



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Disability and Special Educational Needs Policy

2018 - 2019

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	Curriculum & Outcomes
Date To Governors:	October 2018
Date Agreed:	September 2018
Review Due:	September 2019 and annually thereafter
Is this Policy to appear on school website:	Yes

St. Cuthbert's Special Educational Needs Policy

1. Introduction

St. Cuthbert's Catholic High School values the contributions that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEN are valued, respected and equal members of the school.

As such, provision for students with SEN is a matter for the school as a whole.

'All teachers are teachers of students with SEN'

'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access supports from the teaching assistants or specialist support' (Code of Practice 6.36).

This policy was developed by the SENCO and Inclusion Team and this policy will be reviewed annually by the governing body working in conjunction with teachers, non-teaching staff, parents, students and external professionals. The policy reflects and complies with the Special Educational Needs and Disability Code of Practice: 0 to 25years, published in June 2014 and the Disability Discrimination Act 1995.

2. Definitions

'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them'
(Education Act: 1996)

'A child of compulsory school age or a young person 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 either prevents or hinders him or her from making use of a kind generally provided for others of the same age in mainstream schools'
- (Code of Practice: xiv).

Special educational provision means:

'educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream school' (Code of Practice: xv).

3. Objectives

- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To ensure a clear focus on the participation of young people in decision making process at individual and strategic levels
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEN and ensure a successful transition to adulthood
- To ensure all students have access to a broad, balanced curriculum within a caring environment in which they can develop and grow towards their full potential and reach high expectations
- To ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed following a graduated response

4. Roles and Responsibilities

Governors

The named governor with special responsibility for SEN is Paula Lawson.

The governing body of St Cuthbert's Catholic High School will:

- Ensure that the necessary provision is made for any student with SEN
- Consult the LA and the governing body of other schools, when it seems necessary in the interests of coordinating SEN provision in the area as a whole
- Have regard for the Code of Practice when carrying out duties towards students with SEN
- Report to parents on the implementation of the school's SEN policy

SEN Department

The SENCO is Caitlin Barrett and the SEN Support Officer is Nicola Smith. Both can be contacted on 01744 678123.

The SEN department in collaboration with the Assistant Headteacher, Headteacher and Governors, play a key role in determining the strategic development of the SEN policy and provision in school, in order to raise achievement of students with SEN.

Key responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Co-coordinating provision for students with SEN
- Liaising with and advising other teachers
- Overseeing the records of all the children with SEN
- Liaising with parents of students with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services.

Teaching Staff

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for students with SEN, and are actively involved in the review process.

Learning Support Assistants

The LSA's work closely with the SEN department in providing support for the students with Special Educational Needs across the school, liaising with class teachers, maintaining records for the students they work with, and attending reviews and meetings as requested.

Parents

In accordance with the SEN Code of Practice the school believes that all parents of students with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about Special Educational provision

Voice of the Child – SEN Student Voice Champions

St. Cuthbert's encourages and supports student participation and assists students to be actively involved in decisions regarding their education. Students with SEN express their opinions within support plan meetings, reviews and transition planning.

5. Staff Development and Appraisal

St Cuthbert's Catholic High School recognises the importance of staff development and appraisal for increasing self-confidence and expertise and as such promotes:

- Our commitment to continuous professional development for all staff on SEN developments
- Integration of all SEN staff into the performance management procedures of the school.
- All teachers and support staff undertake induction on taking up a post and this includes a training session delivered by the SENCO to explain the SEN(D) systems and structures
- SENCO delivers training to ITT candidates
- SENCO delivers whole school training on government legislation.
- All staff are aware of the electronic central database which provides details information on each student's needs.

6. Admissions

St Cuthbert's Catholic High School strives to be a fully inclusive school and welcomes all students, including those with SEN(D), in accordance with the LA admissions policy and the Code of Practice.

'All schools & colleges should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with SEN but without EHCP's, must be treated as fairly as all other applications for admission'

According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education, Health and Care Plan educated in mainstream school the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

7. Transition – links with other schools / colleges

Year 6 – A member of the SEN department will meet with the primary school SENCO within the summer term prior to joining St Cuthbert's Catholic High School. This enables more efficient transfer of information and preparation for KS3 when planning for specific needs. Students with SEN are also offered extra transition visits if the primary school believes this will benefit the student. At St Cuthbert's Catholic High School there is a dedicated Transition Coordinator who the SEN department liaise with in planning the transition days and the tutor group arrangements for Year 7. High needs SEN students are offered bespoke transition days and work with staff in school to ensure a smoother crossover to High School.

KS3 to KS4 – A member of the SEN department will work in liaison with the Heads of Year and the Senior Leadership team in ensuring the needs and support for students with SEN will be met at KS4.

Year 11 to college – the SEN department work closely with the Inclusion Manager and Social Skills Co-ordinator in ensuring all students, including those with SEN, experience college taster days. Those students who have an EHCP will have a Transition Plan which sets out what is necessary for the students to successfully move on to adult life. The plan is subsequently reviewed in the following years at further education establishments. During Year 11, all students will meet with Careers Connect to discuss post 16 options and if necessary to arrange further transition days to College.

8. Specialism and Special Resources

In addition to the curriculum offered, the Inclusion department consists of the Learning Support Centre and the SEN Department. The Learning Support Centre Coordinator works closely with the SEN department in ensuring if students' needs cannot be met within the classroom, they can be met in a smaller and more nurturing environment in the Learning Support Centre. Within the Learning Support Centre students can access a Learning Mentor, Counsellor, Anger Management therapy, Cognitive Behaviour Therapy, bereavement counselling plus many more.

9. Allocation of Resources

All schools in St Helens receive funding for students with SEN in three main ways:

1. The base budget covers teaching and curriculum expenses
2. The delegated SEN budget covers additional support required
3. The devolved budget which is allocated for some students with Education, Health and Care Plans or Provision Funding as allocated by the Local Authority.

St Cuthbert's Catholic High School follows LA guidance, to ensure that all needs are appropriately met.

10. Identification, Assessment, Provision and Review

All students are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of students will have their needs met through *quality first teaching* within normal classroom arrangements and appropriate differentiation.

The school is committed to early identification and assessment of children presenting with difficulties and adopts a graduated response to meeting students' individual needs. Decisions on the most appropriate type of action is always applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended. All students throughout the school are monitored through regular data collections. After observations, assessments, planning and review it may be necessary to place students on the SEN register and provide extra support. Details of this support can be found on the Local Offer which is on St Cuthbert's Catholic High School website.

St. Cuthbert's have specific criteria for student's placement on the SEN register, please see Appendix A. All students who have an EHCP or receiving provision funding will have annual reviews which parents / carers are invited to attend. St. Cuthbert's adheres to the Assess, Plan, Do and Review as outlined in the Code of Practice (Appendix B).

11. Curriculum Access

St. Cuthbert's Catholic High School strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- System of early identification of barriers to learning and participation
- High expectations and suitable targets for all students

12. Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by SEN department and Curriculum Leaders
- Analysis of student tracking data, for individuals and cohorts
- The School Improvement Plan

13. Links with other agencies, organisations and support services

- Education Psychology Service
- Learning Support Service
- Behaviour Improvement Team
- Careers Connect
- LASCS
- Children's Disability Service
- Visual Impairment Team
- Hearing Impairment Team
- Barnados (counselling service)
- Young Carers
- Youth Offending Team
- CAMHS

14. Complaints Procedure

Please see the school's complaints policy for further information.

Appendix A

Criteria for placement on SEN Register

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the student's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

A student has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support.

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It may also be beneficial to understand what is **not SEN**:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- Difficulties related solely to limitations in English as an additional language are not SEN.

Appendix B

