St Gregory's CATHOLIC SCHOOL

SEND Policy

'Every child is known, loved and called to greatness.'

We provide every student in our care with a world-class Catholic education, welcoming them into our inclusive and caring community in which every child is known, loved and called to greatness.

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach the opportunities of their education with vigour. We aim for our students to adopt the role of servant leaders, acting with empathy and integrity to make unique and positive contributions to society and the world.

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Special Educational Needs and Disability (SEND) Policy

This policy aims to support inclusion for all of our students. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the SENCO. The Governing Body, Head teacher and the SENCO will work together closely to ensure that this policy is working effectively.

High-quality teaching is adapted to meet the needs of the majority of students. Some students will need support in addition to and different from what is provided for the majority of students. This is additional educational provision and we will use our best endeavours to ensure that provision is made for those who need it. At this point a student would be placed on the SEND register.

St Gregory's will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have additional educational needs or disabilities to allow students with SEND to flourish.

The staff and governors of St Gregory's will also work to ensure that all students with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

1. Aims and Objectives

1.1 Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development thereby achieving maximum progress, fulfilling their potential and promoting their well-being.

1.2 Objectives

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met
- To enable students with SEND to have their needs met
- To take into account the views of the students with SEND
- To encourage good communication and genuine partnerships with parents/carers of children with SEND
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods using, but not limited to, The Mainstream Core Standards (MCS)
- Employ a collaborative approach with learners with SEND, their families, staff within school, other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support, and review of special educational needs

2. Identifying and supporting Special Educational Needs & Disabilities

2.1 Definition of SEND

Students have SEND if they have a learning difficulty or disability which calls for special education provision to be made for them. This provision will be in **addition** to or **different** from that normally available in a differentiated curriculum. St Gregory's regards students as having a Special Educational Need if they:

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

If a student does require an additional provision, the student will be designated with a 'K' code and placed on the SEND register. Only students with an EHCP (E) or a K code are formally included on the SEND register. Students who have a need that staff need to be aware of are indicated by the code 'M' (Monitoring).

Students on the SEND register will have a Pupil Passport that can be used by staff members to support their planning. The SEND register is a working document and students can be added or removed as necessary. The exception to this is students with an EHCP who will remain on the SEND register.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We will have regard for the SEND Code of Practice 2014 when carrying out our duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

2.2 Areas of Special Educational Need

Under the SEND Code of Practice 2014 students identified as having SEND will be considered within one or more of the following categories of need:

2.2.1 Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia [now widely known as Developmental Coordination Disorder DCD] and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

2.2.2 Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Social, Emotional and Mental Health difficulties include:

- ADHD (Inattentive/Combined)
- Attachment Disorder

2.2.3 Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism can sometimes have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

2.2.4 Sensory and/or Physical needs

Some children require additional educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. The designation of these needs should be discussed with the treating Paediatric team and the Local Authority, it is not something that can be determined or designated by the school.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

3. Our Approach

3.1 Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom. This may be insufficient and additional support may be necessary.

3.2 How we identify and support students with SEN

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities for individual students, guided by the mainstream core standards. Where a pupil is making inadequate progress, or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the SEND Team to assess if a pupil has a significant learning difficulty and to agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher (via STLS and the new Communities of Schools funding Model) or an educational psychologist (EP). This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has additional educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management support strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individual behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

3.3. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

3.4 Supporting Students and Families

We value and accept the positive role and contribution that parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At St Gregory's we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in the education of their child
- Understand procedures and documentation
- 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.

Parents/carers of a child with SEN support will have the opportunity to meet with the SEND Team whenever they feel there is a need to by booking an appointment.

The KELSI website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

3.5 Pupil Voice

We hold the views of students highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their

own outcomes.

3.6 Partnership with External Agencies

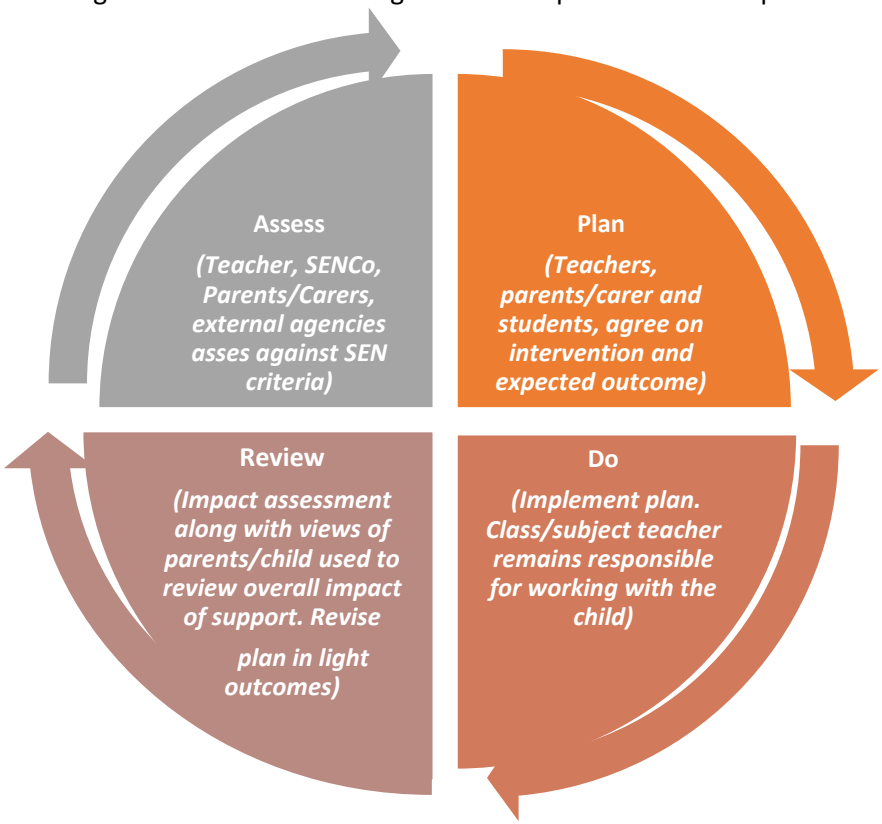
- The SENCO and SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND
- All staff have regular CPD meetings. The progress of all students including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

4. Graduated Response (Assess, Plan, Do and Review):

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – **assess, plan, do, review.**

For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents' evening. For those students with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates could be arranged.

The diagram below outlines the graduated response that is adopted at St Gregory's.



4.1 Exit Criteria

When a pupil has made sufficient progress in their area of need so that they no longer require any additional provision, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

5. Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We as a school have a duty to co-operate so that we hold the annual review meetings as and when due and complete the appropriate paperwork for this process. If a parent/carer feels that their son/daughter would benefit from applying for an EHCP Needs Assessment, ideally it should be discussed with the SEND Team first. While parents/carers can apply directly for a Needs Assessment, it is unlikely to be successful if the Local Authority considers the school have not been given the opportunity to put provision in place prior to the request.

6. Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

6.1 Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND needs
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- designate a teacher to be responsible for coordinating SEND provision (SENCO).

6.2 Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

6.3 SENCO:

In collaboration with the Headteacher and Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.
The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SEND Team liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- 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/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

6.4 All Teaching

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high-quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. The Mainstream Core Standards (MCS) should be referred to in the first instance.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

6.5. Meeting Medical Needs

The Children and Families Act (2014) places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and co-ordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions should be properly 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 its duties under the Equality Act 2010.

6.6 Children in Hospital

The member of staff responsible (Head of Phase if appropriate) for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

7. SEND Information Report

The school will ensure that the SEND Information Report is available on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

8. Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with via the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.