

# St Francis of Assisi Catholic College

*'Nil satis optimum'*



## Special Educational Needs Policy

## Control Sheet

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<b>Document History:</b>			
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<b>Associated documents:</b>	
<b>College Policies:</b> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Staff Code of Conduct</li> <li>• Equality, Diversity and Inclusion</li> <li>• Health and Safety</li> </ul>	
<b>Statutory Guidance:</b>	
<ul style="list-style-type: none"> <li>• SEN Code of Practice</li> <li>• Equality Act 2010</li> <li>• DfE <a href="#">Behaviour and Discipline in Schools</a></li> </ul>	
<b>Non-Statutory Guidance:</b>	
<ul style="list-style-type: none"> <li>• Guidelines on supporting students at school with medical conditions (Sept. 2014)</li> <li>• Data Protection Act</li> <li>• Complaints Procedures</li> </ul>	

### **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/ carers of students with SEN

Mrs Padhiar, our SEN Progress Leader, has responsibility for applying for Special Arrangements for GCSE and A Level examinations. She works closely with the school exams officer and an external assessor. Tests are undertaken for 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.

**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 that 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
SENCO	Special Educational Needs Co-ordinator
EHCP	Educational and Health Care Plan
LSA	Learning Support Assistant
VI	Visually Impaired
HI	Hearing Impaired
PD	Physical Difficulties
HLTA	Higher Level Teaching Assistant
ASC	Autism
CAT	Communication and Autism Team
EP	Educational Psychologist
ADHD	Attention Deficit and Hyperactivity Disorder

**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 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

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 Practice 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
- Being a looked after child or formerly 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 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 students 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 Wave 2 intervention, the student then makes progress, the decision may be taken to remove the student from the SEN register.

### **Wave 3:**

Where a student's challenges continue a range of individual programmes are delivered by one of our highly qualified and experienced Learning Support Assistant's:

- Small group intervention to develop; literacy, numeracy, speech and language or social skills.
- One to one intervention with individual and specific learning programmes

Any, and all provision, is arranged following consultation and discussion with students, parents/ carers 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 be applied for.

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 encourage students of SEND to participate actively in all aspects of school life and apply for posts such as Student Council.

### **Partnership with Students and Parents/Carers:**

The school views effective partnership with students and parents/carers as an essential part of any successful SEN provision. Parents and students will be kept informed and consulted during identification, assessment and review procedures, the student and parent/carer voice is sought regard taken into consideration, whilst recognising that sometimes there are tensions between professional recommendations and parent/ carer preference.

Termly reviews, meetings, phone consultations and e- mails provide regular opportunities to share insight discuss progress and most importantly celebrate achievements.

### **Transition:**

When children move from primary school to St Francis, wherever possible the SEN Progress Leader, HAL or SLT link will meet 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 an EHCP or SEN are invited to an additional transition day. 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 progress checks that take place across the whole school. In addition to this the views of parents/ carers will be gathered and advice may be sought from external agencies.

The governing body will monitor and evaluate through their termly Committee meetings.

**Admission Arrangements:**

Children with SEN who do not have a Education and Health Care Plan of SEN are subject to the same published admission arrangements. A copy of the Admission Arrangements is available from 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 ensure 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.

**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 of 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 Mr Anthony Jarvis.

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 Mr Barnes. Mr Salkeld is the designated teacher for our Looked After Children.

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

Mrs Padhiar 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, Mrs Skrakowski.

### **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 works in line with the Equality Act 2010 and the SEN and Disability Act 2001.

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