



## **Special Educational Needs and Disability Policy**

**Introduction:**

*Our Mission is to develop the whole person in a Catholic learning community, to provide a loving Christian environment and to strive for excellence, equality, justice and fairness.*

Extract from the school Mission Statement.

This encompasses the aim of the SEND policy to allow pupils to flourish and progress as well as they possibly can taking into account their individual needs and their relative starting points.

**Definition of Special Educational Needs and Disability (SEND):**

Pupils have special educational needs if:

- They have a significantly greater difficulty in learning than the majority of other pupils of the same age or;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;
- Under the Equality Act 2010. Schools must not discriminate and they must make reasonable adjustments for disabled young persons;
- The definition of disability in the Equality Act includes children with long term health candidates such as; asthma, diabetes, epilepsy, and cancer. These children may not have Special Educational Needs, but there is a significant overlap between disabled children and young people with SEN.

4 main areas that Special Educational Need falls under:

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

Special educational provision may be triggered when pupils fail to achieve adequate progress, despite having access to a differentiated programme.

Adequate progress is:

- Similar to that of peers with similar starting points or baselines;
- Matches or betters the child’s previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

A differentiated programme may include:

- Identifying and assessing individual pupils’ needs and ensuring teaching strategies are used to meet these needs in a mainstream classroom. (pen portraits);
- Sharing information of a pupil’s needs to all teaching staff and any successful strategies;
- Providing an appropriate curriculum taking into account the National Curriculum and examination syllabus information;



- Suitable teaching materials;
- Effective, differentiated teaching strategies;
- A supportive learning environment;
- Encouraging a positive self-image;
- Having high expectations of SEND pupils' learning and behaviour as with all others;
- Using outside agencies where necessary and appropriate;
- Monitoring individual pupil progress and making revisions as necessary;
- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.

### **Roles and responsibilities**

They are in accordance with Code of Practice 2014 guidelines and school job descriptions.

#### Governing Body:

- In partnership with the Headteacher, they have a responsibility monitoring the school's general policy and approach to meet the needs of pupils with SEND;
- That they monitor the policy and approach of SEND provision is in accordance with the Code of Practice 2014;
- They monitor the effectiveness of the self-evaluation process in relation to SEND provision;
- All governors are aware of the school's provision for SEND pupils including funding, equipment and staffing and how these are deployed to meet needs;
- They monitor the annual reporting on SEND provision to parents through the school website.

#### Headteacher:

- Has a responsibility monitoring the school's general policy and approach to meet the needs of pupils with SEND.;
- Has to monitor and implement suitable actions on the School Development Plan to improve the provision for SEND pupils;
- Has to direct where necessary suitable appraisal targets related to SEND provision and impact;
- Should direct the budget for SEND provision within the overall financial resources as agreed with the Governing Body;
- Informing the Governing Body of the provision and impact for pupils with SEND.

#### SEND Coordinator (SENCO)

- To advise Heads' of Learning & teams in developing their expertise in overcoming barriers for SEND pupils;
- To ensure sufficient information is provided for staff on pupils and their SEND requirements;
- To ensure parents are aware of provision for their child and seek their input on removing these barriers;
- Is responsible to their line manager and the Headteacher for the day to day leadership and operation of the school's SEND policy;
- Managing and developing the roles of Learning Support Assistants, through training and appraisal;



- Screening and identifying pupils with SEND;
- Co-ordinating provision for pupils with SEND;
- Keeping accurate records of all pupils with SEND;
- Drawing up, reviewing and monitoring provision for pupils with SEND;
- Monitoring faculty delivery of the SEND policy;
- Being responsible and accountable for the whole school SEND resources devolved directly from the Local Authority;
- Liaising with parents and carers of pupils with SEND over progress and provision;
- Advising and supporting teachers and support staff with meeting the needs of pupils with SEND;
- Liaising and planning the use of outside agencies;
- Contributing to in-service training in school of all staff;
- Contributing to the annual SEND report for the Governing Body and parents.

### Heads of Learning:

- Contribute to the writing of EHC plans according to the school's SEND policy as necessary;
- To review the progress of all pupils with SEND taught within their subject areas through the 6 spotlight reports annually. To ensure adequate plans are in place to address any inadequate progress of these pupils;
- To ensure that pupils with SEND and suitable SEND resources are on faculty agendas on a regular basis;
- Ensuring appropriate curriculum provision and delivery is clearly stated in the schemes of work;
- They raise awareness of the school's responsibilities towards pupils with SEND amongst colleagues;
- HOL should regularly and carefully review teachers' understanding of strategies to support vulnerable pupils and their knowledge of Special Educational Needs most frequently encountered.

### Teachers and support staff where appropriate:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even if they have a Learning Support Assistant present;
- Where a pupil is not making adequate progress teachers, SENCO and parents should collaborate on the best ways to remove these barriers to learning and teachers should seek to implement these strategies;
- High quality teaching, differentiated for individual pupils with Special Educational Needs must be provided;
- Should be fully aware of the school's policy and procedures for SEND pupils;
- Recognise that central to the work of any teacher is the cycle of planning, teaching assessing and evaluating takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes;
- Ensure all relevant SEND pupil information is used in planning lessons for the relevant pupils.

### Learning Support Assistants:

- Support pupils with SEND and other pupils within the wider school population as directed;
- Deliver individualised programmes for pupils where appropriate;
- Monitor pupil progress against targets in individual lessons and across a series of lessons;



- Assist with drawing up individual plans for pupils as required;
- Contribute to the annual review process for pupils with SEND;
- Support pupils on educational visits as required;
- Jointly plan with teachers where appropriate or contribute to the teacher's planning;
- Communicate SEND issues to and from the school;
- Raise awareness of SEND issues amongst other staff;
- Keep departmental documentation up to date as required;
- Communicate on a regular basis with parents/ carers;
- Attend meetings and inset as required.

### **Admission Arrangements:**

Admission arrangements are outlined in the school's admissions policy.

Identification of pupils with SEND needs, action and review.

### Assess:

- Class teachers; SENCo establish a clear analysis of a pupil's needs whose progress is not meeting expected levels despite in class differentiation;
- Use pupil progress, attainment and behaviour data to inform this picture of pupils' needs;
- Compare pupils to their peers from similar starting points;
- Consult parents and pupils about what is needed and what will help them progress;
- Seek external support if required from specialised agencies.

### Plan:

- Inform parents of the plan for their child and seek their help in reinforcing behaviour for learning and homework at home;
- Interventions to take place in lessons / interventions outside of class – if required;
- All teachers and support staff must be aware of pupils' needs.

### Do:

- The subject teacher is responsible for working with the pupil in every lesson;
- Where interventions involve 1:1 teaching away from the main class teacher they still retain responsibility for the progress of that pupil;
- Teacher must liaise closely with Learning Support Assistants;
- SENCo works with subject teacher / Head of Learning to work effectively with the pupils.

### Review:

Impact is reviewed – further actions or not decided upon in relation to the pupils starting point and gap to peers from similar starting points.

The progress of all actions outlined on this policy will be reviewed annually in a report to the Governing Body and published for parents on the school website.