



St Catherine's Catholic School

SEN Policy & Information Report

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Part 1. Policy

1. Aims	3
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities	3/4
• 4.1 The SENDCO	
• 4.2 The SEN Governor	
• 4.3 The Headteacher	
• 4.4 Class teachers	
• 4.5 Learning Support Assistants	
5. Monitoring arrangements.....	5
6. Links with other policies and documents	5

Part 2. Information Report

1. The kinds of SEN that are provided for at St Catherine’s School.....	6
2. Identifying students with SEN and assessing their needs.....	6
3. Consulting and involving students and parents.....	7
4. Assessing and reviewing students' progress towards outcomes.....	8
5. Supporting students moving between phases and preparing for adulthood.....	8
6. Our approach to teaching students with SEN.....	8
7. Adaptations to the curriculum and learning environment.....	8
8. Additional support for learning.....	8
9. Expertise and training of staff.....	8
10. Evaluating the effectiveness of SEN provision.....	8
11. Enabling students with SEN to engage in activities available to those in school who do not have SEN.....	9
12. Support for improving emotional and social development.....	9
13. Working with other agencies.....	10
14. Complaints about SEN provision.....	10
15. Contact details of support services for parents of students with SEN.....	10
16. Contact details for raising concerns.....	10
17. The local authority local offer.....	10

Part 1: St Catherine's SEND Policy

1. Aims:

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

St Catherine's Catholic School believes that every student should have the opportunity to develop to their full potential. Educational experiences should be provided which develop students and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. However, we are also aware that we cannot prioritise a student's individual needs above the safety, welfare or education of the majority.

2. Legislation and guidance:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

3. Definitions:

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities:

4.1 SENDCO is Miss Nana Konadu - Aboagye.

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

The SENDCO is the Key Worker to all students with EHCPs and those on SEN Support:

The Learning Support Assistant (LSA) are key worker to the SEN Support pupils:

Key Worker is a designated member of staff who ensures that the EHC is implemented for your child. They will be an advocate for them. They will also lead the Annual Review. The Key Worker will collaborate with relevant staff to support your child's specific needs.

The role of the Key Worker:

The specific actions of the Key Worker will be determined by your child's particular SEN needs. However typical actions could be:

- Hosting 'staff-shares' to remind members of staff of the needs of your child.
- Staying up to date with your child's medical needs.
- Suggesting new interventions and strategies to Teachers.
- Staying in regular contact with your child's tutor and Head of Year.
- Staying in contact with outside agencies related to your child e.g. SaLT, EIT or CAHMS.

4.2 The SEN governor:

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher:

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers:

Every class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

4.5 Learning Support Assistants:

- Each LSA is allocated to a year group and act as a key worker to the Sen support pupils.
- Support Teachers and students in class so that learners are reaching their potential.
- Feedback to the SENDO to review each student's progress and development.
- Support 1:1 and small groups of students with SEND.
- Ensuring they follow this SEN policy

5. Monitoring arrangements:

This policy and information report will be reviewed by The SENDCO and the Governing Body annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6. Links with other policies and documents:

This policy links to our policies on:

- Supporting students with medical conditions

Part 2 SEND Information Report

SEN Information:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. At St Catherine's Catholic School, we are determined to identify and meet the needs of all students, in order to allow them to achieve their full potential.

Total number of students on roll: 1037

Number of students with EHCPs: 12

Number of students identified as requiring support for SEN: 60

Number of students identified as having a disability: 18

1. The kinds of SEN that are provided for at St Catherine's Catholic School:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, narcolepsy.
- Moderate/severe/profound and multiple learning difficulties.

Please see the school's Admission Policy for further details. Any child who has a statement of special education needs (SEN) or an Education Health and Care (EHC) Plan that names the school, will be admitted without reference to the oversubscription criteria.

2. Identifying students with SEN and assessing their needs:

All students in the Year 7 are assessed using CATs and student on the SEND register will have additional screening assessments using WIATT III and CTOPP-2 or those new to the school will be screened using the same assessment material.

If a student has not previously been on the SEN register and they receive a low score in the screening assessments, or there is a concern raised around them possibly having an additional need, this will be raised with the SEND Department who will observe the child and suggest adjustments such as differentiated learning tasks, adaptations to the curriculum or learning environment. If, despite these adjustments, the student is still not making progress, a discussion will be had with the parent or carer about the student being placed on the SEN Register so that the Intervention team are better able to support them.

Students can be supported by time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity. All interventions will be planned with clear objectives in mind; time constrained and reviewed by all involved in order to judge the effectiveness of the intervention. Occasionally a student may need more specialist support from external agencies. If this happens, a referral will be made by the Head of SENDCO with the parent or carer's consent and forwarded to the appropriate agency. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where

appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. In supporting students who are looked after by the local authority and have SEN:

The school adheres to the DfE guidance, Promoting the education of looked after children and previously looked after children, February 2018. Specifically, the school will ensure that for looked after children,

- their EHC plan works in harmony with their care plan and PEP (Personal Educational Plan) to tell a coherent and comprehensive story of how the student's needs are being met. The school will consider how the EHC plan adds to information about how education, health and care needs will be met without unnecessarily duplicating information already in the student's care plan. Equally, the student's care plan will be fed into the care assessment section of the EHC plan; and
- Any special educational support provided by the school for looked-after students with SEN, but who do not need an EHC plan, is looked at as part of the student's PEP and care plan reviews, involving the SENCO.

Some students may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there will be robust arrangements in place to ensure that any undiagnosed SEN are addressed as soon as possible. For previously looked-after students, parents/carers will be involved when considering interventions to support their child's progress. This will include agreeing the outcomes to be achieved through SEND support, including a date by which progress will be reviewed. The Virtual School Head may be invited to comment on proposed SEND provision. For young people in or beyond Year 9 with EHC plans, the local authority has a legal duty to include provision to assist in preparing for adulthood in the EHC plan review.

4. Consulting and involving students and parents:

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's record and given to their parents.

The SENDCO will meet with the student once a term to discuss their outcomes and progress, this progress will then be fed back to parents/carers and class teachers. One of these meetings will be an annual review of the student's EHCP in which the parent/carer and other relevant professionals working with the young person will be invited to attend. We will formally notify parents when it is decided that a student will receive SEN support. Parents can arrange a drop-in session with the SENDCO on Friday afternoon for 15 minutes. These sessions are booked in advance and can be accessed via our website.

5. Assessing and reviewing students' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teachers' assessment and experiences of the student.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. All Students with EHCPs will have an outcomes meeting with the SENDCO once a term. One of these meetings will be their annual review. If sufficient progress is not being made the SENDCO will discuss interventions to support progress. These will be shared with the parent or carer before being implemented.

6. Supporting students moving between phases and preparing for adulthood:

Prior to starting at St Catherine's, parents and carers are encouraged to visit the school. During this visit they will tour the school and have an opportunity to meet some key staff. Many parents of students with an EHCP choose to visit St. Catherine's and meet with the SENCo when their daughter is in Year 5 to alleviate any concerns and plan for their daughter's Year 6 Annual Review.

Where a student already has an identified Special Educational Need or Disability and has been successful in the application process, we actively promote liaison with their primary school so that the SENCo is made aware of any additional needs that the student has. The SENCO will make every effort to attend a Year 6 Transition Review or an Annual Review meeting to support a smooth transition process. All pupils will have the opportunity to attend 'taster' days in the Summer Term of Year 6.

Parents/Carers are also invited to an Open Evening, where they are given detailed information and guidance, prior to their daughter joining the school. In a small number of cases, some students require additional opportunities to visit the school prior to reaching the end of Year 6. Where this has been highlighted by the Primary SENCO, this additional transitional support will be organised and tailored

to meet the student's needs. As students reach the end of Year 11 and prepare for their next phase of education and for adulthood, outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society. For those Year 11 students with an Educational Health Care Plan, the SENCO will liaise with the student's new 16+ provider to ensure transition is successful. An early annual review is called before the application period closes and a Careers Advisor is present to discuss the various option choices available.

7. Our approach to teaching students with SEN:

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. We will also provide the following interventions:

- Maths (Smaller Intervention Groups led by LSAs and Maths teacher as extra intervention)
- Word Aware
- Dfuse Programme
- Talk About (SALT)
- Study Skills

8. Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

9. Additional support for learning:

We have five LSAs who are trained to deliver interventions such as Word Aware, Dfuse, Smaller Maths Groups, Study Skills and Emotional Regulation. The support students via in class support and/or small group basis both within lessons and out of lessons. The LSAs work closely with the teachers to identify areas of support.

10. Expertise and training from the SENDCO:

The SENDCO has four years' previous experience as a Deputy SENCO and Acting SENCO. She is currently completing the National SENCO award. The SENDCO has worked in a Special Secondary school for four years prior to working as a SENCO and has extensive experience of working with students with SEND. The SENCO is also a qualified Access Arrangements Assessor. We have a team of 5 Learning Support Assistants (LSAs), who are trained to deliver SEN provision.

We provide regular training on special educational needs throughout the academic year for teaching staff and teaching assistants. This involves training led by specialists within the school as well as speakers representing outside agencies who can offer relevant and specialist training, as required. We have 'Elklan' trained Teaching Assistants to support students with Speech, Language

and Communication needs. In addition, our Teaching Assistants have relevant training directly linked to the individuals they support and their specific needs.

Specialist support is secured on the basis on the ongoing reviews and assessments made on a student's progress by the school, from a student's own request and/or from discussions with parents and which may identify additional specialist support to meet specific needs or concerns which have been raised. Specialist support is always discussed with the student and their parents/carers. The school has identified a CPD programme for the current academic year to refresh teachers and teaching assistants' knowledge and understanding of SEN needs. With the current restrictions, this training will be carried out virtually. External support is currently secured for students with social and emotional needs and those with autism.

11. Evaluating the effectiveness of SEN provision:

All students on the SEN Register who are accessing additional support will be evaluated termly as to whether they are meeting their outcomes that are either set out in their EHC Plan or agreed on with the school. Students on Interventions will have an individual goal to achieve before coming off the intervention.

Some interventions are a set number of weeks, but at the end of the intervention it may be deemed that some students require additional support in this area which will be arranged. The SENDCO and members of the Senior Leadership Team conduct a learning walk once a year, which helps to plan for staff training and student focus. Student voice is really encouraged within the school and we ask for students on the SEN Register to complete surveys where they can give feedback and suggestions once a year. Their voice is also heard at their termly outcomes meeting with the SENDCO.

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions after a set number of weeks (based on the intervention). • Using student voice and questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for students with EHC plans.

12. Enabling students with SEN to engage in activities available to those in school who do not have SEN:

All our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs. No student is ever excluded from taking part in these activities because of their SEN or disability, and we work closely with the PE department to modify any activities where needed for students on the SEN Register.

How we support students with disabilities:

- Ensuring communication with OT and Physiotherapists or any other professional working with the student is adhered to and kept open between professionals.
- Prior visits and assessments from professionals such as mobility officers or OT are conducted before student starts the school so that safety measures can be put in place.

- Consultation with parents and student about what they require, and adjustments needed before student starts school which is reviewed regularly.

13. Support for improving emotional and social development:

As part of the SEND provision there is a Pastoral Centre (PC) where young people who may require additional support with their Social and Emotional Development can get extra support. Alongside this all staff in the PC are trained in Dfuse, which supports de-escalation and encourages reflection. The PC and LSAs support young people who may be having difficulties emotionally regulating.

The school also accesses counselling in school, which is a service that uses the arts to work with young people who need additional support in these areas. The school works closely with CAMHS and has an allocated Psychologist who works with the school 21 days per year, advising staff on wellbeing strategies for both themselves and for students. We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council.
- We run Social Skills Groups for students in year 7 and year 8 who have ASD or those who need
- additional support in this area. Training given by SALT.
- We encourage SEND young people to join the SEND Newsletter to aid in establishing friendship and being part of a team.
- . We offer the opportunity to take part in wider borough inactivities around Student Voice in SEND, such as the SEND Magazine written by young people with additional needs, and the Education Youth Inclusion Team.
- We have a zero-tolerance approach to bullying.

14. Working with other agencies:

We work with the following agencies to provide support for students with SEN:

- Speech and Language Therapists
- Educational Psychologist Services
- Inclusion and Specialist Support Team (Including DPH and VI teams)
- Virtual school
- CAMHS (Child & Adolescent Mental Health Service)
- Social Care
- Careers Advisor IAG
- Occupational Therapist
- Paediatricians
- SEMH Partners
- Advisory Teachers service for Autism
- Advisory teachers service for Visual Impairment
- Advisory teachers service for Hearing impairment
- Bexley Early Intervention Team

15. Complaints about SEN provision:

Complaints about SEN provision in our school should be raised with the SENDCO in the first instance for resolution. If a parent or carer is not satisfied with the School's response they will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the School has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of students with SEN:

Each local authority has a Parent Carer Forum funded by the Department for Education and overseen by a National Network of Parent Carer Forums and Contact. The benefit of a local forum is that parents can network with other parents of children and young people with SEND.

Bexley Parent Carer Forum: <http://bexleyvoice.org.uk>

You can also get advice from Bexley SENDIAGS who have an informal disagreement resolution service to help parents and Hackney Education SEND services reach an agreement. www.bexleyiass.co.uk

17. Contact details for raising concerns: At the first instance, raise your concern with the SENDCO at nkonaduaboagye@stccg.co.uk

18. The local authority local offer:

Our local authority's local offer is published here: [https://www. https://www.bexleylocaloffer.uk/](https://www.bexleylocaloffer.uk/)

Please note: decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. If you wish to find out more about the Bexley Local Offer, please following this link: <https://www.bexleylocaloffer.uk> Our contribution to the local offer is based on our graduated offer for SEN