



ALL HALLOWS CATHOLIC HIGH SCHOOL

Special Educational Needs and Disability policy

September 2019

Introduction

This policy accepts the definition of SEN as set out in The Special Educational Needs and Disability Code of Practice (0-25) 2014.

Definition of Special Educational Needs and Disability

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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

All Hallows Catholic High School is a mainstream school. We aim to provide an inclusive education for all our students which accept the need to ensure all students reach their individual academic potential while also preparing for the adult world. Students will gain self-efficacy and learn moral values in a safe learning environment which adopts Christian values at the heart of its community.

If you require further information about the provision for SEND in the school, please contact the Special Educational Needs Co-ordinator (SENDCO) Mrs J Melling.

It accepts the following aims of the New Code of Practice:

1. Aims and Objectives

1.1. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where

the Head Teacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

1.2. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

1.3. Headteacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs, via an update on the policy each year.

1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

All Hallows aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND.

Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCO) and Learning Support team and follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

2. Principles

By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, ADHD and some complex behavioural, emotional or social difficulties, including syndromes such as Tourette's, and Autistic Spectrum Condition and mental health disorders are among the disabilities that might be classed as SEND if they have a significant impact on the student's ability to make progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice.

The *Disability Discrimination Act 1995 (DDA)* and the *Disability Equality Duty Act 2010- (DED)* introduced measures aimed at eliminating the discrimination often faced by disabled people and at All Hallows, we endeavour to promote the spirit of inclusion typified by these Acts.

2.1 Responsible Persons

The 'responsible person' for SEND is Mr C Horrocks (Headteacher), and Mr W McMahon Perry (Chair of Governors).

2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs J Melling (SENDCO) and Mrs L Stewart (Assistant SENDCO).

3. Identification and assessment

Many students with SEND will have had formal assessments or diagnoses at primary school. Our Learning Support has developed links with our primary feeder schools and liaises with them to help identify students with special needs who will be coming to All Hallows Catholic High School and get relevant data. Students and their class teachers are visited in Year 6 and the SENCO takes part in Year 6 annual reviews of pupils with EHCP's or significant need if they will be transferring to All Hallows.

In some cases, a student without previously identified SEND will not make adequate progress, or teachers may consult the SENDCO about other concerns. Learning Support will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

4. Admission and Inclusion

4.1 All the teachers in the school are teachers of children with Special Educational Needs. As such All Hallows Catholic High School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The School Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with EHCPs and those others with less significant problems.

4.2 Provision

At All Hallows Catholic High School we have a policy of individual planning and recording for all students, and deliver personalised learning initiatives. Provision-mapping for students with SEND is therefore an integral part of our whole-school management systems. Every student has individual targets whether or not they have SEND, and we record outcomes for every student.

For students with SEND our provision mapping also:

- Identifies additional or different provision
- Links provision to individuals

- Monitors and reviews provision

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in-class work or targeted group interventions by Learning Support staff, Learning Managers or departmental intervention programmes.

A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by Learning Support staff, or withdrawn from class for special teaching or social development or skills programmes such as:

- Literacy and numeracy catch-up groups
- Study Skills options – taught by specialist teachers
- EAL support in small withdrawal groups
- Social Skills and Emotional Literacy
- Academic and pastoral mentoring
- Following a 1-1 programme based on Specialist Teacher advice such as Precision Teaching, phonological awareness training or reading programmes
- Touch typing
- IDL Literacy and Numeracy– Indirect Dyslexia Learning (Multisensory computer program)
- Rainbow Reading
- Homework club

This is done to teach skills, address learning gaps, boost achievement or exploit strengths. Many students with SEND also have special (access) arrangements in exams, such as extra time, a reader, a scribe, rest breaks, prompts and or access to a word processor.

In many cases, students with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We use these reports to inform our provision planning.

Students with SEND who have difficulty managing their behaviour may go on school report with targets agreed by both student/parents and Learning Managers or in some cases a Pastoral Support Plan (PSP) and if so it will include an outline of their strengths and difficulties, special provision and targets, and be used for monitoring and reviews in conjunction with staff, parent/carers and the student. This work is carried out in partnership with the Learning Managers.

Some students who have a disability will have a Care Plan prepared with the help of the student and his or her parents or carers and will involve the School Nurse, health services, and other involved professionals including the school's SENDCO. Care plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually.

The SEN Register is managed by the SENDCO. A Butterfly Book (Pupil Passport) is shared with all staff which highlights pupil's needs and how to support their difficulties in class. The Butterfly Book gives basic details to the staff about CAT and SAT results as well as Reading and Spelling ages. The Butterfly Book will also show any specialist reports that are needed to give the teachers more strategies for that specific child with SEND. Updates to the register and the butterfly book are updated on a regular basis and staffs are informed immediately.

5. Resources

Funding for students with SEND is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding is available for the most severe levels of need in mainstream schools. The majority of this funding is already allocated to schools for existing named pupils and so any allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system.

6. Partnership with parents, carers and students

All Hallows emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- Discussions with teachers, pastoral staff, Learning Managers, and the SENDCO
- Inputs to the type of support required by student
- Sharing details of external reports and assessments
- Participation in reviews and parent's/carers' meetings
- Students will have the opportunity to feedback on their support annually when creating the Butterfly Book

Parents and carers of students with an Education Health Care Plan are always asked to attend an annual review meeting and to be actively involved in the review process, including the agreeing of targets.

7. Monitoring and evaluation

This SEND policy is reviewed and the SENDCO meets with the SEN Governor.

- Education Health Care Plans continue to be monitored through Annual Reviews where the views of parents, teachers and students will be obtained. The SENDCO will lead on this meeting ensure all paperwork is sent to LCC.
- Students and families will be involved in the support process for the student through parent meetings, and through dedicated meetings with the SENDCO.
- School Support has now replaced School Action and School Action Plus. Class teachers will liaise with parents during Parent Meetings and Learning Managers and Heads of Department may ask to meet with parents if there are concerns about a student's progress. Parents may also request a meeting

if they have concerns. In addition, there will be termly interim reports allowing parents, staff and students to monitor progress.

- SENDCO will monitor the effectiveness of interventions offered through regular assessment and feedback from students.
- All schools and Local Authorities have published a 'Local Offer' stating what and how provision is allocated. All Hallows 'Local Offer' is published on the school website.

8. Liaison

Parents will always be informed when an external agency becomes involved with their child.

8.1 Regular liaison is maintained with the following external agencies for students on School Support and those with EHCPs:

- Educational Psychology Service
- Social Care
- The Hearing Advisory Service
- The Vision Advisory Service
- Health Service
- Education Welfare Service
- Children Looked After service
- Special Education Needs officer
- Child Adolescent Mental Health Service
- Speech and Language Service
- Physical Disability Service
- Inclusion and Disability Support Service
- Parent Partnership

9. Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

9.1 In the first instance register your complaint with the SENDCO, Assistant Headteacher (Mrs Cooper) and / or Headteacher (Mr Horrocks). We would hope that your complaint would be resolved at this level.

Parents also have the right to raise their concerns with the SEND Governor and the Chair of Governors.

9.2 Time target for response: an initial response should be expected within 24 – 48 hours.

9.3 Parents can also contact Lancashire Parent Partnership Service – email information.lineteam@lancashire.gov.uk telephone 0300 123 6706 Monday to Friday 8am- 5pm

Or Lancashire County Council SEN department - www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx

10. Legal framework

This policy will give due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children.