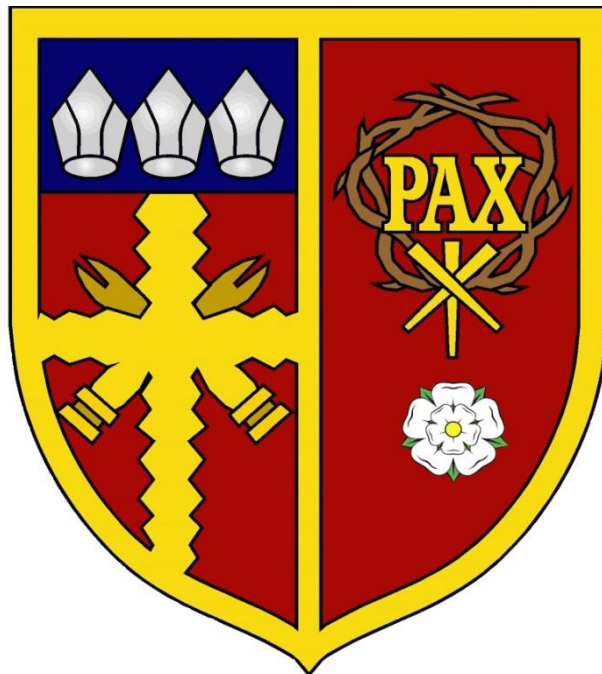


St Benedict's Catholic High School



SEND and SEND Information Policy

To be reviewed July 2020

1. Introduction

St Benedict's Catholic High School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' learning needs, setting suitable learning challenges and coordinating intervention strategies which aim to overcome barriers to learning and social integration. This policy and practice framework takes operational effect from July 2019. SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). Access to other agency support and expertise is secured through Warwickshire Educational Services and other specialists. St. Benedict's provision follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001, Equality Act 2010 and the SEND Code of Practice 2014 and Warwickshire Local Authority local offer.

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 pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

2. Principles and definitions

All teachers at St Benedict's teach students with SEND and aim to deliver 'quality first' teaching and learning experiences as set out in the Teachers' Standards. Special educational provision is additional to, or different from, that which is made generally for other students or young people of the same age by mainstream schools. St. Benedict's SEND support follows a graduated approach designed to improve attainment and secure desired outcomes.

A pupil has SEND if they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

Sensory and physical impairments, specific learning difficulties such as dyscalculia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex behavioural, emotional or social difficulties, Autistic Spectrum Conditions and mental health disorders are among the disabilities that might be classed as SEN/D if they have significant impact on the student's ability to make progress, achieve potential and take a full part in school life.

We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice, and follow DfE guidance when reviewing progress, updating targets and managing special provision:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

3. Identification and assessment

Many students with SEND will have had formal assessments or diagnoses at primary school. The SEND department meets with the primary school staff and pupils with EHC Plans or pupils identified with SEND in order to offer additional support to enable a smooth transition to St. Benedict's Catholic High School.

In some cases, a student without previously identified SEND will not make age related progress, or parents, teachers and staff may consult the SENCo about these or other concerns. The SENCo shares concerns with parents/guardians, arranges monitoring, assessment and observation as needed, and if appropriate will arrange for further referrals to external agencies following the graduated response.

4. Roles and responsibilities

4.1 SENCo;

The SENCo overseen by the Pastoral Assistant Headteacher

The SENCo will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential alternative providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board 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 pupils with SEND up to date.
- Be responsible for testing for access arrangements, and providing the information to the Exams Officer for appropriate access arrangements to be put in place for public and internal examinations. To quality assure these arrangements.

The Head of Sixth Form

The Head of Sixth Form in association with the SENCo are responsible for the support of SEND pupils in the Sixth Form and the appropriate Access Arrangement for Exams.

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

- Work with the Head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher

The Head Teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching 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 SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow and apply this SEND policy in practice.

5. SEND information report

5.1 The kinds of SEND that are provided for

St Benedict's currently provides additional and different provision for a range of needs, including:

- Communication and interaction: for example, Autistic Spectrum Disorder, Asperger's Syndrome, Tourette's, speech and language difficulties.
- Cognition and learning: for example, specific learning difficulties, processing and dyscalculia.
- Social, emotional and mental health difficulties: for example, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder, Anxiety and Self-harm.
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

- Moderate/severe/profound and multiple complex learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

St Benedict's will assess each identified SEND pupil'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 pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their 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 pupil 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 pupil 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.

5.3 Consulting and involving pupils and parents

St Benedict's will endeavor to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and 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 pupil'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 pupil will be made aware of their needs, the outcomes sought, the support that needs to be 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

St Benedict's will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, individual plans, teaching style, content of the lesson, language moderation, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, iPads with appropriate apps Claro reader, reading pens, coloured overlays, visual timetables, larger font, and prodigies and etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

5.8 Additional support for learning

We have learning assistants who are trained to deliver interventions such as:

- Nurture provision at lunchtimes.
- Social skills group
- Maths
- Literacy skills
- Speech and Language
- Reading Recovery
- Mentoring

Learning assistants will support those pupils with an EHCP in class and will support pupils in small groups when external Professional advice recommends it.

5.9 Expertise and training of staff

Our Associate SENCO has over 3 years' experience in this role in other schools and has worked with in St Benedict's School since January 2019. A Qualified Teacher with 26 years of experience, 7 of which were teaching in Special Education within a specialist setting. The SENCO holds the qualification to complete Access Arrangements for examinations. They are employed for 5 days a week to manage SEND provision. In addition, we have a team of learning assistants, including Higher level Teaching Assistants (HLTAs) who are trained to deliver SEND provision as well as a number of tailored interventions.

5.10 Securing equipment and facilities

St Benedict's work with Warwickshire, Worcester and Birmingham County Councils to secure equipment and facilities to support pupils with SEND.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 10 weeks.
- Monitoring by the SENCo, Teaching Assistants and Specialist support services.

- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops and other events
- No pupil is ever excluded from taking part in activities because of their SEN or disability although risk assessments are used in specific cases to determine if participation is appropriate for reasons of safety and/or the health and well-being of that pupil.

To support pupils with physical disabilities:

St Benedict's will endeavor to be inclusive to all pupils and work closely with the Integrated Disability Team (IDS), Visual Impairment (VI) and Hearing Impairment (HI) and Medical staff to make adaptations where necessary. The school has lifts, slopes, disabled toilets.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development by encouraging all to become involved in the range of leadership opportunities that the school offers including; school council, librarians, peer mentors and to be a part of the range of committees that exist within school.

5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service (EP)
- Specialist Teaching Service (STS)
- Integrated Disabilities Service (IDS)
- Speech and Language (SALT)
- Occupational Therapy (OT)

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance and then to the Assistant Headteacher. From here, should parents/carers feel further support is required they can refer to the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child.

5.16 Contact details for raising concerns

Class teachers; SENCo, Learning Assistants; SEND Admin; Assistant Headteacher Pastoral and Progress.

6. Monitoring arrangements

This policy and information report will be reviewed 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.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- Safeguarding Policy