request, from the school office.

MONITORING AND REVIEWING

- Interventions are planned, evidenced, reviewed and analysed regularly for effectiveness.
- Pupils on the SEN register have their levels and progress reviewed regularly by their teachers and the SENCO.
- The SENCO monitors how well teachers make adjustments based on the Learning Support Plans, and feeds back constructively to teachers and support staff on this.
- SEND provision is evaluated and monitored to promote an active process of continual review and improvement of provision for all pupils.
- Cardinal Wiseman Catholic School will review this SEN policy annually (or sooner in the event of revised legislation or guidance).

Signed: Headteacher: Robert Swanwick

Date:

Signed: Chair of Governors: Penny Manford