

SHEFFIELD FAMILY OF CATHOLIC SCHOOLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

"If you have love one another, then everyone will know that you are my disciples"

(John 13:35 GNB)

1. THE LEGISLATIVE FRAMEWORK AND THE ADDITIONAL EDUCATIONAL NEEDS CODE OF PRACTICE

1.1. The following have been carefully considered and inform the school's provision for students with SEN:

1.1.1. The Disability Discrimination Act, 1995 and subsequent extensions. (Now embedded in the Equality Duty)

1.1.2. The Equality Act 2010, (Now embedded in the Equality Duty)

1.1.3. The Children and Families Act, 2014

1.1.4. The SEND Code of Practice, 2014

1.2 THIS POLICY WAS DEVELOPED IN CONSULTATION WITH INTERESTED PARTIES OF THE SCHOOL COMMUNITY; SCHOOL GOVERNORS, PARENTS OF STUDENTS WITH SEND, STUDENTS WITH SEND.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE SCHOOL'S ACCESSIBILITY PLAN, ADMISSION'S POLICY, ANTI-BULLYING POLICY, ATTENDANCE POLICY, BEHAVIOUR POLICY, CHILD PROTECTION POLICY, GENERAL COMPLAINTS PROCEDURE, EQUALITY DUTY, PASTORAL POLICY, SAFEGUARDING POLICY.

2. SPECIAL EDUCATIONAL NEEDS

- 2.1. **A student will be deemed to have special educational needs when:**
he or she has a learning difficulty or disability which calls for special educational provision to be made
or
he or she has significantly greater difficulty in learning than the majority of others of the same age
or
he or she 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

- 2.2 many children will have special educational needs of some kind during their education. Barriers are often overturned however for some children extra help will be needed for some or all of their time at school
- 2.3 The **four** broad areas of SEN are:
 - 2.3.1 Communication and interaction**
 - 2.3.2 Cognition and learning**
 - 2.3.3 Social, emotional and mental health difficulties**
 - 2.3.4 Sensory and/or physical needs**
- 2.4 individual children or young people often have needs that cut across all or some of these areas and their needs may change over time. As a setting our role is to identify the needs of the whole child and work out what action to take
- 2.5 we also consider various factors which are not SEN, but which may impact on progress and attainment such as:
 - 2.5.1 Attendance and Punctuality
 - 2.5.2 Health and Welfare
 - 2.5.3 EAL
 - 2.5.4 Being in receipt of Pupil Premium or Pupil Premium + Grant
 - 2.5.5 Being a looked after or adopted child
 - 2.5.6 Being the child of a Serviceman/woman
- 2.6 the identification of SEN is built into the school's overall approach to monitoring the progress and development of all pupils

3. GOVERNANCE

The School's governors will:

- 3.1. have due regard to the SEND Code of Practice in their governance of the School
- 3.2. ensure the implementation of current legislation and provide strategic support to the head teacher
- 3.3. publish information on the school's website about the implementation School's SEND policy
- 3.4. ensure that there is a qualified teacher designated as SENCO
- 3.5. cooperate generally with the local authority, including in the development of the Local Offer and when the school is being named in an EHC plan
- 3.6. ensure that arrangements are in place in schools to support pupils at school with medical conditions
- 3.7. publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans
- 3.8. overseeing the identification and assessment of children whose SEN are not being met by graduated approaches to SEN support within the classroom
- 3.9 SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The SENCO role is a strategic one, working with the governors and senior leadership. The role involves:

- 3.9.1. overseeing the implementation of the SEND policy
- 3.9.2. coordinating provision for children with SEN
- 3.9.3. liaising with Pastoral Managers, Heads of Year and the designated teacher for looked after children
- 3.9.4. providing information and training for subject teachers, departmental assistants and learning support assistants to ensure that students with SEN receive the appropriate 'quality first' teaching within the classroom
- 3.9.5. advising on graduated approaches to SEN support within the classroom
- 3.9.6. overseeing the identification and assessment of children whose SEN are not being met by graduated approaches to SEN support within the classroom
- 3.9.7. ensuring the provision/commissioning of additional interventions for children where assessments show that their needs cannot be met by graduated approaches to SEN support within the classroom
- 3.9.8. applying for and advising on use of additional high needs funding/ other resources
- 3.9.9. liaising with parents of children with SEN
- 3.9.10. liaising with other education settings and outside agencies, particularly in regard to commissioning services, developing the Local Offer and the production and implementation of Education, Health and Care Plans
- 3.9.11. Ensuring compliance with the latest JCQ regulations relating to access arrangements and exams and overseeing administration of relevant application and administration processes.
- 3.9.12. liaising with potential next providers of education and training
- 3.9.13. working with the Headteacher and governors to ensure adherence to current equality legislation
- 3.9.14. ensuring that SEN records are up to date
- 3.9.15. publishing information about the School's SEND policy, its implementation and effectiveness in relation to stated outcomes
- 3.9.16. publishing details of the school's contribution to the Local Offer, including information on where the local authority's Local Offer is published

4. OUR SEN PROVISION IS BUILT AROUND THE PRINCIPLES OF EQUALITY AND INCLUSION

Meeting the needs of our students with special needs is a whole school responsibility. The Governors, Headteacher and Staff of the School are committed to providing a broad, balanced and relevant curriculum in order to promote the inclusion of **all** students.

4.1 The School recognises that equality and inclusion for all students are dependent on;

- 4.1.1. the establishment of a positive learning environment in which all students can achieve
- 4.1.2. a positive environment which recognises **all** achievement and a system for assessing, monitoring, recording and reviewing of progress that allows for early identification of potential areas of need
- 4.1.3. identification, awareness and respect for individual needs of students
- 4.1.4. effective management of behaviour through a pastoral network for discipline, care and order
- 4.1.5. encouragement and development of individual strengths, abilities and interests to promote success and achievement, and enable students to reach their full potential

4.2 Students with SEN and their parents/carers are key stakeholders in SEN provision within the school community. Hence,

- 4.2.1 the views of students with SEN and their parents/carers play a central role in the development of policies and procedures and any review and assessment of their effectiveness
- 4.2.2 the views of students with SEN and their parents/carers play a central role in the development of individual SEN support plans and Education Health and Care plans and their review
- 4.2.3 the views of students with SEN and their parents/carers play a central role in the development of personalised transition plans to post 16 education and/or training
- 4.2.4 in consultation with students and parents/carers, the School will develop effective channels of communication to ensure that key stakeholders are sufficiently well informed to participate fully in the review, planning and application of SEN provision for individual students and the School community as a whole

4.3 The School community recognises that students with SEN may need extra support in order to participate fully in our life together. Any extra support offered will be designed to differentiate and personalise learning wherever necessary in order to achieve the best possible outcomes for all students. Therefore, the School will:

- 4.3.1 help to build confidence, self-esteem and independence so that all students are enabled to reach their full potential alongside their peers
- 4.3.2 keep an up to date record of the needs of SEN students and the measures in place to meet those needs

- 4.3.3 work collaboratively with other staff and departments within the School, such as the Teacher with responsibility for Looked After Children
- 4.3.4 monitor, review and plan for improvements in the attendance and behaviour records of students with SEN
- 4.3.5 ensure that effective medical provisions are in place in order to support students whose SEN is influenced by medical issues
- 4.3.6 set suitable, aspirational academic targets for **all** students, monitor progress towards these targets for individual students and specific SEN cohorts and make appropriate alterations to SEN provision in the light of these
- 4.3.7 ensure that teaching staff are directed to up to date, accurate information regarding the needs of students with SEN and are aware of their responsibilities as set out in the Teaching Standards in regard to students with SEN
- 4.3.8 provide levels of staffing, resources, equipment and support, as well as appropriate training for staff, to allow students with SEN to progress in line with their peers. In particular, training for 'quality first teaching' will be provided to reduce and, if possible, remove the effects of their SEN on students' progress
- 4.3.9 provide additional support for students with SEN, where the school deems it necessary. This additional support would be provided almost exclusively in the classroom setting and delivered by Learning Support Assistants. Classroom teachers are responsible for the effective deployment of additional support staff in their lessons
- 4.3.10 provide further support for students with SEN outside the classroom. This may include participation in paired reading and/or maths programmes, handwriting clubs or attending lunchtime homework club. Other provision will be provided according to need and resources
- 4.3.11 provide a differentiated and personalised curriculum for students with SEN where the school deems it appropriate. This may include replacing modern foreign languages with additional literacy classes, or replacing some GCSE courses with additional literacy and numeracy classes and/or general support classes for those GCSE courses deemed appropriate
- 4.3.12 provide additional resources for the teaching of maths and English in discreet classes, where personalised learning can be prioritised
- 4.3.13 commission external support from experts within the Local Offer

5. OUR SEN PROVISION IS BUILT AROUND THE PURSUIT OF POSITIVE OUTCOMES FOR STUDENTS AND THEIR PARENTS/CARERS

- 5.1.1 in consultation with students and parents/carers, the School will plan to provide effective preparation for adulthood for students with SEN

5.1.2 all plans will follow a person centred approach, allowing for support of the whole person and ensuring that, wherever possible, the student concerned and his/her parents/carers will have a significant role in the development of any plan

5.1.3 from Year nine upwards any plans and reviews will take into account the need to ensure a successful transition to post-sixteen education or training and to prepare the student for adult life

5.2. Successful outcomes are dependent on early identification of SEN and effective responses, including collaboration with other agencies

5.2.1. all teachers are responsible for identifying students with SEN

5.2.2. where students are failing to meet their expected progress, teachers will employ standard interventions of quality first teaching, such as differentiation and personalised learning. The SEN department will provide support and training for these interventions

5.2.3. the effectiveness of these interventions in bringing students' performance back in line with expectations within a given length of time will be monitored and assessed by the classroom teacher

5.2.4. where these interventions fail to have the intended impact, classroom teachers will inform the SEN department, which will review the interventions and their impact and either suggest alternatives or consider further diagnostic assessments of the child's needs

5.2.5. identification of nature and level of need will be carried out in accordance with any Local Authority standardised practice, e.g. the Sheffield SEND Support Grid

5.2.6. in assessing the need for further diagnostic assessment. The SENCO will consider, amongst other factors;

5.2.7. evidence obtained by teacher observation/assessment

5.2.8. performance in assessments, judged against level descriptors

5.2.9. records from feeder primary schools at transition

5.2.10. information from the student, his/her parents/carers and colleagues from other agencies

5.2.11. if this assessment leads to the conclusion that specialised diagnostic assessment is necessary, the SENCO may;

5.2.12. employ standardised screening or assessment tools, that staff within the department are qualified to deliver or

5.2.13. commission assessments from other agencies within the local offer

5.2.14. advise parents how they can access assessments via other services and/or privately

5.2.15. the results of any additional assessments will be communicated to parents/carers and, where the school deems it appropriate, students. A collaborative process will be established to produce an effective plan in response to any identified SEN. This may

involve commissioning services from the Local Offer. The school will utilise the Local Authority's standardised process (My Plan) to create appropriate support plans for students whose need this level of support

- 5.2.16. the School will monitor and evaluate the progress towards the stated outcomes in students' plans and use this to inform amendments to the plan. This will involve;
- 5.2.17. putting in place arrangements to ensure students and their parents/carers are regularly engaged in discussions about the progress of their child (at least three times a year)
- 5.2.18. the school will keep a record of the steps taken to meet the individual needs of all students with SEN and their effectiveness over a given time period
- 5.2.19. where the school deems it appropriate, students' plans will include exam access arrangements
- 5.2.20. students will be assessed for access arrangements in line with the School's stated protocols for the assessment of evidence of students' needs

5.3 EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT AND EHC PLANS

- 5.3.1. the school will consider requesting an Education, Health and Care needs assessment from the Local Authority when, despite an individualised programme of sustained intervention within the School and the deployment of the appropriate support from within the Local Offer, i.e. the utilisation of a My Plan, the student continues to fail to make expected progress. A request for an assessment might also be made by a young person over the age of sixteen, a parent or outside agency

To support any EHC needs assessment, the School, where appropriate, will share information to allow the Local Authority to complete its assessment. This may include;

- 5.3.2 evidence of the child or young person's academic attainment and rate of progress
- 5.3.3 information about the nature, extent and context of the student's SEN
- 5.3.4 evidence of the action already being taken by the School to meet the student's SEN.
- 5.3.5 evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- 5.3.6 evidence of the student's physical, emotional and social development and health needs
- 5.4 where the Local Authority decides that an EHC plan is appropriate, the School will maintain the centrality of the student's and his/her parent/carers' views in the creation of the plan
- 5.5 the School will also work collaboratively with other agencies in the writing of the plan to ensure that it addresses the needs of the whole child
- 5.6 as a result of 5.5 the School will make joint commissioning arrangements for education, health and care provision for the student

- 5.7 the EHC plan will be forward-looking and help raise aspirations and outline the provision required to meet assessed needs to support the student in achieving his/her ambitions. EHC plans will specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the student
- 5.8 outcomes will always enable students to move towards the long-term aspirations of independence, employment, training or higher education. However, long-term aspirations are not outcomes in themselves. From year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood
- 5.9 where an EHC plan names the School, the School will take all 'reasonable steps' as per the 2014 Code of Practice, to ensure that the plan is implemented successfully
- 5.10 the School will ensure that the student and his/her parents/carers are aware of the implications of the plan and the responsibilities of each agency named therein
 - 5.10.1. this will include ensuring that parents are aware of the choices offered them in the management of the personal budget
- 5.11 **Reviews of EHC PLANS**
 - 5.11.1. EHC Plans will be reviewed regularly. This will be at least annually but will most likely be more frequent based on the needs of the student
 - 5.11.2. the opinions of the student and his/her parents/carers will be central to conclusions of the review
 - 5.11.3. colleagues from other agencies involved in the creation and management of the plan will be consulted and invited to the review
 - 5.11.4. reviews will focus on the student's progress towards achieving the outcomes specified in the EHC plan. Reviews will also consider whether these outcomes and supporting targets remain appropriate
 - 5.11.5. a written report of the review, with recommendations, will be sent to all invitees and to the Local Authority within two weeks of the review
- 5.12. where an EHC needs assessment does not lead to an EHC plan, the information gathered during the assessment will be used to produce a plan which investigates other ways in which the School can meet the student's needs

6. PUBLISHING SEN INFORMATION

- 6.1. the School will publish information about its SEN provision on its website
 - 6.1.1. this information will be easily accessible for young people and parents and set out in clear, straightforward language

It will include;

 - 6.1.2 information on the School's SEN policy and named contacts within the school for situations where students or parents/carers have concerns
 - 6.1.3 an SEN information report as per the 2014 Code of Practice

6.1.4 details of the School's contribution to the Local Offer and information on where the Local Authority's Local Offer is published

7. COMPLAINTS

All complaints in regard to this policy and SEND provision will be dealt with in accordance with the School's General Complaints Procedure

8. APPENDIX

Planning duties:

The school will ensure that the Single Equality Scheme is effectively deployed.

The school will undertake its 'anticipatory duty' and make 'reasonable adjustment where necessary'.

9. REVIEW OF POLICY

9.1 Review Date: June 2017

9.2 Next Review will be June 2020