



St. Mary's College

Special Educational Needs Policy

**APPROVED BY THE PASTORAL AND INCLUSION COMMITTEE
4 DECEMBER 2014**

The Mission of St. Mary's College

"Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself" (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

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SEN Co-ordinator

The Special Educational Needs Coordinator at St Mary's College is:

Amanda Eaglen BFA, MFA, NASENCo, SLE
Phone: 01482 851136
Email: aeaglen@staff.st-marys.hull.sch.uk

The SENCo is not a member of the SLT, but the SEN advocate on the SLT is:

Emma Beaumont
Phone: 01482 851136
Email: ebeaumont@staff.st-marys.hull.sch.uk

1. Aims and Objectives

If the principle of education for all is to be effective, it must, as far as possible, be moulded to individual needs and capabilities. All children are entitled to an education which will enable them to develop their full potential.

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Special Educational Provision

“For children aged two years or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers.”

SEN Code of Practice 2014

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability Code of Practice: 0-25 years*.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing a high quality pastoral system, where each and every pupil has regular one to one meetings with their personal tutor and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, membership of the School Council.

2. Identification of Needs

The SEN Revised Code of Practice: 0-25 years (2014) outlines a graduated approach to meeting the needs of pupils with SEN, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is "additional to or different from" the provision made as part of the school's usual differentiated curriculum and strategies.

This 'graduated approach' is broken down into four stages: assess, plan, do, review, which are described in more detail below. A graduated approach however, is at the heart of our whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children.

Subject teachers are at the heart of this approach and so, with guidance and support from the SENCO and, where appropriate, other specialist staff, they are able to refer a pupil for further assessment if they are making less than expected progress.

The Code defines less than expected progress as “*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*
- *Fails to close the attainment gap between the child and their peers*
- *Widens the attainment gap”*

The Code recognises two broad levels of provision within the continuum: a school based category and an Education, Health and Care (EHC) Plan

Prior to a child being placed on the SEN Register, the subject teacher takes responsibility for meeting the needs of student within the normal classroom context. This is achieved in the first instance by ‘quality first teaching’ and by differentiating work whenever appropriate.

3. A Graduated Approach

Assess

Prior to entry to St Mary’s College, information is collected about all new year 7 pupils, to aid a successful transition to secondary education. In addition to the standard data for all pupils, additional information is gathered for pupils who have, or may have SEN. This is done by means of the SENCO meeting with SENCO’s of feeder primary schools during June and attending annual reviews for children with an Education, Health and Care (EHC) plan.

Further assessment of needs is by way of:

- Information from feeder schools as described above
- Whole-school cognitive screening assessments e.g. NFER Cognitive Ability Tests during the first half term
- Whole-school Suffolk Reading Scale (reading assessment)
- Standardised English assessments within the first half term of year 7

Based on the above data, it will be decided whether or not the pupils require support that is additional to or different from the rest of their year group and what kind of support will best help the pupil to make progress. All teachers have full access to this information and so are able to adjust their teaching to meet the needs of individual pupils as appropriate.

In addition, there may be pupils who have not previously been identified as having special educational needs, but who fail to make expected progress. There may be other pupils where a possible special educational need, for example dyslexia, only becomes apparent as school work increases in complexity.

The school has an effective referral system, whereby teachers are able to request further assessment from the SEN department, should they have concerns about a particular pupil. The referrals are considered by the SEN department staff, supported by our Special Educational Needs Support (SENS) Advisor and this will usually trigger further assessments, which may include some of the following

- LUCID screener for dyslexia
- Dyslexia Screening Test (DST)
- Gathering further progress data from other teaching staff
- Requesting answers to specific questions regarding the pupil from other teaching staff
- Observing the pupil in different classroom settings
- Interviewing the pupil to get their point of view
- Discussing the needs with parents
- Work scrutiny
- Speed of writing tests
- Other psychometric assessments as may be appropriate
- Consultation with external agencies as appropriate

Plan

The first step in providing support for a child who has been identified as having SEN is ensuring that quality first teaching, differentiated for individual pupils, is in place. The SENCO or an appropriate specialist member of the SEN team will support teaching staff in adjusting their support and use of resources to meet the needs of the individual pupil. Once strategies to support the child have been identified, they are communicated directly to staff via email for immediate implementation. They are then placed on their 'Pupil Profile' in the SEN database, where any member of teaching or support staff can reference them.

If a pupil requires support in addition to quality first teaching, there are a number of different targeted interventions that a pupil may take part in. Though some of these interventions may be delivered during registration time, many take place during lesson time. A pupil will be withdrawn from a particular lesson or lessons each week, with the agreement of parents. Some of these targeted SEN interventions may include:

- Literacy support through a range of different programmes, dependent upon the needs of the child. We are currently using some of the following:
 - Lexia
 - Rainbow Reading
 - Inference Training (for comprehension skills)
 - SRA
 - Units of Sound from Dyslexia Action
 - Study Skills at KS4
 - Handwriting programmes
- Physical Management Programmes (PMP) for pupils with physical difficulties
- Specialist Maths interventions at KS3
- Social Skills Groups
- In some cases, TA support in mainstream lessons may be appropriate

For our most vulnerable pupils in year 7 and year 8, we run a Core Group. In this scheme, 10 to 12 of our most vulnerable youngsters participate in a structured learning program for 50% of their timetable with a focus on literacy and numeracy.

For the remaining 50%, they continue to take part in mainstream lessons with support as appropriate.

Finally, for those of our students who need it, we have a well-trained team of teaching assistant (TA's), who are able to support them in their mainstream lessons. Our goal is always to encourage and achieve independence where possible.

Each intervention has clear criteria for entrance and a clear criteria for exit. Our provision is aimed towards achieving outcomes for the young people whom we support, rather than providing a specific number of hours of support.

Each pupil who has been identified as having SEN, will have a 'Pupil Profile' which contains details of their specific needs, interventions that have been put in place for them and strategies that will help the pupil to make progress. This will be a changeable document that is updated as additional interventions/strategies are put in place.

Pupils who have more complex needs will have a 'Pupil Passport' as well as the 'Pupil Profile.' The passport will contain far more detailed information about the needs of the child, since they are more complex. This document is less likely to change over time, though it too, will be updated as appropriate.

Do

As stated above, once strategies and interventions have been identified for a particular pupil, staff responsible for teaching that child are notified via email so that immediate plans can be made to incorporate the appropriate level of differentiation into classroom teaching for them.

The school employs "Link TA's" for each subject faculty, who are paid to attend all curriculum development meetings within their assigned faculty. This is one of the means by which information regarding pupils with SEND is communicated to and from departments. As well as providing further guidance to departments on the implementation of planned strategies for pupils, it also provides opportunities for joint planning and for teaching staff to raise any initial concerns. There are times when individual teaching staff may have discovered a strategy that helps a specific pupil, in which case the Link TA is able to share this information with other TA's who support the pupil in other subjects. All TA's are allocated planning time during the week, during which they have the opportunity to liaise with teaching staff to help to provide differentiated resources.

Interventions away from the classroom are closely monitored and progress recorded. As part of the process of participating in the additional support, new strategies or information may come to light. It is during these lessons where the pupil is able to make some of their own discoveries about what works for them and it is important that teaching staff are made aware of this. When this happens, such information will be added to the pupil profile and circulated to teaching staff as appropriate.

Review

As stated earlier, teachers and SEN staff are continually reviewing the progress of all pupils on a daily basis. The whole school assessment procedures are carried out for all pupils, including those with SEN and targets are set and reviewed regularly. Pupils who are receiving support that is additional to or different from their peers may have specific targets related to the support they are receiving. Progress towards these targets is reviewed regularly, at least termly and relevant information communicated to parents, in line with the requirements of the SEND Code of Practice.

Obviously, there are times when it becomes apparent that a change needs to be made in the support/intervention that a young person is receiving prior to the next formal review date. In these situations, appropriate changes will be discussed and carried out as part of the graduated response.

For pupils with a higher level of need, where the interventions and strategies are very personalised to the pupil, for example, a pupil with ASD, where a strategy may only work for a short period of time, the review will happen much more frequently, to ensure a child-centred approach to support.

4. Education, Health and Care Plans (EHC Plans)

Where the needs of a pupil can no longer be met solely from the school's own internal resources, it may be necessary to apply for a Statutory Assessment, which could lead to the provision of an EHC Plan. Though this is an unusual occurrence in a secondary school, if it becomes necessary, the school will, where appropriate, support the parents in requesting the necessary assessments.

If awarded, the EHC Plan will define appropriate educational objectives for the pupil, as well as any associated health and social care needs that may arise as a result of the child's SEND.

A significant number of children come to St Mary's College, who already have an EHC Plan. For these children, as described earlier, the school's SENCo will meet with primary SENCO's, teachers and the pupil prior to transition, attending the year 6 annual review where possible. Additional visits may also be arranged for these children before the school's transition week, dependent upon the specific needs of the child. This enables the school to ensure that support in line with the requirements of the EHC Plan can be put in place as soon as the pupil begins year 7.

The EHC Plan is reviewed formally on an annual basis, but interim reviews are carried out as and when necessary to ensure that the outcomes of the plan are able to be met.

5. Managing Pupil's Needs on the SEN Register

A pupil is placed on the school's SEN Register, once they have been identified as requiring support that is different from or additional to their peers. Changes to the register are made as part of the review stage in the graduated approach. Where changes are to be made to the status of a child on the register, for example adding them to or removing them from it, parents and relevant staff involved with the child are kept informed and consulted. Changes to the register are made under the supervision of the SENCo.

As interventions are put in place, details of this are recorded on the pupil profile for that child, which is a record of their specific needs, interventions that have been put in place for them and strategies that will help the pupil to make progress. This is a changeable document that is updated as additional interventions/strategies are put in place. The progress made as a result of these interventions is also recorded here for teaching staff to access.

Additionally, the school maintains a provision map, which records all provision made for all pupils on the SEN register.

6. Other Agencies, Organisations and Support Services

The school has strong working relationships with a wide range of external support agencies in order to fully support our SEND pupils and aid inclusion.

Input from any of these services may be sought at any stage in the graduated approach, though only with parental approval. They may be involved at any stage of the assess, plan, do, review cycle, once it has been identified that the school requires additional expertise, over and above that which they are able to provide internally.

The details of many of these services are published as part of the local authority's 'Local Offer', but the school will liaise directly with most of them.

Some of the external agencies that the school may call upon include:

- CPS (City Psychological Service)
- Speech and Language Support Team (SALT)
- Northcott Outreach (ASD Support Team)
- Independent SEN Support Service (SENSS)
- Local Authority
- Health Services (including Occupational Therapy)
- NHS Physiotherapy Services
- IPASS (Integrated Physical and Sensory Service – formerly ESPD and ESHV)
- Child and Adolescent Mental Health Services (CAMHS)
- SSD (Social Services Department)
- YOT (Youth Offending Team)
- Rowan Centre – Home Education Support
- KIDS Parent Partnership (Independent Education Advisory Service)

- EWO (Educational Welfare Officer)
- Connexions / Careers
- Children's Services
- Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's
- Police
- National Autism Society
- School Nursing Team
- Whitehouse Unit
- Children's Centres

7. Involving Pupils

All students should be involved in making decisions, where possible, right from the start of their education. This fact is central to the Code of Practice for pupils with SEND.

“There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels”

SEN Code of Practice 2014

The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years and beyond.

At St Mary's College, we encourage students to participate in their learning by:

- Contributing to reviews and targets
- Talking to Personal Tutors, TAs and subject teachers about their learning
- Class and individual reward systems
- Student Council

8. Accessibility

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. They may even extend to requesting additional funding from the local authority if appropriate.

The school ensures appropriate access for disabled pupils through:

- Ramped access and lifts to all floors.
- Disabled toilet/washroom facilities

- Teaching Assistants who are trained in PMP techniques
- Specialised space in which to provide PMP for pupils where appropriate
- The use of radios to enable immediate response/support when necessary
- Specialist PE equipment
- Some extra-curricular activities specifically tailored towards the physically disabled.

9. Transition Arrangements

The school has a Head of Transition, who leads the transition process for all pupils from Key Stage 2 to Key Stage 3.

Provision is made for the transition of pupils with special educational needs via:

- Transition visits to feeder primary schools
- Collection of information and data
- Liaison with professional bodies supporting the child
- Attendance of SENCO at annual reviews during year 6
- Teaching Assistants visit primary schools to learn how to carry out specific programmes (e.g. speech therapy, physiotherapy, intimate care procedures) with the child and primary school staff.
- Parental visits/communications
- An Induction evening for parents/carers and children
- An entire week of transition activities just prior to the end of the summer term.

Transition Post 16:

The goal for all young people is to ensure a successful transition into adulthood and the SEND Code of Practice devotes a whole chapter to this subject alone. St Mary's College provides the following support for our young people to achieve this successful transition:

- A high level of support and guidance in year 8 for all pupils as they make their choices for their exam options
- Additional support w for pupils with SEN in making these choices where necessary
- Specialist option subjects, such as Lifeskills and additional literacy for pupils who would benefit from such a choice
- A representative of Connexions to attend all Annual Reviews from year 9 on.
- Pupil interviews with Connexions personnel well in advance of all review meetings
- Further meetings to be held with pupils where necessary
- All appropriate information to institutions where a pupil may transfer
- Guidance and support regarding further education facilities or apprenticeships more relevant to their needs, to pupils who might not find the sixth form at St Mary's appropriate.
- Support in any transitional activities, where appropriate, with the institution to which the young person is transferring.

10. Training and Resources

- The school is committed to extend expertise in the area of SEN
- There are regular training sessions provided by the SENCO to all staff
- Outside professionals are invited to assist with staff training as appropriate
- There are half termly training sessions for all TAs
- TAs attend CPD training events where appropriate
- The SENCO has been awarded the nationally accredited SENCO in June 2011
- The SENCO attends regular SEN conferences and other training in order to remain abreast of current trends in SEN provision
- Newly appointed teaching staff will spend some time in the SEN department to discuss SEN procedures in the school
- Newly appointed TAs undergo a rigorous training process that lasts in the region of three days, with regular reviews over the first few weeks of their employment
- TAs are regularly observed in the work they do and provided with feedback
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. This is always the case at the beginning of the new school year where all staff are briefed on new SEN pupils
- The use of TAs and the support provided to pupils with SEN is a standard part of the teacher observation format

11. Roles and Responsibilities

Provision for students with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet these needs, in other words, they are all involved in the graduated approach of *assess, plan, do, review* for pupils with SEN.

The Governing body, in cooperation with the headteacher has a legal responsibility for determining the policy and provision for students with special educational needs – it maintains a general overview and has appointed a representative, the SEN governor who takes particular interest in this aspect of the school.

“Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.”

SEN Code of Practice 2014

The key responsibilities of the SENCO may include:

- Overseeing the day to day operation of the school's SEN Policy
- Coordinating the provision for students with special educational needs
- Ensuring the implementation of the requirements of the SEN Code of Practice for Special Educational Needs (2014)

- Carrying out annual reviews for all pupils with an EHC Plan Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Advising on the graduated approach to providing SEN support.
- Supporting subject teachers and personal tutors in devising strategies, setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Being a key point of contact with external agencies, especially the local authority and its support services and providing a link between these agencies, class teachers and parents
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Contributing to the in service training of staff in matters relating to SEN and SEN policy
- Managing teaching assistants
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

Teaching Assistants (TAs) work as part of a team with the SENCo and the teachers, supporting students' individual needs and helping with inclusion of students with SEN within the class. They play an important role in implementing strategies and interventions and monitoring progress. They contribute to review meetings and help students with SEN to gain access to a broad and balanced curriculum. Some TAs are also responsible for special duties such as Physical Management Programs (PMP) and intimate care of certain children. For this they will always receive appropriate training.

Teaching Assistants will:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for students with SEN
- Be fully aware of any other school policies that are relevant to the work they do
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

12. Storing and Managing Information

Confidentiality of information is of paramount importance, especially when it is as sensitive as that which relates pupils with SEND. All files are kept in a secure office, which is locked when staff are not present. Any documents which contain confidential information that are not required to be stored are shredded. Once a

child has left school, files are either passed onto the institution to which they are moving, or stored in line with school policy.

13. Admissions Policy

- Children with SEN statements and Looked after Children who have named St Mary's College as their choice of school will be admitted to the school, subject to the agreement of the governors and in line with current SEN legislation.
- The school's Admissions Policy meets the statutory requirements for admitting SEN pupils and a copy of this policy is available on the school's internet site.

14. Complaints Procedures

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

15. Reviewing the Policy

The SEN Policy will be reviewed annually. Reviews of the policy will be done in consultation with parents, pupils, governors and teaching staff

Other Policies linked to this one:

Single Equality Policy
Intimate Care Policy
School Medical Policy
Administration of Medicines Policy
Pastoral Handbook Policies and Procedures
Teaching and Learning Policy
Assessment and Marking Policy
Safeguarding Policy

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