



Special Educational Needs and Disability Policy

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Definition of Special Educational Needs

Students have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them in order that good progress is made. Students have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the Local Authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The focus of the Special Educational Needs and Disability Code of Practice is to remove the barriers to a child's progress through arranging provision that recognises a child's learning characteristics, modifies the learning environment and uses a range of teaching styles.

Students are identified have having SEN when they have not made progress despite the school setting suitable learning challenges which reflect the student's abilities, learning potential and emotional development, responding to the individual's diverse needs, seeking ways to overcome potential barriers to learning and assessment for individual and groups of students, evaluating the strategies and interventions employed in an inclusive curriculum.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and the student's peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the student's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Is likely to lead to appropriate accreditation; and
- Is likely to lead to participation in further education, training and/or employment.

If appropriate progress is achieved in the classroom then the student is not considered to have SEN.

St Columba's Catholic Boys School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

As such, provision for students with SEN is a matter for the school as a whole. All teachers are teachers of students with SEN. The governing body, Head Teacher, SENCo and all other members of staff have important responsibilities.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEN;
- To enable students with SEN to maximise their achievements;
- To ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed;
- To ensure that all students with SEN are offered full access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate;
- To work in partnership with parents to enable them to make an active contribution to the education of their child; and
- To take the views and wishes of the child into account.

Roles and Responsibilities

The role of the Governing Body

The Governing Body, in cooperation with the Head Teacher, will determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body will:

- Ensure that the necessary provision is made for any student who has SEN;
- Ensure that the SEN Information Report is published on the school website;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have SEN;
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Ensure that a student with SEN joins in the activities of the school together with students who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for;
- Ensure the efficient education of the students with whom SEN students are educated and the efficient use of resources;
- Report to parents on the implementation of the school's policy for students with SEN;
- Have regard to the Code of Practice when carrying out its duties toward all students with SEN;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for the child; and
- Ensure that they are fully informed about SEN issues, so that they can play a major part in school self-review.

The role of the Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher will keep the Governing Body fully informed and also work closely with the school's SEN Coordinator.

The role of the SENCo

The SEN Coordinator (SENCo), in collaboration with the Head Teacher, Governing Body, Senior Leadership Team and Teachers, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN.

The SENCo takes day to day responsibility for the operation of the SEN policy and coordination of the provision made for individual students with SEN, working closely with staff, parents, and outside agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing quality first teaching for students with SEN.

The SENCo, with the support of the Head Teacher and colleagues, will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

The SENCo will support staff in devising strategies, setting targets appropriate to the needs of the student and advising on appropriate resources and materials for use with SEN and on the effective use of materials and personnel in the classroom.

The key responsibilities include:

- Overseeing the day to day operation of the school's SEN policy;
- Liaising with the Designated Teacher where a looked after student has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet the student's needs effectively;
- Contributing to the in-service training of staff;
- Coordinating provision for students with SEN;
- Overseeing the records on all students with SEN;
- Liaising with the parents of students with SEN;
- Liaising with external agencies and the Early Intervention Team;
- Monitoring Annual Review;
- Maintaining the school's SEN Register;
- Liaising with the SENCos in Primary Schools to ensure smooth transition;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and smooth transition is planned.

The role of teaching and non-teaching staff

Class Teachers are responsible for:

- Including students with SEN in the classroom and for providing appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEN; and
- Giving feedback to parents of students with SEN.

Higher Level Teaching Assistants (HLTAs) Subject Based

Should work alongside or with guidance from, a subject teacher and Head of Department. They may be partly responsible for bullet points above for the Class Teachers

Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN;
- Support students on a 1:1, small group basis or in a mainstream class;
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

The role of parents/carers

St Columba's recognises and accepts the values and contribution of parents and encourages their participation. We promote a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling anyone with SEN achieve their full potential.

External agencies and support services

There is a termly Early Intervention Team (EIT) meeting arranged by Bexley Early Intervention Team where updates on students already known to the team are given and new students can be raised following consent being obtained from parents/carers for intervention/assessment from external agencies. This team includes the Educational Psychology and Assessment Service and Additional Educational Needs advisor. The team will also give advice, share resources and provide in-house training.

Specialist direct support from the Local Authority SEN support service is used e.g. for Students with autistic spectrum disorder (ASD), Vision Impairment (VI), Speech and Language therapy services for children and English as an Additional language (EAL)

In addition, the SENCo also liaises as necessary with a number of other outside agencies. These include but are not restricted to:

- Social Services;
- CAHMS;
- Educational Welfare Service;
- School Nurse;
- Community Paediatrician;
- Occupational Therapy;
- Physiotherapy

Parents/carers are informed if any outside agency is involved.

SEN Register

Students not making expected progress (as described above) will be placed on the SEN Register. They will be placed at SEN Support (K) where support is received that is additional to or different from the school's usual differentiated curriculum. This can include training and advice from Specialist outreach services and agencies.

A request for Statutory Assessment can be made when the school and partner agencies have tried but are unable to meet the needs of the student to ensure appropriate progress. An education, health and care plan will provide additional resources above the provision at SEN Support.

The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's SEN is such as to require the Local Authority to determine the child's special educational provision through an education, health and care plan.

An education, health and care plan needs will include;

- The student's name, address and date of birth;
- Details of all the Students special needs;
- The students health needs (where appropriate);
- Students social care needs (where appropriate);
- Outcomes;
- Identify the special educational provision necessary to meet the Students special educational needs;
- Any health provision reasonably required;
- Social care provision under S2 of Chronically Sick and Disabled Persons Act 1970;
- Any other social care provision
- Identify the type and name of the school where the provision is to be made;
- Personal budget and
- Include information on non-educational provision.

All students currently with a statement of special educational needs will have their statement reviewed by the local authority and possibly undergo a conversion to an education, health and care plan. The local authority is currently prioritising Year 11 and Year 6 and foresee these conversions should be completed by April 2018.

All children with statements or education, health and care plans of SEN will have short term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need or education and health care plan. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions required to support a Student's progress will continue to be the responsibility of the class teacher.

Students on the SEN Register will be continually monitored for their progress and subject to regular reviews. If their progress improves sufficiently they may be removed from the SEN Register altogether.

Annual Review of a Statement of SEN

All statements or education, health and care plans will be reviewed at least annually with the parents, the Student and the Local Authority and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the statement. At annual review meetings with parents/carers we ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Statemented students or those with education, health and care plans are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.

The annual review held in Year 9 will be particularly significant in preparing for the student's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This must involve the Connexions Service.

Additionally Students will be identified as Class Action (but not on the SEN register) if they are identified as attaining below their peers but making some progress. These Students should make progress with quality first teaching and effective classroom practice. Students with a diagnosis of low incidence physical, sensory or medical impairment whose needs are being met, e.g. through the provision of aids, and can access the curriculum as well as non-impaired Students may not need to be classified as SEN Support (K) however the school will hold a separate medical needs list.

Provision Mapping

The school is committed to the principle of inclusion and the need to develop in order to become more responsive to the needs of all children. Consequently the school has adopted the principle of Provision Mapping, which focuses our attention on using all possible resources to support the progress and development of students experiencing difficulties in their learning. Such an approach allows us to identify ways of supporting students with SEN but also other groups of children as outlined in our Inclusion Policy.

Nature of Intervention

The school has a clear approach to identifying and responding to SEN as it recognises the benefits of early identification and then making effective provision to improve the long term outcomes for the student.

The SENCo and the student's subject teachers should decide on the action needed to help the Student to progress in the light of their earlier assessment. This might be:-

- To provide different learning materials or special equipment;
- To introduce some group or individual support;
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness;
- To undertake staff development and training aimed at introducing more effective strategies;
- Access to Local Authority support services for one-off occasional advice on strategies or equipment or for staff training make it possible;
- To provide effective intervention without the need for regular or ongoing input from external agencies.

Access to the wider curriculum

There is a range of activities that SEN Students are encouraged to participate in. Students participating in these activities are supported. The activities include lunchtime and after school clubs and after-school homework clubs as well as school trips.

Resource Provision

The school has a Resource Provision for Students on the Autistic Spectrum, those with speech, language and communication difficulties and those with a physical difficulty. The aim of the Resource Provision is to enable successful access to the Curriculum for students whose statements name the Resource Provision. The Resource Provision is part of a 'mainstream' educational provision. The expectation is that students in the Resource Provision will be provided with appropriate support to enable full inclusion within the school. The St Ambrose Suite will be staffed to allow any withdrawal support that is necessary. This Provision is overseen by the SENCo and has a full-time HLTA as well as some time allocation from the Teaching Assistants.

Arrangements for SEN and Inclusion In-Service Training

The SENCo attends SEN conferences organised by SELSA on a termly basis to receive updates and discuss developments in SEN and Inclusion at a borough level.

In-House training and individual professional development is arranged to reflect requests and need for training received through the Performance Management process. In addition to this, all staff have access to professional development opportunities and are able to apply for Special needs or Inclusion training where a need is identified either at an individual Student or class level. In-House additional needs and Inclusion training is provided by the SENCo, for teaching and support staff. Where necessary, advisory teachers will deliver training on needs within their specific area of expertise.

Support staff are encouraged to extend their own professional development and the leadership team will ensure 'tailor-made' training where this is appropriate. Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

Complaints Procedure

By providing information to parents, carers and students on a regular basis and by following a clear and transparent policy, the school works to prevent any problems arising. However, in the case of a particular concern the parent should first contact the SENCo. From there onwards, the chain of referral moves to the Deputy Head Teaching (Learning), then the Head Teacher and the Governing Body. If the situation remains unresolved, the parent can then approach the Local Authority's Parent Partnership Service.