



SEND Policy

September 2019



Our School Vision:

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

Ethos

“All Hallows Catholic School is an inclusive and welcoming school which has high expectations for all of its students. We aim to provide a relevant and appropriate curriculum which enables all students, regardless of SEND, to reach their full potential. We seek to ensure all students feel valued and respected, and that each student’s unique interests, qualities and achievements are celebrated.”

Aims

- To raise levels of achievement for all pupils with special educational needs and disabilities by making suitable provision to meet their needs.
- To meet all the requirements and provisions contained in the 2014 SEND code of practice.
- To give SEND students the greatest possible access to a broad and balanced curriculum.
- To involve all teachers and non-teaching staff directly concerned with the identified students in helping meet the students’ needs.
- To work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.
- To seek students’ views and involve them in decision-making.
- To work co-operatively with outside support services and agencies as appropriate.
- To establish links with other schools in order to share good practice and experience.
- To provide regular training for all staff in matters relating to aspects of SEND.
- To foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement.
- To implement systems for careful monitoring assessment and reporting so that the curriculum can be tailored to the needs of pupils with SEND to maintain high expectations.
- To provide a range of appropriate resources to enable achievement.
- To enable every child to be seen as an individual with differing interests, knowledge and skills.

Our SEND Policy embraces the Equality Act, 2010 which clearly states that an education provider must not discriminate either directly or indirectly against students with disability.

Definition of Terms

DfE Revised Code of Practice (2015)

The definition of a child with Special Educational Needs or Disability (SEND) is someone who:

- a) *has significantly greater difficulty in learning than the majority of children of the same age*
- b) *has 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 or mainstream post 16 institutions*

Students with special educational needs may have one or more of the following difficulties:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical needs (inc. hearing impairment)

Equality Act 2010

Many children and young people, who have SEN, may also have a disability under the Equality Act, this is defined as '*... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we aim to ensure appropriate support is in place so that students are helped to overcome their difficulties. The Equality Act 2010 clearly stated that schools and colleges must not directly or indirectly discriminate against students with disability. It also states that education providers must plan for and put in place procedures to reduce and eliminate barriers to accessing the curriculum for students with disability so that students and future students, with a disability, have access to the curriculum and to full participation in the school community. Additionally, reasonable adjustments must be made to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

All Hallows Catholic School seeks to:

- eliminate discrimination, promote equality of opportunity and develop positive relationships between disabled and nondisabled students
- increase access for disabled students to the curriculum and to the physical environment
- provide a broad and balanced curriculum that is appropriately differentiated to meet individual needs and abilities and to make reasonable adjustments and access arrangements as part of the planning and review

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with Special Educational Needs and Disability (SEND) and has due regard for the practice advocated in the new Code of Practice (2014). In September 2019 there were 15 students in All Hallows with an Education Health Care Plan.

Identification and Assessment

Meeting the individual needs of all students, including those with SEND, is the responsibility of all teachers and support staff who work collaboratively with the student and their parents. The SEND Code of Practice 2014 (revised in 2015) makes it clear that all teachers are teachers of students with special educational needs.

- All teachers are responsible for identifying students with SEND and, in collaboration with the Special Educational Needs Coordinator and Heads of Year will ensure that those students requiring different or additional support are identified at an early stage.
- Assessment is the process by which students with SEND can be identified using:
 - Screening /diagnostic tests such as MIDYIS and KS2 results
 - Records from feeder schools
 - Tracking (internal)
 - External agency reports – for example, Educational Psychology, Speech and Language and Physical and Sensory Support.
 - Internal subject assessments
 - Reading and Spelling tests
 - Evidence obtained by teacher observations/assessment
 - Information from staff, parents and from the student themselves
 - Students identified as needing support will be assessed at least on an annual basis to monitor progression

Provision and Monitoring

Progress is regularly monitored via whole school reporting system and Curriculum Support Department testing procedures. This includes screening for Exam Access Arrangements in Year 9.

Every intervention will be monitored for effectiveness. This is done in a variety of different ways.

Monitoring methods include:

- Observations
- Reading and spelling assessments
- Discussion with the student and/or parents, feedback forms
- Review of tracking and behaviour logs
- Meetings with parents including annual reviews of Education Health Care Plans

The effectiveness of individualised programmes is reviewed and adapted as required, at least termly. Students are involved in planning and agreeing their own targets. Parents are encouraged to be involved in a joint home-school learning approach. The SEND Governor reports to the Governing Body to review the SEND policy.

Students with SEND have a reading and spelling assessment annually. Other assessments will be completed as appropriate for the individual student. Exam concessions will also be agreed for internal and external curriculum assessments where students meet the criteria.

All staff members are aware of the students who have SEND. Suggested strategies are provided through the One Page Profiles, case conferences and emails. General strategies are shared through the differentiation booklet, insets and shared files. The school has made some adaptations to the environment to assist students with physical disabilities. Special equipment has been purchased for individual students. Alternative rooming is available for examinations.

Students may be tested for coloured overlays which are then provided for exams where appropriate and individual sheets are given to the students to use in class. Many subjects are set by ability which ensures the ratio of staff to student is kept low for a high number of students with SEND. We will ensure that we can accommodate the needs of disabled candidates during the conduct of examinations and assessments.

We will make reasonable adjustments to accommodate access arrangements. SEND students will have access to a range of different types of support and intervention dependent on needs. This may include:

- In-class support from a teaching assistant
- Mentoring
- Literacy and numeracy tutor intervention
- Use of laptops in the classroom
- Paired reading
- Science club
- Small group intervention
- Outside agency involvement
- Key worker involvement
- Placement at another educational provider
- Exam concessions
- Other activities in school including homework club and various sports clubs

It is important that the needs of an individual are recognised early so that intervention can start to be effective as soon as possible. Needs may change over time and depend on the educational setting. If a student is having difficulty in accessing their education then the pupil will be placed on the SEND support arrangement plan. These are monitored on a termly basis.

Allocation of resources

The use of effective diagnostic and observation procedures to identify student's needs will be taken at the earliest opportunity through our robust assessment and transition arrangements. The deployment of resources, including Pupil Premium, is used to meet needs on an individual and group basis and as a result of the robust identification of need procedures. In accordance with the Code of Practice (2014/15) school implements a graduated approach to the provision of support.

The Local Authority deploys additional resources via the Special Needs Formula Funding and through Education Health Care Plans. The school allocates this funding for employment and training of staff and seeks to promote expertise and specialisms within subject departments as well as within the Learning Support Department.

Access arrangements & reasonable adjustment

This section details how the centre: “Recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”.

[Quote taken directly from chapter 5.4 of the current JCQ publication General Regulations for Approved Centres]

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by staff responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The following information confirms the centre’s good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The needs of individual students as noted above are assessed on case by case basis and reasonable adjustments are applied.

A Graduated Response to SEND

All staff have a responsibility for identifying students with special educational needs and disabilities. Subject leaders have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive manner in all subjects. SEN should be an agenda item for all subject meetings, at least once every half term. If a student is not making the expected progress in lessons despite a differentiated curriculum or is significantly below their peers for literacy and or numeracy age they will be identified and a referral to the SENDCo is made. They will then follow a staged approach of intervention to provide the support required to help the student reach their potential.

Roles & Responsibilities

All members of the inclusion team assume, where directed, shared responsibility for the progress of named students. This includes keeping logs of student progress which the SENDCo uses to identify underachievement. There is a team of TAs whose main duties are to liaise with teaching staff and to support SEND students as required. There is a qualified assessor. There are Learning Mentors who regularly work with SEND students who have social, emotional and mental health needs and also carry out one-to-one mentoring or small group interventions. However, some staff within the school have specific responsibilities with regard to SEND:

Responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo plays a strategic role in developing and delivering appropriate educational programmes for pupils with SEND. The SENDCo's responsibilities include:

- Ensuring the highest levels of attainment for students with SEND
- Overseeing the day-to-day operation of the SEND Department
- Implementing, revising and updating (as appropriate) the school's SEND policy
- Developing and implementing suitable provision for students with SEND and coordinating this provision for those students
- Developing and implementing effective systems for assessment, recording and reporting for students with SEND
- Managing a team of staff within the SEND Department including ensuring that TAs are effectively deployed throughout the school
- Facilitating the provision of appropriate resources for a range of SEND.
- Liaising with and giving advice to subject teachers
- Ensuring systems are in place for effective and efficient record keeping.
- Liaising with the parents and carers
- Delivering regular INSET on aspects of SEND
- Ensuring that pupils with statements of SEND or EHCPs have annual reviews in accordance with the requirements of the code of practice
- Liaising with external agencies, including the educational psychologist and other LA support services, careers service and voluntary bodies.

Responsibilities of the Governing Body

The Governing Body has a responsibility to ensure that the needs of students with SEND are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- By ensuring that a 'responsible person' for SEND is identified on the Governing Body.
- By having regard to the code of practice when carrying out these responsibilities.
- By being fully involved in developing and subsequently reviewing SEND policy.

Responsibilities of the Teacher

- All teachers must be aware of the school's procedures for the identification and assessment of pupils with SEND.
- Staff have a responsibility to keep their knowledge, skills and training for working with pupils with SEND up to date.
- All staff have a responsibility to provide differentiated teaching to meet the needs of all pupils.
- All staff will work with the SENDCo to help implement strategies to enable the pupils whom they teach to progress.
- To develop constructive relationships with parents.
- To be fully aware of the school's SEND policy.

Responsibilities of the Headteacher

- Through the appointment of a suitably qualified and experienced SENDCo, the Headteacher has overall responsibility for the successful delivery of support programmes for pupils with Special Educational Needs and Disabilities throughout the school. His specific responsibilities include:
- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body informed about SEND within the school.
- Working closely with the SENDCo and making best use of the expertise within the school.
- Ensuring that parents are fully informed about the SEND provision that has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.
- Ensuring, through allocation of budgets, that sufficient resources are allocated to ensure that pupils with SEND reach their full potential.

The SENDCO is supported by an Administrative Assistant and a team of Teaching Assistants. TAs are deployed into various subject departments. The school has worked towards raising awareness and improving our approach to inclusion for all students. The School's INSET needs will be included in the School Development Plan.

The school recognises the important contribution that external support services make in assisting with identification, assessment and provision for SEN students. When it is considered necessary, colleagues from the following support services will be involved with SEN students

- Educational Psychologists
- Learning and Language Support
- Behaviour and Student Support
- Health services
- Social services
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Educational Welfare

Strategies for Raising Achievement for students with SEND

A wide variety of strategies are used to provide SEN support for students in the various learning areas of the curriculum. The following interventions and methods are currently used within the School:

- Differentiation of input, tasks and outcome
- In-class support
- Small group intensive support sessions in literacy and numeracy
- Specialist programmes accessed or run by the educational psychologist
- KS3 and 4 mentoring programmes
- Extra-curricular homework/coursework support club
- Speech and Language support for targeted pupils
- Support in examinations for specific pupils
- Students with a statement may receive one-to-one or paired withdrawal and in-class support in line with the statutory requirements outlined in their statement
- Students with SEND receive in class support where possible and are taken out of lessons for targeted numeracy and literacy sessions if SENDCo identifies the need
- Students with SEND are monitored carefully by the SENDCo and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these students are being met through effective differentiation

Evaluation of the Success of the School's SEND Policy

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy:

- Departmental self-review
- Assessment data gained via KS3 and GCSE public examinations
- Feedback from curriculum areas on the effectiveness of the SEND Policy and practice
- Parental feedback and comment
- External agency feedback/interaction
- SLT monitoring
- The school tracking system

One Page Profiles

The One Page Profile (OPP) will provide teachers with relevant information relating to individual needs. They will record an overview of the student's interests and needs from their perspective and how they can be best supported. The OPP will be compiled in collaboration with the student and the parent. All teachers have access to students' OPP and are informed whenever there is an up-date.

Partnership with Parents

All Hallows firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are actively encouraged to contact the SENDCo whenever they have concerns.

Accessibility

The original school building is largely inaccessible to wheelchair users, although new buildings are accessible with lifts in the Sports Centre and the Sixth Form College. There is a lift into the main building although access is then limited to a welfare area and the school hall. There are disabled toilet facilities here as well as in the Sports Centre and Sixth Form College.

Where there is a need physical and sensory adaptations are made to the environment – both learning and social, for example there have been improvements made to classrooms to meet needs of students with hearing impairment and sensory needs, as well as the café. Also teachers are aware that student's with specific needs should be seated accordingly in the classrooms and so on.

With regards to examinations, students who meet the criteria as specified by the Joint Council for Qualifications (JCQ) will have Access Arrangements (AA) to meet individual SEND. Please note we are unable, under JCQ regulations, to accept privately commissioned reports for evidence for AA.

Complaints Procedure

In the unlikely event of any complaint being made the SENDCo should be contacted in the first instance (please refer to our staffing list on the school's website) and he/she will attempt to resolve any issue. However, should the matter remain unresolved, the case will be passed to the Headteacher for further investigation.

Next Review July 2020