



NEWMAN CATHOLIC SCHOOL

Special Educational Needs & Disabilities (SEND)

Approved by ¹	
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Position:	Chair of Governors
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REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions. Schools should devise their own version history to reflect the Policy status in the school.

Version Number	Version Description	Date of Revision
1	Original	September 2019
2		

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1. Introduction

The school has identified academic, pastoral and spiritual aims which interlink and determine the organisation of the school. These aims apply to all pupils including the more able and the less able. We believe, as set down in our Mission Statement, that all pupils are of equal importance and are valued for what they are rather than for what they can do. Just as the talents and abilities of each child are different, so to are his or her needs. By tailoring the curriculum, in its totality, to individual needs, Newman School will be able to confirm and affirm each child. Within this framework of ideals and beliefs, the Learning Support Department has a crucial role to play.

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning a student's special educational needs and the provision made, therefore, enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life.

2. Aims and Objectives

The aims and objectives of this policy are:

- to fulfil all legal requirements under the Code of Practice introduced in 2014 and requirements set out in Section 19 of the Children and Families Act 2014
- to ensure that all pupils have full access to the National Curriculum where possible. Tailored or modified curriculums may be sought to meet individual pupil's needs.
- identify students with special educational needs as early as possible and put appropriate provision in place to ensure all pupils have the chance to succeed;
- to create an environment that meets the special needs of each student;
- to ensure all students have equal access to a broad, balanced and differentiated curriculum;
- to encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to ensure appropriate multi agency involvement so as to secure the highest standard of expertise and advice for our students;
- to ensure that all staff meet the needs of students with Special Educational Needs through the highest standard of teaching.
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND needs.

- to ensure students with Special Educational Needs progress in line with other pupils by monitoring progress and impact on interventions;

3. Identifying Special Educational Needs

At Newman Catholic School we acknowledge our duty to identify students who have Special Educational Needs.

A student has Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children their age.

A student has Special Education Needs if they have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of a same age in mainstream schools or mainstream post 16 institutions.

3.1 Identification:

During year 5 and 6 the SENDCo and pastoral staff share information on pupils with Special Education Needs and start the transition process. In the first half term in year 7 all students will undertake the Cognitive Abilities Test (CATs). All core subjects undertake a base line assessment. All subjects monitor progress through half termly assessment and data analysis.

The SENCo and all staff monitor the progress of pupils identified with SEND. Teaching staff have a responsibility to share information about students who are experiencing difficulty.

The Learning Support department will undertake specific diagnostic tests of a child or referred by staff or parents.

Students identified as making less than expected progress given their age and individual circumstances could 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, widens or fails to move towards closing the attainment gap between the child and their peers.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being placed on the SEND register. It should also not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

When identifying additional needs, these will be categorised under the one or more of the four key areas identified in the Code of Practice:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental health difficulties
- 4) Sensory and Physical Needs

(Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories further).

3.2 Assessment:

At Newman Catholic School, in line with the Code of Practice, a three stage approach will be used:

Stage 1 – Internal assessment and intervention

Stage 2 – Implementation of Early Help Assessment and securing external assessment and advice

Stage 3 – External assessment leading to implementation of an Education Healthcare Plan (EHCP)

3.3 The SEND Process:

The early identification of students will be via the SEND Early Help Assessment and will be used to identify / highlight needs, seriousness of need, actions, outcomes and next steps. Initial interventions will be developed in school and if no progression is made will require support and interventions from the Specialist Services.

In identifying a pupil as needing SEND support Newman Catholic School will, in discussion with parents and the student, start the Early Help process when a pupil is not making progress outlined in section 3. Interventions will be put in place and progress monitored. Progress will be monitored in line with the school data policy and teaching staff will feed into these processes. Students will be set clear targets to aid progression. If progression is not attained then the Learning Support Department will access support from outside agencies and Specialist Services.

4. A graduated approach to SEND Support

At Newman Catholic School all students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to: -

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

Pupil Passports contain a small number of specific targets, ideally three or four, designed to enable the student to progress. Pupil Passports will be used for all students at SEND Support on the SEND register.

Wherever possible, we do not withdraw pupils from the classroom; this reflects the school's acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when, to maximise learning, we ask the pupils to work in small groups or in a one-to-one situation outside the classroom.

The SENDCo and headteacher meet regularly to review the special needs provision. The Headteacher/SENDCo and the named governor with responsibility for special needs hold regular meetings.

Within the English Department the use of a Higher Level Teaching Assistant is used where required to help pupils with one to one, small group work and supporting learning with departmental staff.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

At Newman Catholic School we carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The SENDCO, in partnership with subject teachers and pastoral staff, consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The school follows the **ASSESS – PLAN - DO – REVIEW** cycle to implement, monitor and plan interventions and assess progress for students on the SEND Register.

At Newman Catholic School we include the parents and pupil's views in all stages of the SEND process.

The SENDCo is responsible for keeping all records up to date. Students who have an EHCP will have an annual meeting where their views and the views of their partners are given. Information of progression, achievement, attendance, and provision of support or interventions will be fed into the meeting. All subject teachers will have input into the system.

5. Supporting Pupils and Families

At Newman Catholic School we will ensure that parents are aware of the Local Offer and the school offer will be available in line with the Code of Practice recommendations. (Regulation 53, Part 4)

5.1 Links with other agencies

The school works closely with all of the LAs Pupils and School Support units (referred to in section 8) when identifying, assessing and making provision for special needs students.

The named officer(s) for our school are to be found in the handbook.

All pupils who have a support package in place from the Pupil and Support Services (PaSS) will receive their agreed support via an individualised plan.

Students with SEND have the same access to the schools admissions policy. This can be found in the Prospectus and on the school website.

5.2 Exam Access

Where appropriate, Newman Catholic School will secure the necessary and appropriate dispensations from examining bodies to enable students to perform and achieve to the best of their abilities at both KS3 and KS4.

In order to access special arrangements, a student will be tested by an appropriately qualified teacher to identify the appropriate support arrangement.

6. Supporting Pupils at School With Medical Conditions

Newman Catholic School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students with medical conditions will be supported in line with the schools Medical policy and will be in line with new recent guidance published by DfE.

7. Monitoring and Evaluation of SEND

The SENDCo will work with all staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

The progress made by all students at this school is regularly monitored and reviewed. The school does not identify students as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

Students who are not making adequate progress are identified as having special educational needs.

Subject teachers/heads of house/form tutors consult with the SENDCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress.

Additional support is provided through **SEND Support 1**. This will be monitored and reviewed regularly through an Pupil Passport (PuP).

The SENCo will consult with parents, students, carers, teachers and support staff about the Pupil Passport to ensure all interested parties are aware of the learning targets and their contribution to its implementation.

All Pupil Passports will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once a term. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process.

Provision for pupils will be in-class support and /or withdrawal time to work on individual programmes tailored to need.

SEND Support 2 – If we have evidence that a student is making insufficient progress despite support at SEND Support 1, the SENDCo may seek further advice from external specialists within the Local Authority (LA). The LA service, consisting of professionals, including specialist teachers, educational psychologists, education welfare officers and educational administrators. The SENDCo will keep parents and students fully involved and informed about any proposed interventions.

The range of support for students at SEND Support 2 will be similar to that at SEND Support 1 but may be necessarily more intensive.

Students with an Education and Health Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their Pupil Passport, be reviewed annually. A report containing recommendations will be provided for the LA which will consider whether to maintain, amend or cease the EHCP, using the procedures described in the Code of Practice. The annual review in Yr 9 and any subsequent reviews will include the drawing up and subsequent review of a Transition Plan. Inspira will have full involvement with the pupils in these reviews.

This school will liaise with the receiving school when a student with Special Educational Needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

Students who are placed on the SEND register will be assessed and monitored in line with the schools monitoring systems.

The SENDCo and SEND department will monitor progress of the students and implement interventions as and when required. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

8. Training and Resources

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. Particular support is given to NQTs and new members of staff by the SENDCo as part of their induction.

The SENDCo, in consultation with the headteacher/staff development officer will provide training to ensure all staff are fully informed of relevant SEND issues and procedures within school.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO regularly attends the LAs SENDCO network meetings (CSCL) in order to keep up to date with local and national updates in SEND.

Membership of NASEN

Local Links:

- Inclusion Officer – attendance
- The Educational Psychology Service
- CAMHS / Fairfield
- The Pupil Referral Unit
- The Kingmoor Assessment Centre
- Inspira
- School Nurse
- Physiotherapy
- Social Services
- CME Officer – child missing education
- Youth Offending Service
- Hearing Impairment team – Children's Services
- Speech and Language Therapy
- Visual Impairment team – Children's services
- PAC

8.1 Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for students with statements.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and SENDCo meet at least annually to agree how to use funds, including those directly related to an Education and Healthcare Plans (EHCP).

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

9. Roles and Responsibilities

At Newman Catholic School provision for students with Special Educational Needs and Disabilities is the responsibility of all members of staff.

The Special Educational needs Co-ordinator (SENDCo) is responsible for the day to day operation of the SEND policy. Main duties are: -

- Overseeing the day -to- day operation of the school's SEND policy.
- Liaising with and advising fellow teachers.
- Managing the SEND team of teachers and learning support assistants.
- Co-ordinating provision for SEND pupils.
- Overseeing the records on all SEND pupils.
- Liaising with parents of SEND pupils.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, the Inspira PA, health and social services and voluntary bodies.

The Governing Body does its best to secure the necessary provision for any student identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for students with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice.

10. Storing and Managing Information

At Newman Catholic School all data will be kept in line with the school policy on

11. Complaints procedures

The school's complaint procedures are set out in the school prospectus.

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

12. Reviewing the Policy

The SEND Policy will be reviewed annually.

