



# ST JOHN HENRY NEWMAN CATHOLIC SCHOOL

## SEND POLICY

Approved by	
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## Special Educational Needs (SEND) Policy

### **1. Introduction**

St John Henry Newman Catholic School is committed to providing an inclusive education that meets the academic, pastoral and spiritual needs of all pupils. We recognise that each pupil is unique, with different talents, abilities and needs. Our approach to education reflects our Mission Statement, educating our pupils in the wholeness of mind, body and spirit through the teachings of Jesus Christ.

The school offers a broad and balanced curriculum that is differentiated to accommodate individual learning needs and abilities. This policy ensures that curriculum planning and assessment consider the challenges pupils may face, enabling them to participate effectively in all aspects of school life.

### **2. Aims and Objectives**

This policy aims to:

- Comply with the legal requirements set forth in Section 19 of the Children and Families Act 2014 and the SEND Code of Practice 2014.
- Ensure full access to the National Curriculum, with tailored or modified curriculums available where necessary.
- Identify pupils with special educational needs (SEND) as early as possible and implement appropriate interventions.
- Foster an inclusive learning environment that meets the needs of each pupil.
- Support pupils in developing confidence and self-esteem.
- Promote multi-agency collaboration to secure the highest standards of expertise and support.
- Ensure quality first teaching and targeted support for pupils with SEND.
- Engage parents in effective communication about their child's needs.
- Monitor and evaluate the progress of pupils with SEND to ensure they achieve in line with their peers.

### **3. Identifying Special Educational Needs**

A pupil has SEND if they:

- Have a significantly greater difficulty in learning compared to peers of the same age or have a disability that prevents or hinders them from accessing mainstream education facilities.

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream setting.

### **3.1 Identification Process**

A thorough transition process allows information, usually from Year 6, to be shared with the SENDCo. Within the first half term all core subjects undertake a base line assessment with Year 7. All subjects monitor progress through half termly assessment and data analysis. The SENDCo and all staff monitor the progress of pupils identified with SEND. Teaching staff have a responsibility to share concerns about pupils who are working significantly below that of their peers through the completion of a SEND concerns referral form.

If necessary, diagnostic assessments will be carried out by the Learning Support Department when concerns are raised to identify appropriate intervention.

Pupils 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 special educational needs 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 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 and Intervention**

At St John Henry Newman Catholic School, we use a graduated approach to support pupils with SEND. The graduated approach involves a four-stage cycle that school staff use:

- Assess
- Plan
- Do
- Review

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 pupils on the SEND Register.

Pupil Passports outline specific strategies to support learning, challenges that the individual may face and SEND support that is in place to support the pupil. They are always written alongside the pupil and with supporting advice from specialists following assessment.

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.

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 St John Henry 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.

We include the parents/carers and pupil's views in all stages of the SEND process. The SENDCo is responsible for keeping all records up to date. Pupils who have an EHCP will have an annual meeting where their views and the views of their partners/carers 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 this.

## **5. Supporting Pupils and Families**

At St John Henry 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). We also signpost to external organisations who may be able to offer support and advice.

### **5.1 Links with other agencies**

The school works closely with the LA and other specialists when identifying, assessing and making provision for special needs pupils.

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

### **5.2 Exam Access**

Where appropriate, St John Henry Newman Catholic School will secure the necessary and appropriate dispensations from examining bodies to enable pupils to perform and achieve to the best of their abilities at both KS3 and KS4. In order to access special arrangements, a pupil will be tested by an appropriately qualified teacher to identify the appropriate support arrangement.

## **6. Supporting Pupils with Medical Conditions**

Pupils with medical needs are supported in line with the Equality Act 2010 and the school's Medical Policy. Where applicable, EHC plans incorporate medical needs alongside educational and social care support.

## **7. Monitoring and Evaluation of SEND**

The SENDCo will work with all staff to ensure pupils 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 pupils within school is regularly monitored and reviewed. The school does not identify pupils 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.

To ensure successful monitoring of SEND within school we:

- Regularly review progress to ensure pupils receive effective support.
- Review, monitor and adjust SEND interventions based on pupil progress.
- Pupil Passports are regularly reviewed, and pupil plans are reviewed termly in collaboration with pupils and parents.
- Annual reviews are conducted for pupils with EHCPs.

## **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 ECTs and new members of staff by the SENDCo as part of their induction. The SENDCo, in consultation with the Headteacher will provide training to ensure all staff are fully informed of relevant SEND issues and procedures within school and this is shared through staff briefing and/or inset. 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 attends the LAs SENDCo network meetings and the annual SEND conference organised by the LA in order to keep up to date with local and national updates in SEND. Resources and support shared from external agencies, Educational Psychologists and Specialist Advisory Teachers are distributed and shared with teachers and support staff to support the pupils.

## **9. Roles and Responsibilities**

At St John Henry Newman Catholic School provision for pupils with Special Educational Needs and Disabilities is the responsibility of all members of staff. The 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.
- 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, Inspira, health and social services and voluntary bodies.

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

Teachers: Responsible for ensuring high-quality, differentiated teaching for SEND pupils.

Governors: Ensure compliance with SEND regulations and oversee the effectiveness of SEND provision. The SEND governor meets regularly with the SENDCo.

## **10. Storing and Managing Information**

Pupil records are stored securely in accordance with GDPR and the school's Data Protection Policy.

## **11. Complaints Procedure**

Parents can contact the SENDCo regarding any concerns which may arise. They may also raise concerns through the school's Complaints Procedure, outlined on the website.

Disputes regarding EHC plans can be appealed through the SEND Tribunal. (See section 9.209 and 11 Code of Practice 0 to 25 years 2015).

The Local Government Ombudsman (LGO) can investigate complaints that the special educational provision set out in the plan is not being delivered (see section 11.89 Code of Practice 0 to 25 years 2015).

## **12. Reviewing the Policy**

This SEND Policy is reviewed annually to ensure it remains current and effective in meeting the needs of pupils.