

Special Educational Needs Policy and Procedures

ST. FRANCIS OF ASSISI CATHOLIC COLLEGE



Reviewed by:	Mrs C Walker
Last reviewed on:	Autumn 2017
Approved by Governing Body:	17-12-18, deferred and approved 01-04-19- ratified by FGB 10-04-19
Next review due by:	April 2022

1.0 Purpose of Policy:

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its students. The information is available free of charge to parents of existing or future students of the school, the LA, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post. Appendix One contains all the required information.

2.0 Definitions and Abbreviations:

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 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 prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

SEN	Special Educational Needs
PATOSS	Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties (SpLD)
NASEN	National Association for Special Educational Needs
DFE	Department for Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
ARP	Additionally Resourced Provision
EHCP	Educational and Health Care Plan
NQT	Newly Qualified Teacher
GCSE	General Certificate of Secondary Education
LSA	Learning Support Assistant
VI	Visually Impaired
HI	Hearing Impaired
PD	Physical Difficulties
CPD	Continuing Professional Development
HLTA	Higher Level Teaching Assistant

3.0 Processes and Procedures:

See Appendix One

4.0 Roles and Responsibilities:

See Appendix One

5.0 Legislative Information:

See Appendix One

6.0 Associated Policies/References:

Local Offer

SEN Code of Practice 0-25 (2014)

Safeguarding Policy and Procedures

Curriculum Policy

Disability Equality Legislation

Equality Act 2010: Advice for Schools DFE February 2013

Guidelines on supporting students at school with medical conditions (Sept. 2014)

Data Protection Act

Complaints Procedures

Anti-Bullying Policy

7.0 Appendices and Contacts:

Appendix One - SEN Policy and Procedures

Appendix One

SEN Policy and Procedures

Introduction:

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its students. The information is available free of charge to parents of existing or future students of the school, the LA, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post. **This document contains all the required information.**

The Special Educational Needs Co-ordinator for St Francis of Assisi Catholic College is **Mrs Walker** (BSc Hons, PGcert SpLD). She can be contacted on 01922 740300, or by e-mail at cwalker@stfrancis.cc

As the designated SEN Progress Leader Mrs Walker sits within the middle leadership team and is responsible for managing the provision made for children and young people with SEN at St Francis of Assisi Catholic College. In addition, she is responsible for monitoring the progress of all students on the SEN register and reporting on this to the Head Teacher and the governing body. A named member of the governing body has been designated as having responsibility for SEN provision; this is currently Mrs Beryl Meehan.

Compliance:

The school operates its policy, provision and practice in accordance with guidance from the following;

- Diocesan Education Service
- Equality Act 2010: advice for schools DfE February 2013
- SEN Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations(2014)
- Statutory Guidance on supporting students at school with medical conditions (September 2014)
- Safe guarding Policy
- Accessibility Plan
- Teachers Standards 2012

Further information is also available within the School's **SEN Information Report** and the **Local Offer** which can be found on the school website.

Our Values:

St Francis of Assisi Catholic College places great importance on ensuring that the needs of ALL children and young people in the school are met, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.
We uphold the belief that;

"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility." (SEN Code of practice 2014)

As an inclusive school we aim to ensure that each student in our care is provided with the support they need to enable them to achieve their full potential in a mainstream environment.

Our Aims and Objectives:

We aim to raise the aspirations and expectations for all students with SEN with a strong focus on positive outcomes.

The school strives:

- To identify and provide for students who have special educational needs/additional needs
- To make all reasonable adjustments to accommodate the needs of students with SEN or a disability
- To work within the guidance provided in the SEN Code of Practice, 2014
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will work with the SEN inclusion Policy
- To provide support and advice for all staff working with SEN students
- To provide support to parents of students with SEN

Additional Resourced Provision:

St Francis of Assisi Catholic College has an **Additionally Resourced Provision** (ARP) to admit a specified number of children who have Statements of SEN or who are identified with SEN on the Code of Practice with very severe and complex needs in the area of Dyslexia as defined by the **British Dyslexia Association**. These places can only be accessed through a separate process, managed by Education Walsall with additional criteria that must also be met.

The Resource Base is staffed by qualified and experienced specialist teachers (including the SEN Progress Leader). A limited number of students are admitted each September in addition to our intake of approximately 180 students. These students may have Statements or EHCPs or be identified with dyslexia in Walsall Local Authority and may come from any part of the Borough. They are fully integrated into the mainstream school, but withdrawn for up to 3 individual lessons in the Resource Base each week. They are taught 1:1 by a Specialist Teacher. The Resource Base is seen as influencing the curriculum in the rest of the school and the team share their knowledge and expertise with all staff across the school to promote dyslexia friendly practice. There is a wide range of teaching resources, assistive technology and computer software to teach and support students with dyslexia. Subject staff are encouraged to visit the area for advice and make use of the small lending library of Special Needs reference books and magazines.

Targeted students from neighbouring authorities e.g. Staffordshire, Sandwell and Birmingham, also receive dyslexia lessons provided by the specialist dyslexia teachers. These students are in receipt of a statement or EHCP for dyslexia and are withdrawn for between 1-3 individual dyslexia lessons weekly, but are fully integrated into mainstream school for the remainder of their lessons.

As dyslexia is this school's specialism, the Resource Base provides an Introduction to SEN and Dyslexia Awareness Training for all NQTs and new members of staff as part of the school's induction programme.

Mrs Walker, our SEN Progress Leader, has responsibility for applying for Special Arrangements for GCSE and A Level examinations. She is currently supported by one of our specialist teachers from the ARP, Mrs Turner. This involves testing all SEN students to assess whether they qualify for special exam arrangements e.g. extra time, a reader or a scribe. Reports will then be provided for students and sent electronically to the examination boards for approval.

Identifying Special Educational Needs:

St Francis of Assisi Catholic College recognises the four SEN profiles as identified in the SEN Code of Practice, 2014.

These are:

- Communication and Interaction
- Cognition and Learning

Social, emotional and mental health difficulties
Sensory and or physical needs

On entry to the school, students will be assessed using prior information from parents and the primary setting together with a range of standardised tests. From this, students will be offered a tailored package of intervention according to their individual needs. The SEN department staff work alongside subject staff who alert them when any student is not making expected progress. Again, the revised SEN Code of Practice is used as a guide and therefore a lack of progress is classified as one 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 gap

Consideration and support is also given to those students who may not have a SEN but fall into one of the following categories and as such their needs may impact on progress and attainment.

Disability (the Code of Practise outlines the “reasonable adjustments” duty for all settings and schools provided under the current Disability Equality Legislation).
Attendance and Punctuality
Health and Welfare
English as an Additional Language (EAL)
Being in receipt of Student Premium
Grant Being a looked after child
Being a child of a service man or woman

A graduated Approach to SEN support:

St Francis of Assisi Catholic College uses a **Graduated Response** to SEN provision. In respect of this the school provides the following support, dependent on the needs of the student.

A Provision Map is used to manage and track SEN Provision and progress. This is managed by the SEN Progress Leader and the SEN Administrator with input from all staff.

Wave 1:

High quality first teaching and differentiation within an appropriate teaching set is always the first step in responding to all our students who have or may have SEN.

However, where a child is not making the expected progress subject teachers seek the advice and guidance of the SEN specialist teachers and support staff. This may take the form of alternative teaching strategies, more extensive differentiation, resources or assistive technology.

The **Assess, Plan, Do, Review** approach as recommended within the revised SEN Code of Practice is used to deliver effective provision. In respect of this a **Student Passport for Learning** is developed and placed on the Staff Shared Area on the Network. This details the student's strengths, areas of need and what teaching strategies and resources work well for them. This information informs teacher planning. This information is updated by the SEN Administrator on a regular basis. The SEN database has been recently revised to include a detailed record of each student's support profile.

Wave 2:

Following on-going monitoring students may be offered time limited specific intervention delivered by our support staff. This would be regularly reviewed and adjustments made accordingly. If following at least two cycles of the assess, plan, do, review process and the student is still **failing to make expected progress, despite appropriate intervention** it may be deemed necessary, at this point, to place the student on the SEN register at the single category of SEN Support. The following intervention could be offered

Small Teaching Set (maximum 10 students)

Additional support within class from support staff

Small group interventions for reading, spelling, handwriting and maths delivered by support staff

Toe by Toe programme - a structured reading scheme delivered by LSAs and 6th form/Year 11 volunteers 5 times a week for 20 minutes during morning registration with targeted students, i.e. those with a reading age of below 8.5 years.

Circle of Friends programme

Mentoring

Daily Homework Club

EAL staff support students for whom English is their second language.

If, following this higher level intervention, the student then begins to make acceptable level of progress, the decision may be taken to remove the student from the SEN register.

Wave 3:

Where a student's difficulties are more long term and pervasive a range of individual programmes are delivered by one of our highly qualified and experienced specialist teachers

Small group intervention to develop; literacy, numeracy, speech and language or social skills.

One to one specialist teaching following individual and specific learning programmes

Any, and all provision, is arranged following consultation and discussion with students, parents and staff. At this point specialist services such as Speech and Language, Psychology Service, Autism Outreach may also be involved.

If it is considered by all the stakeholders that despite appropriate intervention over time the student has still failed to make adequate progress, the information collected may be used to apply to the local authority for a statutory assessment and an application for an Educational and Health Care Plan could follow.

All provision and intervention is regularly reviewed and its efficacy monitored to ensure that the student continues to make progress and fulfil their potential.

Inclusion:

Every effort is made to include students with SEN in all aspects of school life. Students are encouraged to attend clubs and extra-curricular activities that are available in school. We follow the requirements of the Equality Act 2010.

Partnership with Students and Parents:

The school views effective partnership with students and parents as an essential part of any successful SEN provision. Parents and students will be kept informed and consulted at every stage of the identification, assessment and review procedures, the student and parent voice is held in high regard and their opinions sought.

Termly reviews, meetings, phone consultations and e-mails provide regular opportunities to share, discuss progress and most importantly celebrate achievements. Parental and student views are actively sought, considered and included in the review process.

Transition:

When children move from primary school to St Francis, wherever possible the SEN Progress Leader or Specialist Teacher, HAL year 7 meets with the primary SENCO and class teacher in order to share their knowledge, experience and written records. The students have the opportunity to visit our school and to meet key staff. Students with a Statement or EHCP of SEN or identified with SEN on the COP are invited to an additional transition day in our specialist centre. An individual transition plan is produced, if required, to ensure a successful move to the school, or to support the student in moving to their next educational phase.

Evaluation of the Success of the SEN Policy:

This will be achieved by measuring the personal, social and academic progress of the individual students, against both their SEN targets and the half termly progress checks that take place across the whole school. In addition to this the views of parents will be gathered and advice may be sought from external agencies.

The governing body will monitor and evaluate the requirements of the policy through their termly Committee meetings.

Admission Arrangements:

Children with SEN who do not have a Statement or Education and Health Care Plan of SEN are subject to the same admission arrangements as all other children. They are administered in accordance with the guidance set out in the Admission Arrangements published by Education Walsall. A copy of the Admission Arrangements is available from Education Walsall and St Francis of Assisi Catholic College. This booklet also sets out the arrangements that apply for the admission of children and young people with Statements of SEN. Please see details of the full school admissions policy on the school website.

Supporting Students at School with Medical Conditions:

The school recognises that students at school with medical conditions should be 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 the duties under the equality act 2010.

Some students may also have a SEN in which case the SEN Code of Practice (2014) would be followed.

At St Francis of Assisi Catholic College liaises with the Walsall School Health Team as required. We ensures that staff are kept aware of the medical needs of students via tailored individual health care plans which are kept under review. Training is provided for staff in respect of students with specific medical needs and this is also kept under review.

Further information regarding the school policy on supporting students at school with medical conditions can be found on the school website or DfE Supporting Students at School with Medical Conditions Guidance September 2014.

Resourcing SEN in the School:

The resources that we allocate are comparable with similar schools in Walsall, and are allocated fairly and equitably according to the level of student need. This is based on the professional assessment of the level of difficulty the student is experiencing in relation to other children of the same age. Assessments and judgements that are made are compared to those of similar schools to ensure standardisation. Support to do this is provided by the central SEN support services in Walsall who routinely work across a number of schools and

who are able to moderate our judgements of need. St Francis has a range of different external services regularly available to us for SEN support and these include:

Advisory teachers for SEN, including teachers of Visually Impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD)

Educational Psychologists

Specialist Support team staff

Education Welfare Officers

Behaviour Support Workers

School health services

Social services and other key statutory and voluntary agencies that work in specialist areas in Walsall are also available for support.

Training:

All staff take part in Continual Professional Development opportunities, both in school and with other providers. They are then required to cascade their knowledge in the form of a presentation to the department during regular staff meetings. A focus on SEN is a requirement for all staff as part of on-going, school based CPD.

St Francis is part of a Walsall wide education community who meet together at regular intervals and share good practice. Walsall has a network for SEN Leaders to allow professionals to come together at regular intervals to discuss concerns and new developments and to plan training for the foreseeable future. Staff from the SEN department also work closely with neighbouring schools within the area, including special schools.

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

The school promotes and encourages links with our primary feeder schools, other ARP specialist schools and the SEN Progress Leader promotes, develops and supports SEN Practice with other schools.

Roles and responsibilities or Headteacher, Governors and other staff:

The Governing Body are ultimately responsible for ensuring that they use their best endeavours to meet the needs of children and young people with SEN in their school.

The Headteacher, as the leader of the school, is responsible for ensuring that this is translated into reality in the running of the school. A named member of the governing body has been designated as having responsibility for SEN provision; this is currently Mrs Beryl Meehan.

The person responsible for co-ordinating the day-to-day provision for students with SEN is the Special Educational Needs Progress Leader. The school also employs Learning Support Assistants (LSAs), including Higher Level Teaching Assistants (HLTAs) and Specialist Teachers who work specifically in the area of SEN. They are line managed by the SEN Progress Leader. They provide the additional support that is required, and, call upon professionals from outside the school to offer additional support and advice when required.

The department supports a range of special needs both within the classroom and in withdrawal lessons. Learning Support Assistants, Specialist Teachers and the SEN Progress Leader are assigned to classes and year groups and work to their strengths i.e. their specialist areas/subjects or with individual students when necessary.

Our **Safeguarding Officer** is Miss Brayshaw. Mrs Walker is the designated teacher for our Looked After Children.

Our named members of staff for managing the **Student Premium Grant** is Mr Griggs.

Mrs Walker is responsible for managing the school's responsibility for meeting the needs of **students with medical conditions**. **English as an Additional Language** (EAL) is managed by the EAL Co-ordinator, Mr Griggs .

Storing and Managing Information:

All student files and information is stored electronically and is password protected or in locked cupboards. The school has an Information Management Policy and follows GDPR 2018.

Making the School Accessible:

St Francis of Assisi has a detailed Accessibility Policy in line with the Equality Act 2010 and the SEN and Disability Act 2001. Our Operations Manager has responsibility for the implementation of this plan which can be viewed on request.

The school has made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEN:

- Blinds and carpeting available in some rooms to assist access for children with sensory needs
- A disabled toilet and changing area
- Lifts
- Handrails fitted to all stairs
- Ramps built to assist access to teaching and reception areas
- 6 Evacuation Chairs to assist with evacuation of physically disabled students in the event of fire or other incident. Members of staff have received training on using the evacuation chairs.
- Adjustable tables in some rooms e.g. laboratories.
- Access for the disabled to the field and playground areas
- Risk assessments and adjustments made as appropriate for latex and other allergies/disabilities.
- Parents/carers and keyworkers have open access to all staff via email and telephone.

Dealing with Complaints:

Please see the School's Complaints Policy on the website

Anti – Bullying:

Please see the Anti-Bullying Policy available on the school website.

Appendices:

- SEN Information Report
- Local Offer
- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: advice for schools DfE February 2013
 - Guidelines on supporting students at school with medical conditions (Sept 2014)
- Data Protection Act
- Safeguarding Policy
- Complaints Procedures
- Anti-Bullying Policy