



# Special Educational Needs & Disability Policy

<b>Policy Name</b>	<b>Special Educational Needs &amp; Disability Policy</b>
<b>Policy Produced By</b>	<b>Mrs J Whittam</b>
<b>Date Policy Updated</b>	<b>September 2023</b>
<b>Date SLT Agreed</b>	<b>September 2023</b>
<b>Date Governors Approved</b>	<b>October 2023</b>
<b>Date of Next Review</b>	<b>September 2024</b>
<b>Linked or Related Policies</b>	<b>St. Bernard's SEN Local Offer / Accessibility Policy / Supporting Pupils with Medical Needs Policy</b>

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equalities Act 2010: Advice for schools DfE May 2014
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions (December 2015)
- Children and Families Act 2014
- Accessibility Plan

The policy was created by the school's SENCo in conjunction with SLT and shared with governors. At each review there will be consultation with staff, parents of pupils with SEND and governors.

## **Section 1: Key Information**

### **School SENCo: Mrs K Pharoah**

### **Mrs J Whittam – Head Teacher**

St. Bernard's Catholic High School provides a broad and balanced curriculum, which is differentiated to meet the individual needs and abilities of all pupils. In line with the SEND Code of Practice (January 2015) the school has clearly established the role and responsibilities for every teacher in meeting the needs of the pupils within their classes, including those with SEND. A substantial number of pupils will have special educational needs throughout, or at some time, during their school career. Therefore, teachers take into account, in their planning, the individual needs of every pupil to enable them to participate fully in all aspects of school life in order for them to realise their full potential. Teaching groups and setting arrangements, within school, also take into account the needs of all pupils, including those with SEND, in order to ensure that all pupils are stretched and challenged..

## **Section Two: Aims & Objectives**

At St. Bernard's Catholic High School we have an inclusive approach to the education of SEND pupils. We want all pupils to access a broad and balanced curriculum and be stretched and challenged to realise their full potential. In order to support this all pupils with SEND are supported to access their lessons to benefit from the quality first teaching of their subject specialist staff. Our teaching staff work hard to raise the aspirations and expectations for all pupils with SEND. The objectives of this policy are:

- To identify and provide for pupils with special educational needs and additional needs as early as possible.
- To create an environment that meets the needs of each pupil.
- To ensure equal access to a broad, balanced and differentiated curriculum
- To enable pupils to take an active part in their learning development through shared target setting.
- To increase self-esteem.
- To make clear the expectations of all partners in the process and provision of special needs.
- To encourage parental involvement in their child's learning and effective two way communication about the child's needs.

- To operate a “whole pupil, whole school” approach to the management and provision of support for SEND.
- To work within the guidance of the SEND Code of Practice (January 2015).

### **Section Three: Identifying SEND**

There are four main categories of SEND. Some pupils with SEND will have needs which overlap into several areas, however, we categorise by a pupils most significant need as their primary area of concern.

#### **Communication and Interaction**

Difficulty in ignoring distractions

May require prompts to stay on task

Friendships may be fragile or may find social relationships and conversational norms difficult to maintain.

Language processing difficulty

Speech and Language- may require Speech Therapy

#### **Cognition and Learning**

Cognition: Thinking/processing information

Students may find it difficult to remember what they have learnt

Memory and organisational skills

Understanding number and problem-solving

Fine and gross motor skills

Decision making and information processing

#### **Social, Emotional and Mental Health**

Students may experience depression or low self-esteem

Isolation

Attention disorders

Attachment disorder

Issues with self-image

#### **Sensory and/or Physical Need:**

Students have a medical need or genetic condition that will need extra support and a sensitive approach within school

Examples:

Hearing Impairment (HI)

Visual Impairment (VI)

Physical needs and Disability (PD)

Sensitivity to light, noise, food/ chemical allergies

Self-care and help with personal hygiene routines

**BEHAVIOUR** is not a category of SEND; behaviour is an outcome of an underlying condition or emotion. Therefore, we have to look for a cause in order to respond effectively to any challenging behaviours.

## How do we identify students with additional needs?

Effective assessment is the key to identifying potential areas of need as well as strong partnerships with primary schools and other professionals. The assessments carried out are scrutinised every term and we use a range of analytical tools in order to gain the most information from our data.

We identify SEN through:

- Strong partnerships with primary schools and a robust transition process;
- Internal tests such as CATS, literacy screening tests and teacher assessments;
- External tests such as SATS;
- Through discussions with class teachers and teaching assistants;
- Through consultation with parents;
- Through health workers and other professionals who inform the school of a particular need which may impact on academic progress or access to the curriculum.

At St Bernard's our Inclusion Department work closely with the Pastoral Team to provide an extensive network of staff to ensure that all of our pupils are fully supported throughout their time at St Bernard's. This collaborative approach allows us to know our students as individuals and cater for their specific needs. We hold the value that everyone is precious in God's eyes and we treat every pupil as a unique and valued member of our community.

The Inclusion Department meet regularly with Subject Leads and the Pastoral Leaders to rigorously review the progress of all of our pupils and implement additional support where necessary. We are committed to "stretch and challenge" all of our pupils regardless of their starting point. At St Bernard's we recognise and value our pupils' ideas and opinions regarding their own education and regularly involve them in tailoring their own individualised programmes of support to enhance their participation with the wider school community.

## Section Four: Roles and Responsibilities

At St Bernard's the provision for students with special educational needs is the responsibility of **all** members of staff. Class teachers are **responsible** and **accountable** for the progress of all of their pupils, including those with SEND.

Mrs Whittam, the Special Educational Needs Coordinator (SENCo), along with Mrs Wood (Inclusion Manager: SEND) and Mrs Ritchie (Inclusion Manager: Safeguarding and Alternative Provision) are responsible for the day to day operation of the SEND policy. These roles include:

- Liaising with and advising subject teachers
- Managing the Learning Support staff
- Coordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff

- Liaising with external agencies with regard to special educational needs.

The Governors of the school ensure that staffing in the Inclusion Department is sufficient to cater for all pupils with special educational needs. They ensure that teachers are fully aware of their responsibilities towards these pupils. The admissions criteria for the school does not discriminate against pupils with special educational needs and has due regard for the guidance set out in the SEND Code of Practice.

## **Section Five: A Graduated Approach to SEND Support**

At this school we respect the fact that pupils:

- Have different educational, life aspirations and needs
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies and experiences

### **Wave 1**

High quality teaching which is skilfully differentiated to support individual needs is the best first approach for all pupils.

Teachers respond to pupil needs in a variety of ways:

- Providing support in all curricular areas
- Differentiation and modification of the curriculum
- Planning and teaching for a variety of learning styles
- Encouraging full participation in learning
- Providing a safe and secure learning environment
- Acknowledging and planning for where adjustments need to be made in approaches to teaching and classroom management.

### **Wave 2**

There are times when, despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that individual. These could be pupils who are underachieving and need to make accelerated progress but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents and, where it is felt appropriate, pupils themselves will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short-term interventions maybe required and implemented. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. These Wave 2 interventions and the impact of them are recorded by the class teacher.

### **Wave 3 – Additional Support**

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. The Senior Leadership Team and middle leaders regularly review the

quality of teaching across the school for all pupils and, where necessary, additional support or training for staff is provided, including with regard to managing the education of SEND pupils in their classroom.

The SENCo, supported by the Inclusion Manager for SEND, will work with staff to ensure that students who need additional support are identified as early as possible. The progress made by all pupils is regularly monitored and reviewed. The school does not identify pupils as having special educational needs unless action is taken or needs to be taken that is additional to or different from that which goes on in the classroom, but pupils with special educational needs will be included in the whole school arrangements for target setting and review.

Students who are not making adequate progress as defined in the Code of Practice are identified as having special educational needs. In this case the school will apply the ASSESS – PLAN – DO – REVIEW cycle before putting pupils on the SEND register.

Pupils will be provided with an appropriate level of additional support as identified under this process.

At this stage the pupil will be recorded on the SEND register under the category of SEND Support. (This replaces the categories of School Action and School Action Plus).

### **Exiting the SEN register**

Once a child has reached and maintained the level of attainment appropriate for their starting point/or is making progress in-line with their peers, teachers and parents will be consulted about removing them from the SEND register. If outside agencies have supported the pupil, they will also be a part of the consultation process. The pupil will continue to be closely monitored by class teachers and the SEND department to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and Wave 2 support if necessary.

### **Pupils with an Education Health and Care Plan (EHCP):**

Pupils with an EHCP will have an annual review of their plan unless otherwise stated on the EHCP. There are also a minimum of two other opportunities provided by the school throughout the year for parents to discuss and review the plan with school. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the EHCP. At annual reviews from Year 9, a transition plan is prepared in consultation with an Inspira (careers) representative; this will be reviewed and amended at subsequent annual reviews. At annual reviews for Year 11, post 16 providers and an Inspira representative are invited to ensure a robust and smooth transition into further education or employment. This school will liaise with and transfer, as early as possible, all relevant information to the post 16 provider of the pupils' choice.

### **Specialist Support:**

For pupils who have particular and specific needs linked to their SEND, school will seek the support of specialist teachers from the Local Authority (where they exist) for advice and guidance on the best strategies for appropriate differentiation and support. In particular cases the specialist teacher may give a presentation to staff prior to the child starting at St Bernard's.

## **Section Six: Supporting Pupils and Families:**

### **1. Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum which is differentiated to enable pupils to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet pupils' individual needs. Lessons have clear learning objectives, work is differentiated and modified; assessment is used to inform the next step of learning. All pupils have areas for development highlighted by subject teachers and targets.

There are occasions where some of our students struggle with key skills such as: literacy, numeracy, social and emotional resilience which impacts on their ability to fully access the wider curriculum. We, therefore, withdraw pupils from certain lessons to improve these skills. Pupil and parental views are taken into account with regard to withdrawal and the impact on their wider progress is carefully monitored to ensure that access to all curriculum areas is not limited. All withdrawal sessions are a 'short term' intervention and not a long term response to an additional need.

In order to ensure that students with SEND are able to participate fully, in extracurricular clubs and trips, the SENCo and Inclusion Manager for SEND will work closely with staff, parents / carers and outside agencies to facilitate this. If adjustments are required to the trip or activity on safety concerns, then we will ensure that the desired learning objective is achieved. Risk assessments will be produced as necessary, along with additional TA support, to ensure that all students are fully included in all aspects of school life.

### **2. Examination Support**

Pupils who may need exam access arrangements in order to attain the best possible outcomes are screened at the end of Year 9 or at the start of Year 10. This is done by Carole Handley (Access Arrangement Coordinator with PAPAYA qualification). Teachers can highlight students for whom they have particular concerns regarding access to exams. Parents who feel that their child should be considered for such arrangements are encouraged to contact the Inclusion Department as soon as possible prior to the start of GCSE and other examination courses. Please see separate policy on testing and use of access arrangements.

### **3. Partnership with Parents**

The school provides information about the Parent Partnership service to all interested parties on request.

At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

We encourage parents to phone the Inclusion Department or make an appointment to visit whenever they have concerns. Inclusion staff are available at all parents' evenings.

St Bernard's Catholic High School has a document explaining our part of the 'Local Offer' available on our website and also on the Cumbria County Website at:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

#### **4. Links with other schools**

The SENCo and Inclusion Managers liaise with staff at feeder primary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. This usually takes place in the summer term prior to entry. Enhanced transition visits are provided for pupils depending on their needs.

When pupils move to another school, their records are transferred within 15 days of ceasing to be registered at St. Bernard's.

#### **5. Links with Other Agencies**

The school works closely with Children's Services when identifying, assessing and making provision for pupils with special needs.

In addition, we liaise with a range of voluntary and statutory services to support all pupils including those with SEND.

#### **Section Seven: Supporting Pupils at school with Medical Conditions.**

Pastoral Leaders are responsible for keeping a record of all pupils, in their Year groups, with diagnosed medical conditions. We have a separate policy that covers this area of need and it is also available on our website.

#### **Section Eight: Monitoring and Evaluating of SEND**

The Inclusion Department is a core area of the school and its operation and performance is monitored and reviewed in line with all other departments of the school as part of our quality assurance systems. The line manager of SEND is a member of SLT. There is also a school governor with responsibility for SEND who visits the department twice per year to monitor the provision available for pupils.

#### **Section Nine: Training and Resources**

##### **Allocation of Resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for pupils with EHCPs. The SENCo, with the support of the Headteacher and the Business Manager, decides how resources for SEND are deployed within the school.

The Business Manager and Head teacher inform the Governors on the amount of funding available for SEND provision and this spending is monitored by the finance committee of the governing body.

The effectiveness of the resources for special needs is monitored as part of the on-going process of self-evaluation in school.



## **Training of Staff**

Staff who are new to the school follow an induction programme including, where relevant, information about the school's SEND provision and expectations of teachers and pupils (this policy is included as part of the induction pack).

At the start of each academic year all teaching staff are updated on the SEND register and any additional needs of pupils in the school. This information is regularly updated and staff are informed of any changes.

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENCo will provide training to ensure staff are fully informed of relevant SEND issues and procedures within school.

## **Section Ten: Accessibility**

Modifications of school buildings have been carried out to allow for disabled access to all curricular areas. Disabled toilets and shower facilities annex Furness building where the Inclusion Department is situated. There are lifts in Neath and Rievaulx building and a floor lift at the back of the hall. There are also disabled toilets in the Kells Restaurant and in Neath Block. The school has an accessibility plan which is also available on our website.

## **Section Eleven: Dealing with Complaints**

The school's complaint procedures are set out in the policy available on the website.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

## **Section Twelve: Reviewing the Policy**

This policy will be reviewed on an annual basis. It is intended that all stakeholders will have an opportunity to comment upon the effectiveness of the policy and suggest any amendments. This will be done via formal meetings and also via information through the school's website.