



# St. Gregory's Catholic High School

## Special Educational Needs and Disability Policy (SEND policy)

### Monitoring

The implementation of the policy will be monitored by the Deputy Headteacher, Pastoral and the SENDCo.

### Evaluation

The policy was reviewed by the Deputy Headteacher, Pastoral and Senior Leadership Team on 7<sup>th</sup> June 2021 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### Policy Review Dates:

**Date last approved by Full Governing Board:** 16<sup>th</sup> July 2020

**Date submitted to governor committee:** 17<sup>th</sup> June 2021

**Date submitted to Full Governing Board:** 13<sup>th</sup> July 2021

**Review Frequency:** Annual

**Start date for policy review:** March 2022

This policy has been drawn up to reflect and comply with current legislation and guidance as well as Local Authority guidance in all areas affecting special educational needs and disability.

This policy should be read in conjunction with other school policies including:

- LAC/CIC
- Inclusion
- Race Equality
- Disability and Discrimination
- Intimate Care
- Equal Opportunities
- Safe Guarding Young People
- Attendance
- Behaviour for Learning
- Anti-Bullying
- Teaching and Learning
- Prevent

## A Introduction

# ‘One Family Inspired to Learn’

Our School Mission Statement clearly states that as a community we seek to “set an example of service, as Jesus did, and in so doing fulfil the high aspirations we have for each of our members and foster the fullest spiritual, academic and personal development of our students.”

The aim of St. Gregory's Catholic High School is to provide an experience of a Christian community in which is established a spirit of mutual trust, respect and co-operation: “thus will be fostered the fullest spiritual, academic and personal development” of our students. Students, Parents/Carers, Governors and Staff work in partnership.

This policy strives to engage all members of our community. The sharing of common goals is essential to the well-being of our community and to the fulfilment of the high aspirations we have for all our students as ‘ONE FAMILY...INSPIRED TO LEARN’. We recognise that positive inclusion must be taught, modelled and observed by our students for which all staff are responsible for on a daily basis.

The school, however, recognises that some pupils may be disadvantaged during all or at some point during their education at St Gregory’s. This policy sets out how St Gregory’s will address the needs of such pupils.

## B Guiding principles

- The school recognises that each pupil is an individual and will respond within its available resources to the needs of each one of them in order to help each pupil achieve his/her potential
- The school acknowledges that those individual needs vary from pupil to pupil and at times from day to day.
- The Curriculum Support department will focus on two areas: Learning, and Pupil Support and Guidance and will seek to address the needs of individual pupils in the most effective and efficient way.
- The school recognises the important part played by Parents / Carers, Subject Teachers, Form Tutors, Heads of Department, Pupil Progress Managers, Curriculum Support Department, SLT and Governors as well as the role of other outside agencies and specialist staff in responding to identified needs.
- The school recognises the importance of maximising the use of resources and monitoring their use on a regular basis and evaluating the policy and guidelines on an annual basis.

## **C Definition of Special Educational Needs and Disability (SEND) with regard to SEND Code of Practice**

In relation to this policy, the school recognises the following definitions of special educational needs, special needs provision and disability.

### ***Special Educational Needs (SEN)***

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'

See Appendix 1

### ***Special Educational Provision***

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'

### ***Disabled children and young people***

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The school understands that this definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

## D Equality Act 2010

The school is fully aware of its legal obligations under the Equality Act 2010.

Therefore, the school:

- **will not** directly or indirectly discriminate against, harass or victimise any of its pupils who are disabled
- will **not** discriminate for any reason arising in consequence of a pupil's disability
- **will** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- **will**, in all its actions, have due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non- disabled children and young people as is required by the public sector equality duty. \*
- **will** publish information to demonstrate our compliance with requirements and **will prepare** and publish objectives that are specific and measurable to achieve the core aims of the general duty.
- **will** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services in relation to provision of services and education, including admissions and exclusions.
- **will** actively pursue opportunities to remove physical barriers that may affect the full integration of disabled pupils into the day-to-day life of the school by taking into account their needs when modifying the building or proceeding with new build, and will publish an accessibility plan which will be regularly reviewed and updated.
- **will** 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.

## E Roles and Responsibilities

In order to implement this policy fully and effectively the school recognises the important roles played by:

- the pupil
- the parents / carers
- teachers
- TAs
- the SENDCO
- the Headteacher and Senior Leadership Team
- governors
- external agencies

## ***Pupils***

In direct consequence of our ethos of being an inclusive, caring, 'Telling and listening' school, we will:

- actively encourage pupils identified under the SEND definitions to be involved in decision making by attendance at their Reviews and full participation in discussion.
- will ensure that all decisions are focused on the needs and best interest of the pupil and will take into account the feedback from those staff who work directly with the pupil in order to ensure that 'wrap around support' is relevant and supportive.

## ***Parents / Carers***

The school will actively work to promote positive working relationships with parents / carers through formal and informal processes across school and will always value their contribution.

As part of that process the school will:

- record parental views as part of the Annual Review procedures and other meetings, as required.
- use an annual questionnaire sent to parents / carers of SEND pupils to measure and record parental confidence and collect feedback about whole school procedures
- encourage parents to help their child progress in school by regularly checking the Learning Organiser and New Homework App feeding back any concerns to school
- encourage parents /carers to attend Parents Evening and Reviews where their child's progress is discussed with subject teachers
- encourage effective communication is through a variety of methods including face to face, learning organiser, home-school book, email, telephone, letters etc
- encourage new pupils and parents/carers to attend Open Evenings which are planned throughout the year before transition into year 7
- encourage attendance at 'Intervention Evenings' held for the New Yr7 intake in Autumn Term which provides opportunity to discuss specific interventions and programmes being delivered to their child
- Take active part in transition for students joining and leaving St Gregory's High

## ***Teachers***

### ***"All Teachers are Teachers of Special Needs"***

In the context of the school's expectation that all teaching staff will deliver high quality learning experiences for all pupils including those with SEND, teachers will:

- actively seek to establish positive working relationships with all pupils
- ensure they understand the meaning and implications of a pupil's SEND
- ensure that appropriate teaching resources are available for pupils with SEND
- attend training as required
- devise strategies and identify appropriate differentiated methods which will enable SEND pupils to access the curriculum (QFT)

- recognise and accept responsibility for the cycle of identifying, planning, teaching, assessing and evaluating that takes into account the varying range of abilities, aptitudes, needs and interests of pupils across the school (Graduated Response)
- use the information provided including SEN register/SEN Profiles/ASD Pupil Passports to inform their Learning and Teaching
- use the processes and procedures in school to refer pupils / share concerns by alerting the Head of Department to any SEND issues in the first instance (Assess-Plan-Do-Review)
- access support and advice from the Curriculum Support Department
- share successful strategies with other staff
- provide relevant information in a timely manner for pupil SEND reviews
- participate in evaluating the SEND policy, when required

### ***Heads of Departments***

Heads of Department have a key role in ensuring that the SEND policy is effectively implemented within their subject area.

Therefore, the Head of Department will:

- ensure that appropriate curriculum provision and delivery is clearly identified in their schemes of work
- ensure that all subject teaching staff are familiar with the SEND policy and act upon it in relation to planning and lesson delivery and assessment
- be familiar with the needs of all pupils with SEND who access their subject and ensure subject teachers within their subject area access data / information about each child's SEND needs and take SEND issues into account in their day-to-day dealing with SEND pupils
- have SEND as a regular agenda item at subject meetings
- monitor the progress of SEND pupils
- report any concerns to the PPM in the first instance
- inform the PPM and SENCo of any contact made with parents / carers
- ensure that subject teachers provide information in a timely manner for pupil SEND reviews as this can affect decision making
- participate in evaluating the success of the SEND policy, when required
- celebrate the achievements of SEND pupils

### ***Form Tutors***

Form tutors have contact with their form group on a day-to-day basis and are well-placed to get to know the strengths and needs of the members of their form group, including those with SEND.

Form Tutors are expected to:

- be familiar with and understand all data and information related to their pupils, including those with SEND
- strive to form good working relationships with their pupils

- monitor the progress of their form group
- alert the PPM to any concerns or reasons for celebration

### ***Pupil Progress Managers***

The school recognises that the Pupil Progress Manager is in a unique position to monitor the progress of all SEND pupils in all areas of school life.

The Pupil Progress Manager will:

- actively seek to establish positive working relationships with all pupils and, where appropriate, with their parents / carers
- be familiar with the needs of all pupils with SEND in their year group
- monitor the progress of all SEND pupils taking particular care after each data capture
- act on progress / AtL concerns in a timely manner to establish possible reasons and recommend actions
- have SEND as a regular agenda item at PPM meetings
- ensure effective communication with subject teachers / HOD / SENCo / SLT / pupils and parents / carers re: positives and concerns relating to SEND pupils

### ***SENCo supported by the Deputy SENCo / Specialist Assessor:***

The school has followed the statutory guidance contained in the SEND Code of Practice 2014 and has a full-time SENCo, assisted by a Deputy SENCo and a Specialist Assessor. The school recognises the important role the SENCo has in working with the Headteacher and Governing Board to determine the strategic development of the school's SEND policy and provision in the school as well as ensuring the effective implementation of the policy and the appropriate use of available resources to respond to SEND pupils' needs.

Though not an exhaustive list of duties the SENCo will:

- draw up a SEND Action Plan to reflect the school's priorities as shown in the School's Action Plan and current legislation and guidance
- oversee the day-to-day operation of the school's SEND policy and Plan
- monitor the implementation of the school's School Development Plan and SEND Plan
- deliver a brief overview of SEND policy and practice at the Annual Induction for new staff and at interim points when required.
- coordinate provision for children with SEND
- liaise with the relevant Designated Teacher where a LAC/CIC has SEND
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively including HNF and the separate funding for pupils within the Designated Provision (including Pupil Premium entitlement)
- liaise with parents of pupils with SEND
- liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services



- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date
- disseminate accurate information and raising awareness of SEND issues throughout the school
- manage and develop the roles of support staff, through training and Performance Management
- be informed about decisions the Headteacher and Business Manager make regarding expenditure of allocation of funding devolved directly from the LA for supporting pupils with SEND
- meet with the designated SEND link governor as required to provide information as required regarding the implementation of the policy and plan.
- will attend Middle Leaders meetings and Pastoral Support Meetings with a focus on SEND pupils
- attend all LA meetings/Training.
- participate in the local Secondary SENDCO Network.

### ***Teaching Assistants (at appropriate Level) / Support Staff***

The school recognises the important role played by Teaching Assistants and Support Staff and will always seek to appoint highly competent staff to fulfil these roles.

They will:

- support students with SEND and the wider school population.
- plan and deliver individualised programmes, where appropriate.
- monitor progress against targets/data and through Daily Record/Log
- adopt a key worker role for groups or individual pupils across school
- assist with drawing up individual plans/SEN Profiles for pupils and supporting monitoring and development, as required.
- contribute to the formal review progress, either in person or with a written report
- work with targeted small groups in or out of the classroom, under the direction of the class teacher.
- support students on Educational Visits, as required.
- support pupils with medical condition, including intimate care, if required.
- jointly plan with teachers/HODs/PPMs, where appropriate
- provide feedback to teaching staff about the success or otherwise of strategies used in the classroom

### ***The Headteacher in Partnership with SLT:***

The school recognises that it is the Headteacher and Senior Leadership Team who will provide clear strategic and operational direction for this policy.

They will:

- set objectives and priorities in the whole school development plan, which includes SEND
- set a budget for supporting pupils within the school's overall financial funding and additional HNF including that which the school receives for pupils supported within the Designated provision for pupils with ASD
- designate a member of the Senior Leadership Team to be the link with the SENDCo
- ensure SEND is a regular agenda item at SLT
- inform and report to the Governing Board at the appropriate meetings
- closely monitor the implementation of this policy, ensure it is evaluated by the designated people on an annual basis taking into account any changes in legislation and the success or otherwise of key elements of the policy, and submit the policy, amended or not, to the relevant governor committee for approval before ratification by the Full Governing Board.

### ***The Governing Board:***

The Governing Board recognises its clearly defined roles regarding SEND.

The Governing Board will:

- in partnership with the Headteacher, decide the school's general policy and approach to meet the needs of pupils with SEND
- ensure that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- review and monitor the policy through SEF
- appoint a designated link governor for SEND who will meet regularly with Key Staff such as SLT SEND/SENCO/Deputy SENCO/Head of Designated Provision
- ensure the full Governing Board are informed of the school's provision, including funding, resources and staffing within the mainstream and Designated Provision
- will monitor the progress of pupils with SEND and finances related to SEND at relevant committee meetings
- report annually to parents

### ***External agencies / Multi-professionals***

At certain times as part of the process of identifying pupils' needs and / or possible strategies, the school will seek appropriate assistance and advice from external agencies / professionals.

In all instances where external providers are sued, all due care will be paid to Safeguarding as set out in the school's policy.

Such providers may include (this is not an exhaustive list):

- The Educational Psychologist
- Child Development Centre
- ADHD Nurses
- ASD Nurses
- Emotional Well-Being Nurse

- Speech and Language Therapist
- Service for Young People – Wired Young Carers (Self Advocacy)
- The School Nurse/Health Advisor
- The Educational Welfare Officer
- Hearing Impaired Team
- Visual Impaired Team
- Occupational Therapy
- The Parent Partnership/IASS
- Virtual Head/PEP Officer
- Social Care/Integrated Services/Children with Disabilities
- CAMHS – Tier 2/3
- St Josephs Family Centre
- Catch 22

## **F Practice**

### ***Identification:***

The school will:

- adhere to the graduated response as outlined in The Code of Practice 2014.
- to support this process school, carry out a variety of assessments and testing including Cognitive Ability Tests, Reading Assessments and Maths Baseline
- disseminate the assessment scores and prior KS2 attainment information teaching staff which will be entered onto SISRA Analytics, our tracking and monitoring system in school, by our SIMS Manager
- create 'Flight Paths' for all pupils which will include current attainment, predicted and aspirational targets for all pupils.

### ***Admissions:***

The school has clear admissions procedures as outlined in the school's Prospectus. Admission to the Designated Provision for ASD is a different process and places are allocated through a Provision Panel at the LA.

In all cases of casual admissions during the year, the school will:

- seek any information regarding SEND
- liaise with the SENCO
- ensure all staff are made aware of SEND information prior to the pupil's admission.

### ***Year 7 Transition:***

The school recognises that transition can be a challenging time for all pupils but especially those with SEND.

Therefore, the school will:

- actively seek to build on its positive and effective partnerships with both the feeder and non-feeder primary schools

- further develop strong communication with key staff within the transition team at St Gregory's and the Primary's to enable school to identify any pupils who may require additional support on transition
- support transition of pupils identified as SEND by a 'Team Approach' whereby each individual need is managed sensitively to ensure that quality provision is in place for their transfer.
- where a child has significant needs, such as those who are transferring with Statements / EHCPs or significant Health/Social Care needs, involve the SENCO and Curriculum Support Department, where appropriate and possible, who will attend the transfer review to discuss needs and if necessary plan a bespoke package of transition.

### ***Screening / Diagnostic Assessments by Specialist Assessor:***

Where appropriate the school will:

- arrange for Individual Diagnostic Testing and Assessments to be administered by the Deputy SENCo/Specialist Assessor in addition to regular assessments carried out by departments
- use the data collected at transition points and reviews
- engage in observation of pupils in lessons, where appropriate, to see how successfully or otherwise a pupil is accessing the curriculum, and identify needs and potential strategies to assist engagement with their learning
- look at their work in exercise books and / or folders
- share the results from these assessments are shared with the pupil, parents and information disseminated to all staff.

### ***SEN Profiles / ASD Communication Passports:***

The school will:

- maintain an accurate SEN register that clearly indicates the SEN status of all pupils across school
- provide guidance on the criteria for the Codes (E & K) to all staff
- Summarise the needs of those pupils who have an EHCP/Statement into an A4 document which is attached as a link document to SIMS so that staff have access to information including:

- ❖ Strengths/Areas of needs/Barriers to learning
- ❖ Effective strategies
- ❖ Agency involvement
- ❖ Provision
- ❖ Data/Levels

- Review and update the profiles / passports when appropriate
- Maintain pupils' main files and records securely in the Curriculum Support

Department.

### ***Whole School Provision:***

Teaching students with SEND is everyone's responsibility across school. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students (Assess- Plan-Do-Review, CoP, 2014).

Most pupils at St Gregory's Catholic High School learn and progress through these differentiated arrangements. A Graduated Response is adopted for pupils identified as having SEND. A level and type of support and intervention is provided to enable the pupil to achieve adequate progress. Provision is identified and coordinated by SENDCO, Curriculum support Department, HODs and PPMs liaising with staff across school.

### ***Staff Concerns:***

Staff are expected to:

- alert their HoD to initial concerns about SEND, or potential SEND pupils
- formally report concerns to the Curriculum Support Department using the referral document giving evidence of the support which has been implemented, including strategies / interventions deployed before requesting additional intervention from the SEND Department.

### ***Interventions / Specific Programmes:***

Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support. As an inclusive school we will aim to keep this to a minimum so as not to have a negative impact on their learning. Social Skills, Speech & Language and other specific programmes such as Paired Maths, LPU's, Read, Write Inc will be planned to cause minimal disruption to the timetable.

### ***Funding***

Within available resources the school will:

- determine the approach to using their resources to support the progress of pupils with SEND, as part of the normal budget planning
- establish a clear and transparent picture of the resources that are available to the school (Mainstream and DP)
- develop an effective strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium
- ensure the funding resources are effectively managed
- ensure timely reports re: expenditure are presented to the Headteacher, Governors' designated SEND link when requested, and the Governors' finance committee.

### ***Parental / Carer concerns:***

The school accepts that parents/carers may have at some point questions or concerns about SEND provision.

The school is committed to resolving any concerns as quickly as possible and will:

- seek all required information from appropriate staff
- meet formally with parents / carers, or write to them to give evidence of the school's response and actions to be taken to address concerns
- where appropriate, monitor closely and review the impact of any agreed actions,

### ***Complaints***

Any complaint should be made in accordance with the school's complaints policy.

The school will pursue any query or complaint and provide a response and / or take appropriate steps to resolve any issue raised, at the earliest opportunity.

### **G Monitoring and Evaluation Process:**

This policy will be subject to the same rigorous cycle of evaluation of all other policies in school on an Annual Basis.

However, due to the very nature of this policy and changes to legislation and guidance, and LA policy and processes, this document is considered a working document that will be updated when appropriate and where there are significant amendments the policy will be submitted to governors irrespective of the normal schedule for approval of policies.

In terms of evaluation of the success or otherwise of this policy, due regard will be paid to:

- learning walks
- lesson observations
- work scrutiny
- listening & Telling School – Commitment to pupil voice and parental feedback
- feedback from staff across school
- measurable data – outcomes and assessments
- evidence of planning and expenditure on High Quality resources from Notional and additional funding received and evaluation of the impact of such resources
- record of informal and formal complaints recorded

## SEND Policy

### Appendix 1

#### Definitions:

<b>Discrete SEN</b>	<b>Both SEN &amp; Disability</b>	<b>Disability</b>
Mild dyslexia Mental Health Difficulties (inc - social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism Medical & Mental Health	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature