



St. Catherine's Catholic School

Special Educational Needs and Disability (SEND) Policy

Policy agreed by	Governing Body
Policy reviewed by	Doreen Cunningham
Last Review Date	October 2018
Review Cycle	Annual
Next Review date	October 2019

**St. Catherine's Catholic School Policy for
Special Educational Needs and Disability (SEND) policy**



**ST CATHERINE'S CATHOLIC SCHOOL
MISSION STATEMENT**

Life Faith Love Strength Unity Joy Together Success Belief

ST CATHERINE'S
CATHOLIC
SCHOOL
aims to:

Be a vibrant, inclusive, Catholic community
where there is mutual love, service and respect.

Offer opportunities to everyone on their unique
journey to nurture their strengths and potential.

Encourage everyone to positively serve our
society and the world by living our Gospel values.

Celebrate and empower
women of the future.

1) Aims of the SEND policy

The aims of our Special Educational Needs and Disability (SEND) policy and practice in St Catherine's Catholic School are to work within the guidance provided in the SEND Code of Practice (2014 and 2015):

1.1 To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and the school environment for all.

1.2 To ensure that students with SEND engage in the activities of the school with those who do not have SEND.

1.3 To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>

1.4 To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional and mental health,
4. Sensory/physical.

1.5 To listen, respond to and work with parent/carers' and students' views in order to evidence high levels of confidence and partnership.

1.6 To ensure a high level of staff training and support to meet student need, through well-targeted continuing professional development.

1.7 To support students with medical conditions in a bid to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.

1.8 To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What is meant by special educational needs (SEN) or a disability

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) Admissions of students with special educational needs (See also school admissions policy)

3.1 Students with SEN have different needs, but the general presumption is that all students with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at St Catherine's, in line with the school admissions policy. We aim to support and include all students where possible.

3.2 For students with an EHCP (Educational Health Care Plan), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

3.3 Before making the decision to name St Catherine's in a student's EHCP, the local authority will send the school a copy of the EHCP and then consider the school's response very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that has been secured through a direct payment (personal budget).

4) Identification of SEN

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

We know when students need support if:

4.1 Concerns are raised by the student, parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.

4.2 Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.

4.3 Whole school tracking of attainment outcomes indicates lack of expected levels of progress, despite evidence of class teacher support and intervention.

5) What a parent should do if they think their daughter may have special educational needs

5.1 If parents/carers have concerns relating to their daughter's learning in a particular area they should initially discuss these with their daughter's Head of Department. This may then result in additional intervention from the subject area. A referral may also be made to the school SENCo.

5.2 Parents may also contact the SENCo, if they feel this is more appropriate. The SENCo can be reached through the main switch board at reception.

5.3 All parents will be listened to. Their views and their aspirations for their daughter will be central to the assessment and provision that is provided by the school.

6) How the school will support a student with SEND

- 6.1 All students will be provided with teaching that is differentiated to meet the diverse needs of all learners.
- 6.2 Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- 6.3 The quality of classroom teaching provided to students with SEND is monitored through a number of processes in line with the Teaching and Learning Policy.
- 6.4 Student attainment is tracked using the whole school tracking system and is discussed in progress meetings that are undertaken between the Form Tutor, Head of Department, and in some cases the SENCo or a member of the Senior Leadership team along with the student themselves.
- 6.5 Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the student, and if required, provision to the teacher of additional strategies or interventions to further support the success of the student.
- 6.6 Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their daughter may require SEN support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.
- 6.7 Action relating to SEN support will follow an **assess, plan, do and review model**:

Assess: Data on the student held by the school will be collated by the Head of Department in order to make an accurate assessment of the student's needs.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented. This intervention may be delivered by a subject teacher, Head of Department, teaching assistant, the SENCo or an additional member of staff experienced in that field.

Do: The class teacher remains responsible for all students, including those identified with SEN. Teaching that is differentiated is the main form of support for all students. Additional support or interventions (SEN support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their daughter. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes.

Review: Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.

- 6.8 If progress rates are still judged to be inadequate despite the delivery of interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.

2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
 3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
 4. Social Care, including the Disabled Children's Service.
- 6.9 In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.
- 6.10 For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHCP.

7) How parents will be helped to support their child's learning

- 7.1 Parents should look at the school website and Bexley Local Offer website which provide 'sign posts' for additional support.
- 7.2 The subject teacher or SENCo may also suggest additional ways of supporting the student's learning or accessing local support groups.
- 7.3 Parents are encouraged to contact the SENCo with any questions or concerns as soon as they arise, rather than waiting for the calendarised meetings to discuss any queries they may have.

8) Pupils with medical needs (Statutory duty under the Children and Families Act)

See also Medical Needs Policy.

The key contact for medical needs is the Assistant Head with responsibility for Inclusion.

- 8.1 Students with medical needs that affect daily access or require the administration of medical support will be recorded in a daily medical log. For students with more complex needs an Individual Health Care Plan will be compiled in partnership with the Assistant Headteacher, the parents/carers, the student themselves and the school nurse if appropriate.
- 8.2 Staff who volunteer to administer and supervise medications, will complete formal training and this will be verified by their successful completion of the St John's Ambulance training.
- 8.3 For some students it will be necessary to train further school staff in how to support the student across the school day, that is, support other than medication.
- 8.4 It is the parent's responsibility to keep the school informed about any changes to the student's condition or medication.

9) Training for staff supporting children and young people with SEN

- 9.1 The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- 9.2 A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.
- 9.3 The Lead Governor has completed the SEN Governor training.

10) How children with SEN will be included in activities outside the classroom including school trips

- 10.1 Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities where reasonably possible.
- 10.2 The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for students with SEN to access school provided activities.

11) Accessibility of the school environment

Adaptations have been made to the school site in line with our Accessibility Policy. This describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

12) Transition into St Catherine's or within the school

A number of strategies are in place to enable effective transition. These include:

- 12.1 Prior to entry, admissions procedures are used to gather information relating to a student's needs.
- 12.2 All students have the opportunity to attend a taster day in the Summer Term of Year 6.
- 12.3 Parents/carers are invited to an Information Evening where they are given detailed information and guidance, prior to their daughter joining the School. This time is also an opportunity for their daughter to meet with her form leader and the SENCo.
- 12.4 If students are transferring from another setting and are known to have SEND, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a student has known SEN, the school will contact the previous school/ setting or other professionals as needed.

13) Transition to the next school and preparation for adulthood and independent living

Primary to secondary transition:

- 13.1 The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- 13.2 The annual reviews in Years 9 and 11 for students with a Statement of Special Educational Needs or an EHCP are transitional reviews, which are held in preparation for Key Stage 4 (Yr9), and college and adulthood (Yr11).
- 13.3 Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- 13.4 Where a student has a Statement of special Educational Needs or an EHCP the SENCo will invite a representative from the student's 16+ provider to a meeting with the parent and student in the summer term once the placement has been agreed, so as to support their transition to the next educational setting.
- 13.5 The SENCo will strive to visit students who have a Statement of Special Educational Needs or an EHCP in their first term to follow up on the transition process where possible.
- 13.6 For students transferring to local schools, the SENCos of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition where possible.
- 13.7 The records of students who leave the school mid-phase will be transferred once another school has confirmed enrolment and the parents have notified us in writing that their daughter has been enrolled at another school.
- 13.8 Beyond school age: where a student has an EHCP, all reviews of that Plan from Year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

14) How the school's resources are allocated and matched to children's special educational needs

14.1 The school receives funding to respond to the needs of pupils with SEN from a number of sources that include:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND at SEN Support (K) level of the Code of Practice.
3. The Pupil Premium funding which provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEN).

14.2 This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities.

14.3 The needs of students with a Statement of SEN will be reviewed and where this remains appropriate will be converted to an EHCP by the Local Authority.

15) Access arrangements for exam concessions

Where there is a history of need, support and the student has a concession as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school. Students, parents and staff will be informed of the process and outcome.

16) Contacts for further information or concerns relating to SEND

If a parent wishes to discuss their daughter's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs they should contact the following:

- Their daughter's subject teacher and/or Head of Department,
- The SENCo,
- The Head teacher,
- If they feel that their concern has not been suitably addressed, they should contact the School Governor with responsibility for SEN.

Appendix 1

Support services for parents of pupils with SEN include:

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>

The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>

Parents and carers who are unhappy with the Local Authority or school responses to their child's SEND, may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Beyond school Age

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages, <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Additional information and references:

Local Authority's Local Offer: The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. <http://www.bexley.gov.uk/index.aspx?articleid=18304>

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Special Educational Needs and Disability Regulations 2014

<http://preview.tinyurl.com/m2bnos4>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

SEN Support: Support given to pupils with SEN from devolved funding

Statement: Statement of Educational Need

PPS: Parent Partnership Services