



SACRED HEART CATHOLIC SECONDARY
Part of the Nicholas Postgate Catholic Academy Trust

Sacred Heart Catholic Secondary School SEND Policy 20/21

Our Vision

At Sacred Heart we value all of our students. We believe that all children have an equal right to an education which enables them to develop fully their individual, social, emotional and academic potential. Our strong Catholic ethos underpins our provision for SEND and enables us to ensure all our children achieve their ambitions. We have high expectations of all of our students to ensure they leave us fully equipped for the bright future which awaits them.

The Aims of the SEND Policy

To raise achievement by ensuring that pupils with Special Educational Needs or disabilities ('SEND') enjoy their education and achieve their potential.

To guarantee full inclusion for SEND pupils by ensuring they can access a broad, balanced and differentiated curriculum so that they can fulfil their potential and enhance their self-esteem.

To enable students with SEND to access extra-curricular activities and develop as valuable members of the community.

To offer appropriate forms of support by the most effective use of staffing and resources.

To ensure that, in accordance with the Equalities Act (2010), all pupils, regardless of disability, have the right to equal educational opportunities.

To ensure that students with SEND are safe in the Academy.

Context

This SEND policy details how the Academy will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who are likely to teach them. The Academy will take action to ensure that teachers in the Academy are able to identify and provide for pupils who have special educational needs in order to allow them to access the full range of Academy activities.

The Academy will have regard to the Special Educational Needs Code of Practice 2014 (updated 2015) when carrying out its duties toward pupils with special educational needs or disabilities, and will ensure that parents are fully involved in discussions and decisions regarding their child, and are

notified if SEND provision is considered necessary for their child. The Academy recognises that partnership with parents is important in enabling children and young people with SEND to achieve their potential and that parents have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs will, therefore, be treated as partners and supported to play an active and valued role in their child's education.

The Academy recognises that children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and, when relevant, transition processes between schools.

Objectives

The Academy will support the aims of the policy by:

Identifying and assessing students with SEND through liaison with other schools or internal assessment, and using a graduated approach based on an 'assess, plan, do and review' model

Ensuring that class and subject teachers, supported by the SEND Coordinator (SENDCO), take responsibility for all pupils in their care who have SEND

Involving parents and other staff in the identification, assessment and support of SEND pupils and promoting liaison between all agencies concerned

Supporting all staff in meeting the needs of pupils with SEND

Devising a structure for setting, implementing, monitoring and reviewing Classroom Support Plans

Members of staff responsible for transition and the SENDCO monitoring the annual intake to ensure that pupils with SEND (with or without an Education Health Care Plan) are not discriminated against

The SEND department offering advice and training opportunities to all teachers on promoting quality first teaching, employing differentiated teaching methods and resources so that they can make appropriate provision for pupils with SEND.

The SENDCO ensuring that our pupils' special educational needs are known to other schools to which they may transfer

Ensuring that safety is addressed when allocating resources, particularly in science, design and technology, art and physical education

Encouraging pupils to develop independent learning through care for themselves and others, and to take into account the demands of changing environments

Class and subject teachers, together with year/phase leaders and the SENDCO identifying underachievement related to learning needs or disability and implementing appropriate intervention strategies.

Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- The Academy will place pupils on the SEND register - under the care and guidance of the SENDCO if they have a learning difficulty or disability and require additional intervention at some time during the academic year.
- Additional intervention can be in the form of specialist mentoring, additional teaching time, or any other form of intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching approaches.
- Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles & Responsibilities

The roles and responsibilities of Academy personnel with regard to special educational needs are in accordance with Code of Practice guidelines and Academy job descriptions.

The Head teacher oversees the allocation of funding provision for SEND staff and teaching assistants ('TAs') through the Academy's budget, from the prescribed funding streams.

The line-manager for the SENDCO sets targets for the SENDCO through Performance Management to maintain the quality of provision.

The SENDCO oversees the day-to-day running of the Academy's SEND Department and makes efficient use of resources for pupils with SEND. She makes staffing arrangements for SEND staff and TAs in line with the devolved budget. She keeps all staff up to date with the latest developments in SEND and supports the class and subject teachers in assessing and co-ordinating provision for children with SEND through SEN Support and Education

During the review of EHC plans, the SENDCo liaises with subject leaders, year/phase leaders, the leadership team and outside agencies and other schools.

EHCPs are used to track and report on the progress of student SEND as required by the Headteacher and in standard formats for the Academy, Council/Rapid Improvement Board and CET.

The SENDCo co-ordinates and manages systems of support for students with SEND. She ensures that the academy provides students with SEND with an environment in which they can feel safe at break and lunchtimes.

She maintains the SEND register and supports the class and subject teachers in delivering the intervention for SEND students.

She cooperates with the special educational needs governor to enable them to carry out their role effectively.

Teaching staff

All teaching staff are provided expertise in the education of pupils with SEND to ensure that they are fully informed as to the special educational needs of any pupils in their charge.

All staff and subject teachers are supported in planning and delivering strategies to support students with SEND and identify appropriate methods of access to the curriculum.

Teaching staff provide all pupils with high quality teaching by devising strategies and identifying appropriate methods of access to the curriculum for all students.

They work with pupils and provide help on a daily basis. They plan, deliver and monitor individualised programs for students with SEND, involving teaching assistants as appropriate.

They maintain thorough records of intervention and pupils' progress and implement classroom support plans for students with SEND.

Teaching Assistants

TAs support teachers to provide students with SEND with the best learning opportunities. They are aware of their statutory duties regarding the co-ordination and provision of SEND, in particular to use their best endeavours to secure SEND provision for relevant pupils.