

St John Fisher Catholic High School



SEND Policy

Designated Teacher:	SENCO
Adopted:	October 2017
Review Period:	3 Years
Review Date:	October 2020

“Educating for Life”

Our Values



Rationale

As a community of faith our goals are firmly rooted in the Gospel message of Christian love. We aim to provide every possible opportunity for all children and young people to achieve the best possible educational and other outcomes by providing a broad and balanced curriculum including the full range of extra-curricular activities. All children are entitled to an education that enables them to become confident young people with a growing ability to communicate their own views and ready to make a successful transition into the next phase of their life. To ensure this happens we will work tirelessly to remove barriers to ensure students with Special Educational Needs and Disability can have the same excellent experience of school and learning as their peers.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014.



Aims:

To provide detailed information about the school's special educational needs and disability (SEND) provision.

To explain the process for identification and assessment of students with SEN.

To provide information about the SEND provision both inside and outside the classroom.

Objectives of the Department:

- To identify and provide for pupils who have special educational needs and educational needs
- To work within the guidance provided in the SEND Code of Practice (2014)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils
- Ensure that the school provides an inclusive learning environment with a curriculum that is responsive to the learning needs of individuals
- Ensure that the school meets its statutory responsibilities for students with special educational needs and disabilities
- Promote equity and entitlement as well as equal opportunity for all children whatever their gender, background, race or abilities
- Ensure that wherever possible, all children are taught in their own class group, and that withdrawal is kept to a minimum
- Allocate resources flexibly to target and support students with SEND
- Provide a staffing structure with clear lines of responsibility for SEND, including named key worker for high needs students
- Ensure that appropriate training and support are provided for all staff in relation to their responsibilities for meeting the needs of students with SEND
- Put in place programmes of work (for classes, groups or individual) which enable all students to experience success and enthusiasm for learning
- Operate a system of record keeping and regular monitoring of each student's progress.
- Ensure effective ways are found to inform and consult with all parents about SEND in school; and to support those parents whose children have SEND
- Devise effective lines of communication between all involved: children, parents, staff, governors and other agencies
- Review access and inclusion annually to ensure the needs of the students are being met.



Identifying Special Educational Needs

Special Educational Needs

The Children & Families Act (2014) says that: a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability: The Equality Act (2010) defines disability as:

“A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.”

However, The Code of Practice also states that:

“This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition!”

Areas of Need

SEN are organised under four categories however, it is very clear from these categories that there are areas of overlap between SEN and Disability:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying that they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Aspergers’s Syndrome and Autism, are likely to have particular difficulties with social interaction.



Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD). SpLD affect one or more specific aspects of learning and this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

SJFCHS has a clear behaviour policy detailing how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Our comprehensive pastoral system makes thorough reference to the DfE guidance on managing pupils' mental health and behaviour difficulties in school.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Whilst the physical layout of the school has significant limitations for students with physical difficulties every effort is made to accommodate the individual needs of our young people who have a disability.

Personalisation

The Code of Practice acknowledges that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. However, some children and young people need educational provision that is additional to or different from this, which is special educational provision under Section 21 of the Children and Families Act 2014.

To support us in knowing precisely where students with SEN are in their learning and development and to ensure we can provide the best learning environment we:



- ensure decisions are informed by the insights of parents and the young people themselves through regular discussions and meetings
- have high ambitions and set stretching targets that are in line with National Expected Progress
- track progress towards these goals on a termly basis
- plan and review the additional or different provision on a regular basis
- promote positive outcomes in the wider areas of personal and social development through ongoing liaison with the arts and physical education teams
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Class and subject teachers, supported by the leadership team, make regular assessments of progress for all pupils, and will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN on the SEN register. However, they may be an indicator of a range of learning difficulties or disabilities and these will be recorded on the Individual Needs List so that teachers can be advised and plan for the full range of student need. Equally, attainment in line with chronological age means that there is no learning difficulty or disability and again additional needs that staff need to be aware of what will be recorded on the Individual or Disability List.

Difficulties related solely to limitations in English as an additional language are not SEN.

The SEN Register

All young people who have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP) are placed on the SEN register.

With respect to a student being placed on the register at SEN support we follow the guidelines detailed above with respect to learning; use the graduated approach for assessment and the recommended Assess-Plan-Do-Review process in making the decision to meet with parents and discuss the young person's needs, the advice from other professionals and the support or interventions required to maximise learning progress.

A school passport will be drawn up detailing the young person's needs and advice to teachers and this will be attached to the school's electronic register so that planning can be informed and school will meet parents school once a term to discuss progress and outcomes.



Where students have “caught up” and are making their expected progress they will be removed from the SEN register with full consultation with parents.

When students needs are deemed to be more complex an Education Health and Care Assessment will be carried in line with statutory guidelines.

For those youngsters with additional medical needs a Health Care Plan will be held by the School Nurse with close liaison with a key worker.

School will access support from key agencies as required and has strong links with the Autistic Spectrum EMS; Specific Learning difficulties EMS, Minority Ethnic Achievement Team; CAHMs; Family Prevention Team and Educational Psychology. Additional information for families can be found in North Yorkshire’s Local Offer (<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>)

Transition Arrangements

Year 6: The SEN team work closely with Head of Year and the pastoral team in gathering information from primary schools and analysing assessment measures. High need students are invited into school for a personalised visit; are invited to the half intake day and are fully supported through the two transition days.

Information is shared with staff at the beginning of term and through the electronic register so that staff are fully informed and can plan accordingly.

During the first half term support and continued assessment both formal and informal continues to assess need in the setting of a large secondary school.

During the first half term support and observation further informs the above and parents will be invited into school to meet and discuss findings and actions.

Year 11: Is an important decision for next steps. All young people regardless of need are welcome to stay on into SJFCHS 6th Form and a personalised programme will be drawn up where the traditional 6th form offer doesn’t meet need. All year 11 students have access to careers through the school offer however where the needs of the young person are more complex we will engage the support of the specialist careers service who will help with the process of applying for college or supported work.

Year 13: Reports will be written for University and as above, college application and supported employment will be supported through the specialist careers service.

Exam Access Arrangements

The specialist assessor for Exam Access Arrangements is Mrs Vikki Palma. The process for assessment begins above where the history of need and provision is first identified. Formal assessments occur in the summer term of Year 9 however, reassessment and students identified as



needing assessment can be assessed during Year 10 and the autumn term of Year 11. Assessments are for reader; scribe; extra time; use of a word processor; oral language modifier and other bespoke adjustments such as enlarged papers. Reassessment occurs at the beginning of Year 12 for GCE courses.

Exam access arrangements are all carried out according to the guidance and regulations provided by the Joint Qualifications Council.

Responsibilities

The SEN coordinator (SENCo) is Mrs Vikki Palmer BA(Hons) and Level 7 PAPPA. The SEND provision ensures that individual needs are taken into account to enable young people to learn alongside their peers in a meaningful and purposeful way. For students with SEND this will involve:

- Implementation of the SEND Policy
- Provide advice to all staff about the needs of individual pupils and where necessary complete a pupil passport
- Working alongside Heads of Departments to assist them in supporting their staff to identify, assess and plan for children's needs and ensure that they make progress
- Contribute to the Continuing Professional Development (CPD) of staff
- Resourcing the department appropriately for the individual needs of students including personalised technology
- Co-ordinating the deployment of a range of support for pupils with SEND
- Liaising with and drawing upon the advice and expertise of outside agencies
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body
- Working in partnership with parents
- Completing a whole school provision map for SEND
- Assessing needs for Exam Access Arrangement, deploying resources to support exams and liaising with Exams Officer
- Liaising with and reporting to the governors about the work of the Inclusion Department.

In addition to Mrs Palma the Learning Support Team consists of:

Two Higher Level Teaching Assistants (HLTAs), an Advanced Teaching Assistant (ATA) and a team of nine well trained and dedicated General Teaching Assistants (GTAs).

In addition the Learning Support Team liaise closely with the Learning Mentor Team, Pastoral Support Team and Pupil Welfare Office.

Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding



formula decided by the local authority. SJFCHS has an amount identified within our overall budget, called the national SEN budget, which is not ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. The SENCo, Headteacher and governing body review the resources available in the school against the needs of the current cohort on an annual basis and take a strategic approach to meeting the Sen needs within the context of the total resources available. The school maintains a dedicated SEN team, as described above who manage the support of the young people, who are well trained and also make a commitment to training in and use of technological aids aimed at increasing independence.

Accessibility

All young people attending St John Fisher Catholic High School who have a disability have a key worker to respond to the needs of the young person and be an advocate for the adjustments required to allow each young person and be an advocate for the adjustments required to allow each young person full access to the curriculum. We have carried out audits of the school with respect to vision, hearing and mobility. We have identified the best rooms in the school that: prevent glare, provide good visual access to whiteboards, provide larger screens, have reduced background noise for use of radio mics, and have the best access points for immobile students. The SENCo is involved in room changes at the beginning of the year to allow best access to the curriculum dependent on need. Some curriculum areas such as PE, have made significant changes to the curriculum offer, which have in turn resulted in countywide success at some disability sports. Any young person wishing to attend an overseas visit or school trip will not be excluded for reason of disability and the school will endeavour to ensure equal opportunity.

The school is an old building with many stairs and offers many barriers for students with disabilities and often human support is required to overcome these.

The school continues to work with the authority and diocese to improve the physical environment of the school.

Bullying and Pastoral Care

Each young person on the SEN register and who has a disability has a named key worker who maintains regular contact with the young person, their family and the Form Tutor. The key worker supports the Form Tutor and Head of Year with learning and pastoral needs and provides additional home-school liaison to ensure the needs of the young person are met.

SJFCHS Bullying Policy states that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff (or student intermediaries e.g. peer listeners or sixth form lunchtime monitors).

We are particularly aware of the risk of bullying towards our vulnerable learners. The key worker will provide additional support and will be active in looking for changes in patterns of behaviour.



However, we are keen to promote independence and build resilience in the young people and their everyday interactions so that they are able to confidently seek help should they need it.

