



CARDINAL WISEMAN CATHOLIC SCHOOL



Special Educational Needs and Disability (SEND) Policy – Spring 2021

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1. Aims of the SEND Policy

- Ensure that Cardinal Wiseman Catholic School is working effectively towards its vision for SEND, (outlined in the Special Educational Needs Section of the website), so that students with SEND are able to access our curriculum fully and integrate in our Catholic community successfully.
- Ensure that students with SEND are included positively in all aspects of school life, in line with our ethos of Omnia Pro Cristo, (All For Christ), and the Wiseman Virtues.
- Ensure that Cardinal Wiseman Catholic School is compliant with the Equality Act, (2010) and the SEN Code of Practice, (2015), by making reasonable adjustments to reduce the disadvantage of students identified as having SEND.

2. Identifying SEND

- It is the responsibility of the Special Educational Needs Coordinator, (SENCO), to establish procedures for identifying SEND, and to maintain an up-to-date list of students identified by the school as having SEND.
- A student is considered to have a special educational need if they have a learning difficulty or disability that requires significantly different provision, (in the form of adjustments or additional support), to enable access to our mainstream schooling. This includes physical disabilities which affect students' mobility, and sensory impairments, (auditory or visual).
- Students identified as having SEND are usually considered as such throughout their time at Cardinal Wiseman Catholic School; however, if a student is successfully integrated and making progress to the point that they do not require adjustments or additional support, then that designation can be reviewed.
- Students with formal diagnoses of autism are considered to have Special Educational Needs at Cardinal Wiseman Catholic School.
- Other specific learning difficulties or conditions, (including ADHD, dyspraxia and dyslexia), can also lead to a student being considered to have SEND.
- Concerns about possible SEND are also identified in the following ways: feedback from staff, parents or students; monitoring of assessment data, (when this indicates lack of progress); transition information from previous schools; and relevant medical diagnoses.
- It is the responsibility of the SENCO to investigate whether concerns constitute SEND in our school context. Such investigation might require ongoing monitoring of whether adjustments or additional support are needed for the student, (and what impact these have).
- Standardised tests are conducted with selected students to help identify cognitive SEND, and to establish whether they are eligible for access arrangements in exams.
- Mental health concerns, diagnoses and difficulties can also be identified as Special Educational Needs or disabilities at Cardinal Wiseman Catholic School, particularly when they are persistent and long-term.
- Identification of SEND links to the school's Equality Policy, (available among the statutory documents on our website), and Accessibility Plan, (available in the SEND section of the website).

3. Adjustments for students with SEND

- Each student with SEND has their own individualised one-page profile, referred to as a Learning Support Plan, (LSP). The LSP is created by the SENCO in discussion with the student. It summarises the student's SEND, preferences, support, and stipulates the adjustments that should be made. Input from parents and external professionals also inform the recommended adjustments, and the LSP is subject to continuous review as the student develops. Parents have the opportunity to discuss the LSP with the SENCO (and subject teachers, if necessary) at parents' evenings.
- Adjustments are recommended to help students integrate effectively with the Culture for Learning, (detail on which can be found in the Behaviour Policy, among the statutory documents on the school website), and these are agreed with senior pastoral staff.
- Adjustments are also recommended to help students access learning and curriculum, (including adjustments that support attendance).
- Adjustments which ensure accessibility for students with physical, sensory, and mental health difficulties pay particular consideration to seating, mobility around site, trips, PE lessons, and medical needs.
- Adjustments recommended in LSPs include access arrangements for exams when eligibility for these has been established; and the LSPs help ensure such arrangements are embedded as part of normal working practice.
- The SENCO monitors the use and effectiveness of adjustments in lessons, and delivers termly training to staff to ensure they are able to make the adjustments recommended in the LSPs.

4. Additional support for students with SEND

- The SEND Department at Cardinal Wiseman Catholic School is based in the school's Learning Support Centre, which is where most of the additional support for students with SEND is delivered.
- As well as the SENCO, the SEND Department consists of an Assistant SENCO, a Primary School Teacher, a Higher Level Teaching Assistant, and a Teaching Assistant.
- The SENCO creates and updates a timetable of additional support to be delivered by the SEND Department. The timetable is amended regularly to adapt to emerging student needs, (including cognitive, language, physical, emotional and social difficulties), and the impact these have on students' progress, learning, behaviour, attendance, and wellbeing.
- Additional support sessions are delivered in small groups and one-to-one, and include: literacy interventions, numeracy interventions, resilience sessions, social skills sessions, mentoring, consolidation and pre-tutoring (of vocabulary and concepts), reading programs, writing practice, use of a scribe, touch-typing practice, check-ins for physical and sensory access, check-ins for support with functional organization, post-16 preparations, homework clubs (after-school), and break and lunchtime clubs.
- Additional support sessions can involve phone-calls with parents to involve them in the support.
- As far as possible, in-class support is timetabled into English and Maths Key Stage 3 lessons with a high proportion of students with SEND, to complement the teaching and adjustments made by the class teacher.
- Students with English as an Additional Language, (with or without SEND), are included in literacy interventions when necessary, and these students also have separate language interventions as required.
- When students attend the Learning Support Centre, staff are alert to indicators that students' SEND might be making them vulnerable to bullying or other safeguarding risks. When detected, any such indicators are shared with the Designated Safeguarding

Team, or – in instances of suspected bullying or discrimination – with senior pastoral staff.

- During transition from primary school, extra visits can be arranged to support students with SEND and their parents.
- The SENCO monitors the effectiveness of additional support sessions continuously, and is responsible for ensuring staff are able to deliver them effectively, (with sufficient, time, resources, and training).

5. **Education Health and Care Plans**

- The SENCO is responsible for coordinating annual reviews of Education Health and Care plans (EHCPs) for any students who have these.
- The SENCO is responsible for ensuring that the provision outlined in Section F of the EHCPs is delivered appropriately.
- If the school is unable to deliver the provision stipulated in Section F of an EHCP, this is communicated to Birmingham City Council's Special Education Needs Assessment and Review service, (SENAR), and to the parents of the student, (which could lead to an application for additional funding).
- If the provision delivered from Section F of an EHCP is not proving effective in supporting the integration and progress of a student, external agencies can be consulted, which could result in an emergency review of the EHCP.
- Annual and emergency reviews of EHCPs discuss whether Cardinal Wiseman Catholic School remains suitable and effective educational provision for the student.
- If there is concern that a student's level of SEND compromises their integration or progress to the extent that Cardinal Wiseman Catholic School no longer seems to be suitable or effective provision, it is the SENCO's responsibility to decide whether to apply to SENAR for the student to be assessed for eligibility for an Education Health and Care Plan. Such an application is completed in collaboration with the relevant external agencies.

6. **External agencies specialising in aspects of SEND**

- It is the SENCO's responsibility to organise collaboration with external agencies (provided by Birmingham City Council) who specialise in aspects of SEND, and to consult with them to ensure their expertise is used effectively to support students with SEND at Cardinal Wiseman Catholic School.
- Cardinal Wiseman Catholic School subscribes annually to the Educational Psychology Service, which provides an allocation of hours from an Educational Psychologist to support the school in identifying students' needs and devising appropriate strategies to support these.
- Cardinal Wiseman Catholic School receives a termly allocation of hours from the Communication and Autism Team, (CAT). The school's CAT worker advises about provision for students who are diagnosed with autism.
- Cardinal Wiseman Catholic School receives a termly allocation of hours from Pupil Support Services (PSS), who allocate a Specialist Teacher to support with cognitive assessments and to advise on SEND strategy.
- When necessary, the Sensory Support service advise on provision for students with visual or hearing impairments, and help to monitor the effectiveness of this.
- When necessary, the Physical Difficulties Support Services advise on provision for students with physical difficulties.
- The Community Paediatrician consults the school when investigating potential conditions such as autism and ADHD, and when appropriate the school can support parents in referring students to the Community Paediatrician, (though this can also be done through the GP).
- When necessary, consultation is also sought with the following NHS services: ADHD nurse, Occupational Therapy, and Speech and Language Therapy.
- When necessary, there is collaboration with Social Services and Family Support

Services, when those services are involved in supporting the families of students with SEND.

7. Arrangements for monitoring and evaluating the school's SEND provision

- The SENCO reports termly to the governor overseeing SEND.
- 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 governing body approves the SEND policy, which is reviewed annually.
- The SENCO meets regularly with the Senior Assistant Headteacher overseeing SEND, who appraises the SENCO's performance annually, a process which is overseen by the Headteacher.
- The Senior Assistant Headteacher overseeing SEND advocates for SEND-related issues within the Senior Leadership Team, and reports regularly to the Headteacher on the effectiveness of SEND provision/strategy within the school.
- The Headteacher visits the SEND Department regularly and meets the SENCO regularly to discuss strategic issues, (including admissions, budget, recruitment, resources, timetabling, students with EHCPs, and the overall profile of needs within the school's SEN cohort).
- The school's SEND Information Report, (available in the SEND section on the school website), is reviewed annually. This process obtains input from the key stakeholders in the school community, including school staff, the SEND governor, and a selection of students and parents.
- Parental input and evaluation of SEND provision/strategy is obtained at termly coffee mornings, to which all parents of students with SEND are invited.
- The SENCO analyses data on progress, attainment, behaviour, and attendance. This analysis helps inform performance management of staff in the SEND department, directs additional support, and identifies staff training needs.

Signed: Headteacher: Robert Swanwick

Date: 5/7/2021

Signed: Chair of Governors: Penny Manford