



SEN Policy

Date approved: July 2014
Signed by Chair of Governors: Mr Paul Rossi

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Date approved: July 2014
Signed by Headteacher: Mr Sean Hayes

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Reviewed: December 2016
Next Review: December 2018



St John Fisher
Catholic High School

Policy and Procedures

Special Educational Needs Policy

At St John Fisher Catholic High School all students are valued equally and encouraged to live their life to the full, in accordance with our motto. All teachers are regarded as teachers of Special Educational Needs and Difficulties (SEND) and no student should be disadvantaged because of their additional needs. The school aims to provide a personalised learning experience for all students, taking into account their strengths and needs, thus ensuring full access to an appropriate curriculum. The school fulfils all its statutory duties in respect of the Children and Families Act 2014 and has regard to the revised SEND Code of Practice (January 2015). This policy has been co-produced with parents and the SEND governor.

1. Identification

1.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- (b) 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 or mainstream post-16 institutions.

1.2 The four areas of SEND identified in the Code of Practice (2014) are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Physical and / or Sensory Impairment

Specific Learning Difficulties, such as Dyslexia or Dyspraxia, and other diagnosed conditions, such as Attention Deficit and Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD) can be placed within one of these four areas.

In addition, the school recognises that students of any ability can present with a learning difficulty or disability and that these difficulties may be for specific periods of time. A student with English as an Additional Language (EAL) may be identified as having learning difficulties, however speaking English as a second language is not an adequate reason in itself to identify a student as having SEND.

1.3 The school has the following means of establishing whether a student has SEND:

- Information from the previous school, including primary school transition visits
- Information from parents
- Information from external agencies e.g. Health, Social Care, Educational Psychology Service, Autism Outreach
- Prior attainment data, including Key Stage 2 Standard Assessment Test (SAT) scores

- Baseline assessment in year 7 or on entry to school: National Foundation for Educational Research (NFER) reading tests; Cognitive Ability Tests (CATs)
- Teaching Assistant monitoring and feedback
- Observation during lessons
- Feedback from subject teachers, tutors, Student Support Officers, Heads of Houses, including use of Assessment Point (AP) data to monitor progress
- Discussion at Inclusion Forum

2. Levels of SEND

2.1 SEND Support

Students identified as requiring SEND support will be placed on the School's SEND register. Parents will be informed in writing that this is the case. Appropriate intervention strategies will then be put in place to support the student, with progress monitored and reviewed regularly.

2.2 Statements

Some students have a Statement of SEND. These are produced following a period of Statutory Assessment by the Local Authority and have funding attached to them. They also place statutory obligations on the school to deliver the required level of support. Statements are due to be phased out by the end of 2017 and replaced with Education, Health and Care Plans.

2.3 Education, Health and Care Plans

These are due to replace statements by 2017. They can be issued by the Local Authority following a period of Statutory Assessment. Some of these EHC plans may attract additional funding and all impose a statutory duty on the Local Authority and School to deliver the educational provision outlined within them.

3. Provision

Additional support for students with SEND can be provided in the following ways:

- Differentiation by resources, task, group, teacher support, questioning, expected outcomes
- TA support in lessons
- Link Teaching Assistants
- Use of ICT and software packages for support
- Literacy withdrawal groups
- Numeracy withdrawal groups
- Reading Buddies
- Disapplication from MFL
- 1:1 pre-teaching and over-learning
- Social skills groups
- Learning Intervention group
- Homework differentiation and support
- Bi-lingual teaching assistants
- Alternative curriculum arrangements
- Access Arrangements for Public Examinations

- Independent Advice and Guidance to support post 16 transition, including working with Local Authority Additional Needs advisors.

4. Working with External Agencies

The school will work in partnership with external agencies to access specialist services for students and ensure that all receive appropriate levels of help. Where necessary the school will use the Early Help Assessment (EHA) as a means of working with parents and streamlining the work of different agencies. Parents would usually be consulted before external agencies are involved. Partner agencies currently include:

- Education Psychology Service
- Sensory Support Service
- Autism Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Child Health Services, including the School Nursing Service, Community Paediatrician and Neuro-developmental Team
- Referral and Assessment Team
- PCSO and Safer Schools Partnership
- Youth Offending Service (YOS)
- Local Authority SEND team

The school is also committed to working in partnership with other primary and secondary schools in Peterborough to access alternative provision and jointly commission bespoke intervention when required.

5. Monitoring and Review

5.1 Progress reviews take place termly as part of the whole school system of Academic Tutoring, which ties in with the publication of assessment data on different year groups. The student's link Teaching Assistant will attend the meeting with the student and tutor, ensuring that assessment by the Learning Support department and subsequent progress is acknowledged and taken into account when target setting. Parent will be invited to one of these review in an academic year.

5.2 If students are not making expected progress a learning pathway may be put in place, in consultation with the SENCO, child, parent, tutor and external agencies. This plan will identify clear needs and interventions and be monitored termly, with a formal annual review. A lack of progress on this plan would lead to a consultation with an Educational Psychologist and may lead to a request for statutory assessment.

5.3 The views of parents are welcomed and encouraged. Parents are encouraged to attend review meetings and parent consultation meetings, where the SENCO is always available to discuss any concerns. The school also holds half termly drop-ins for parents of students with SEND to discuss any issues that may have arisen and provide an opportunity for support and advice. The school always welcomes feedback as to how to make our systems more 'parent friendly' and has changed the format of annual review meetings to ensure that parents have the opportunity to review paperwork

and ask questions before the meeting begins, in order that they can contribute more fully to discussion. In addition the school seeks to co-produce SEND policies and reports with parents.

5.4 The views of the student are always kept at the heart of discussions. It is now a statutory requirement that the views of students over the age of 16 outweigh the views of the parents. With that in mind, the school works not only to include students in review meetings but also to educate students as to how they can participate more effectively and express their views. Students with SEND are also encouraged to play a full part in the life of the school, and supported to do so when required.

6. Staff Responsibilities

6.1 SENCO

The role of SENCO is taken on by Miss C Wilson, Assistant Head Teacher. She serves as the link between the Learning Support department and the Senior Leadership Team and Governing Body. In addition, she line manages the Assistant Learning Support Co-ordinator and oversees the work of the department, the implementation of the SEND policy in school, Inclusion Forum, liaison with external agencies and the strategic development of approaches to SEND, including the publishing of the School's SEND information report.

6.2 Assistant Learning Support Co-Ordinator

The Learning Support Co-ordinator oversees the day to day work of Teaching Assistants and the delivery of SEND interventions. She also is responsible for the delivery of the Learning Support curriculum at Key Stage 4 and liaises with a number of external agencies and leads on EHA assessments with SEND students.

6.3 Higher Level Teaching Assistants

The school has two Higher Level Teaching Assistants in the SEND department. One works with the Assistant Learning Support Co-ordinator to ensure the smooth operational running of the SEND department and also oversees interventions at Key Stage 3. The other is a specialist HLTA and is attached to our 'Hearing Hub', with responsibility for ensuring the operational running of the Hub and delivering bespoke interventions for our HI students.

6.4 Teaching Assistants

Teaching Assistants should support students inside the classroom or in small groups as directed by the Assistant Learning Support Co-ordinator or SENCO. They should monitor the progress and wellbeing of SEND students and report any concerns to appropriate personnel. Teaching Assistants will be the named Link TA for a number of students: they must attend termly review meetings and liaise with subject staff as appropriate.

6.5 Subject Teachers

Subject teachers are responsible for the learning and progress of SEND students in their lessons. They have a responsibility to know who the students with SEND are and ensure that appropriate work is planned for them and accurate assessments are completed and reported. They must link effectively with Teaching Assistants deployed in their lessons to ensure that students are supported to learn independently.

6.6 Faculty Leaders and Subject Leaders

Faculty leaders and Subject leaders must have oversight of the implementation of the SEND policy in their subject area and ensure that their monitoring of data includes appropriate target setting and evaluation of SEND students' progress.

6.7 Tutors

Must conduct termly academic tutoring reviews with SEND students and the link TA and take the needs of students into account when setting personal targets. They must also monitor students in their care and report any concerns.

6.8 Student Support Officers

Should liaise with the Assistant Learning Support Co-ordinator or SENCO over any pastoral concerns and seek advice and guidance where appropriate.

6.9 Heads of House

Heads of House have a responsibility to ensure that the SEND policy is implemented and activities within their house are suitably inclusive.

6.10 Senior Leadership Team (SLT)

SLT has overall responsibility for the curriculum and learning environment and should therefore have regard to the school SEND policy when monitoring the work of Houses and Faculties and developing the school's strategic priorities, including approaches to behaviour.

6.11 Governors

Governors have a responsibility to ensure that the school administers its statutory duties in respect of SEND students and has regard to the Code of Practice (2015). They should oversee the allocation of budgets to ensure that appropriate resources are afforded for SEND requirements and that optimum use is made of these resources. There should be a designated SEND governor.

7. Resources

- 7.1 The governors, through the work of the finance committee, will allocate funds to meet the needs of students with SEN.
- 7.2 The School should fund the first £6000 of support for a student (currently equivalent to a 14 hour statement)
- 7.3 The Local Authority will provide additional funding for any students with a statement over 14 hours and for students who gain an EHC plan and have high needs funding allocated.
- 7.4 The Hearing Hub receives funding based on a separate Service Level Agreement.

8. Continuing Professional Development

The SENCO will work with the Deputy Head Teacher to ensure that whole staff training on SEND is provided as required. She will also co-ordinate the training needs within the Learning Support department and participate in the whole school programme of professional development. Newly appointed staff and NQTs must have induction sessions on SEND and the SENCO should also work

with Heads of Faculty and Subject Leaders to advise on training requirements and provide bespoke departmental training as required.

9. Complaints

The school has a clear complaints policy: any complaints regarding SEND should be referred in the first instance to the Assistant Head Teacher / SENCO.

10. Policy review

This policy should be reviewed annually.

Approved by the Governors Finance and Premises Committee: July 2014

Review Date: December 2018 **Staff Member Responsible:** Assistant Head Teacher (SEN)