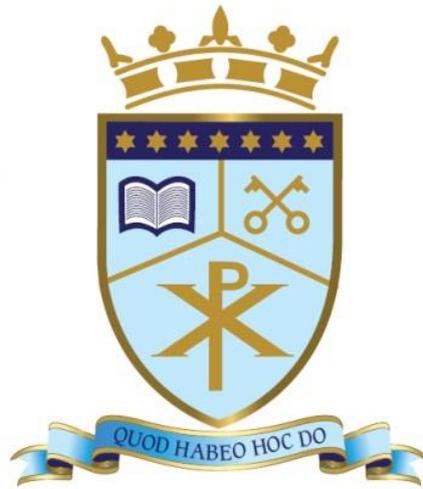


# All Saints Catholic College



## Policy for Special Educational Needs

Approved by Governors:

18<sup>th</sup> April 2016

Date to be reviewed:

April 2017

# All Saints Catholic College

## **SEND POLICY**

### **Introduction**

At All Saints, our mission statement states that we are 'an inclusive community centred on the gospel value of love'. We go on to commit ourselves to 'replicate Christ's selfless love in all areas of college life, echoing the college motto of 'What we have, we give'. Across the college, all staff will foster this vision throughout their work and thereby strive to give 'living witness to Christ in our world today'. The Learning Centre upholds the whole school promotion of Quality First Teaching as the first and fundamentally necessary step towards a more inclusive learning community.

### **SECTION 1**

#### **1.1 Definition of Special Needs**

The SEND Code of Practice 0 – 25 (2014) defines Special Educational Needs as:

"a learning difficulty or a disability which calls for special educational provision to be made" for a pupil".

The code goes on to explain that children have a learning difficulty if they:

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

#### **1.2 Objectives**

In light of the above definitions, so that pupils with SEND can reach their full potential and are fully included in the life of the College, we will seek;

- to identify and provide for pupils who have special educational needs and other significant additional needs
- to work within the guidance provided in the SEND Code of Practice 0 – 25 (2014)
- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- to provide a Special Educational Needs Co-ordinator (SENCo)
- to provide, in collaboration with parents/carers, support and advice for all staff working with pupils with additional educational needs
- to ensure details of the school's SEN provision are shared with all other members of staff and with the wider community

### 1.3 **Aims**

- To have systems in place to identify barriers to learning
- To identify pupils in need of support as soon as possible
- In consultation with parents/carers, college staff and, where appropriate, external agencies to make provision for each individual's additional needs
- To have high expectations of pupils and to set suitable yet realistic 'outcomes', which aim to raise an individual's sense of achievement
- To monitor and record progress towards agreed 'outcomes'
- To review, at regular intervals, with parents/carers and staff, the effectiveness of the provision
- To report to the Governors the extent of need and the effectiveness of the provision
- To review the SEN policy annually to ensure that it remains central to college priorities and serves the needs of the pupils effectively.

## **SECTION 2**

### 2.1 **The Management of Special Needs Provision in the College**

At All Saints we believe that all teachers are teachers of all pupils. Central to this approach is our belief that Quality First Teaching will ensure inclusive teaching aimed at meeting the needs of *all* our pupils. Via regular evaluations of each pupil's progress, we seek to identify any pupils in needs of additional support. Where a pupil's rate of progress highlights difficulty in learning that are greater than the majority of others of the same age, in consultation with the pupil's parents/carers, teachers and, where appropriate, external agencies, additional support will be agreed and put in place. Where a child is identified as having significant difficulties with their learning, they will be placed on the SEN Register. In the register their particular area of need will be highlighted in line with the four categories broad areas in the 2015 Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health, and
4. Sensory and/or physical.

The oversight of the SEN provision is managed on a daily basis by our SENCO. This is monitored and supported by an SLT line manager, the Head Teacher and a named Governor. The Head Teacher and Governors have allocated time and an appropriate TLR to enable the SENCO to fulfil the demands of their role.

## **SECTION 3**

### **Arrangements for co-ordinating provision of education for pupils with SEN**

- 3.1 In order to successfully coordinate the provision for SEN, the College adheres to the 'SEND Code of Practice: 0 to 25 years, January 2015' and will comply with the 'Equality Act 2010: advice for schools, DfE Feb 2013'. All Saints seeks to develop a graduated response to the planning, implementation and review of our provision and will follow Tameside's advice and criteria as set out in its 'Matching Provision to Needs' documentation.
- 3.2 All teachers within the College are responsible for the appropriate delivery of the curriculum within the classroom for all pupils, including those on the SEN register, and advice will be given at all stages from the Learning Centre staff/SENCo.
- 3.3 The SENCo will also collaborate with subject leaders, the Literacy and Numeracy coordinators and pastoral colleagues to ensure that learning for all pupils is given equal priority, and that available resources are used to maximum pupil progress.
- 3.5 The SENCo will also:
- Oversee the day to day operation of the College's SEN Policy
  - Liaise with and advise fellow teachers and support staff
  - Manage the Learning Centre Team
  - Co-ordinate provision for pupils with Special Educational Needs
  - Monitor and report on the progress of pupils with SEND
  - Co-ordinate the involvement of the parents/carers of pupils with Special Educational Needs
  - Oversee the records on all pupils with Special Educational Needs Contribute to the in-service training of staff
  - Liaise with external agencies including the Local Authority's Pupil Support and Educational Psychology Services, Positive Steps, health and social services and voluntary bodies
  - Ensure the SEND policy is in line with new legislation
  - Review and update the School Offer at least annually.
  - Conduct the statutory review of the EHCPs and, where they remain, the Statements

## **SECTION 4**

### **Admission arrangements for pupils with Special Educational Needs**

- 4.1.1 As a Catholic College our admissions are guided by the criteria laid down in the Governors' policy for admission to Roman Catholic Secondary Schools. Our intake encompasses a wide ability range and is non-selective

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the College will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils

## **SECTION 5**

### **Facilities for pupils with SEND including facilities which assist access for pupils who are disabled**

- 5.1 The Learning Centre at All Saints has a well resourced room situated on the ground floor of the building, thus providing easy access for all pupils
- 5.2 Disabled access is currently limited to the ground floor of the college.

## **SECTION 6**

### **Resources**

- 6.1 It is the College's intention, as far as practicable, to provide resources appropriate to the needs of the pupils. We aim to ensure that the allocation of allowances, materials and staffing reflects the College's concern for children with SEN.
- 6.2 All curriculum areas are expected to provide suitable differentiated materials from within their own budget to meet the needs of all pupils.

## **SECTION 7**

### **Identification, Access and Provision**

- 7.1 Many of the SEN pupils are identified on arrival at All Saints from Primary/Secondary liaison work, school records, information from home and information from outside agencies.
- 7.2 Key Stage 2 results will be available and distributed to all staff. Cognitive Ability tests will be administered during the Autumn term for Year 7 pupils and results published.
- 7.3 If teaching staff have concerns regarding the progress and learning of a child they will raise this, firstly, with their Subject Leader who will work with the teacher to implement additional support/intervention. However, if such measures are not successful in securing age related progress, staff will then refer the pupil to the SENCo.

- 7.6 If pupils are experiencing difficulty Tameside's criteria for matching provision to needs will be followed.
- 7.7 The Learning Centre will, after consultation with parents/carers, offer programmes that may include:
- Tailored 1-to-1 work in English and/or Maths
  - In class support for Maths and/or English.
  - Access to our 'Toe by Toe' programme for the teaching of reading
  - 1-to1 Behaviour Support provide by staff from within the College
  - 1-to1 Behaviour Support provide by staff from Tameside Behaviour for Learning Team
  - Support/Advice from the Tameside C.L.A.S.S. Team
  - access to our in-house C.L.A.S.S. Support Groups
  - Handwriting/Typing & IT support
  - Exam arrangements
  - Activities during break and/or lunch
- 7.8 For all pupils on the SEND register, in consultation with them and their parents/carers, a Personal Learning Plan will be drawn up and will be reviewed regularly during the academic year. All staff will be made aware of the Plan and its 'outcomes' and will have a clear understanding of their role in securing these outcomes.
- 7.9 If, despite the various strategies deployed to support a pupil, we continue to have major concerns about their learning, the school will request a statutory assessment of the child's needs.
- 7.10 The Local Authority will decide whether they think pupils' needs are complex enough to need an Education, Health & Care Plan. Such a Plan will include advice on how best to support the child's learning and will outline various support programmes within lessons or via 1:1 individual support or in small group settings.

## **SECTION 8**

### **Access for pupils with SEND to a balanced and broadly based curriculum**

- 8.1 Subject areas have a responsibility to ensure every pupil has access to a broad balanced and differentiated curriculum. Every Subject Area has Schemes of Work and policies in place with relevant differentiation to include learning outcomes for all pupils.
- 8.2 The progress of all pupils will be monitored throughout the year and the information gathered via regular teacher assessed levels. This information will then be used to review their achievement and focus appropriate interventions.
- 8.3 For some pupils the appropriate intervention may come from within a Department and so does not require the child being placed on the SEND register. However, if it is deemed necessary to provide intervention over and above that which is available for all pupils, then the pupil will, in consultation with parents/carers, be placed on the SEN register at the appropriate level.
- 8.4 Pupils throughout the College who have an identified need may be:

- provided with in-class support so that a TA can work with the class teacher to address areas of need
- withdrawn from class to follow an individual, closely targeted programme and/or to work in a small group on shared targets.

## **SECTION 9**

### **Integration Arrangements**

9.1 All pupils within our community are encouraged, and if necessary supported to join in all activities of the college. We recognise the value of pupils being integrated into all aspects of college life. However, there may be times when it is more appropriate for, pupils to be withdrawn from the main body of the class, for learning or behavioural reasons. It is always the intention to return the pupils, as soon as possible, to the mainstream group.

## **SECTION 10**

### **Evaluating Success**

10.1 At All Saints we evaluate the success of pupils in a number of ways:

- Improvement in skill areas
- Improved test results
- Progress made
- Comments from parents
- Improved pupil self-esteem
- Improved behaviour of pupil
- Obvious happiness and well-being of the pupil

10.2 We evaluate the success of the whole college policy by:

- Feedback from departments
- Feedback from the Subject Leaders and Pastoral Leaders meetings.
- Feedback from Line Management meetings
- Views expressed by the Governing Body at the annual review of the SEN policy
- Success of the SEN targets as identified in the College Development Plan.

10.3 The SENCo will meet regularly with the SEND Governor. The SEND Governor audits the results of the SEN provision annually. The SEND Governor makes regular reports to the Governing Body relating to the work of the Learning Support Department.

10.4 The SENCo will meet, regularly, with the SEND SLT Line Manager.

## **SECTION 11**

## **Dealing with parental complaints**

- 11.1 All Saints parents are involved from the onset and at every level.
- 11.2 Should a complaint arise it will be dealt with and drawn to the attention of the SENCo. The SENCo will immediately consult with the SLT SEND Line Manager. Complaints will be investigated and the College will respond appropriately in line with the College's complaints procedures.
- 11.3 Should parents want or need support with this or any other matter, information about the parent partnership scheme will be made available.

## **SECTION 12**

### **In Service Training**

- 12.1 The SENCo will attend relevant courses to ensure their knowledge of current SEN developments is up to date.
- 12.2 The SENCo aims to give all Learning Support staff the opportunity to attend relevant courses and meetings.
- 12.4 The SENCo will also deliver Inset to all staff, including ITT and NQT training.

## **SECTION 13**

### **External Support Services**

- 13.1 All Saints has over the years developed an excellent working relationship with many external support agencies. These include:
  - BLIS Outreach Team
  - CLASS
  - Educational Psychology Service
  - Home-School service.
  - CAMHS
  - Positive Steps
  - Hearing Impaired Support Service
  - Occupational Therapy
  - SEN Adviser
  - Speech and Language Therapy

- Health Mentor service
- School Nurse service
- Tameside College

13.2 Advice and guidance may be sought from many of these services when the need arises. Services provided by One Education, or other private providers, will also be considered.

## **SECTION 14**

### **Partnership with parents**

14.1 Parents are always welcome, and actively encouraged, to come into All Saints to discuss their child's progress and raise any concerns.

14.2 All Saints sees the relationship between home and College as having a crucial bearing on the effectiveness of any College based action. Parents are routinely invited to review meetings concerning their child, where they have the opportunity to participate in target setting and evaluating prior success.

## **SECTION 15**

### **Bullying**

The Bullying Policy applies to all pupils .If bullying occurs and either the victim or perpetrator has special educational needs, this will be considered in response to the individual situation. See the College's Bullying Policy.

## **SECTION 16**

### **Behaviour for Learning Policy**

The Behaviour for Learning Policy applies to all pupils, though reasonable adjustments may be made at the discretion of the Head Teacher when considering a pupil's special educational needs. See College's Behaviour for Learning Policy.

## **SECTION 17**

### **Child Protection**

The Child Protection Policy applies to all pupils. If a concern arises involving a pupil with special educational needs, this will be considered in response to the pupil. See College's Child Protection Policy.

## **SECTION 18**

### **Links with other schools, including special schools, and arrangements for transition between schools**

- 15.1 The College has a very successful and thorough Primary/Secondary liaison system which facilitates the smooth transition between feeder and non-feeder Primaries and All Saints.
- 15.2 The SENCo will be involved in this programme where possible; visiting feeder primaries prior to transfer and attending any year 6 reviews.

### **Post 16 Transition**

- 16.3 As All Saints is an 11 to 18 establishment, we see transition into a post 16 environment as a smooth and logical progression, where staff are already fully aware of their pupils' needs. If a pupil wishes to transfer at 16, we would endeavour to provide all relevant information on request.
- 16.4 For those pupils on the Register with an Education Health Care Plan or Statement of Additional Educational Needs, advice/support from external agencies will be an essential element of their post 14 transition review.

## **SECTION 19**

### **Links with Health, Social and Welfare, and any Voluntary or Support group**

- 17.1 The SENCO consults formally and informally with a range of external agencies. The College has excellent working relationships with the school nurse, CAMHS, speech and language therapist, occupational therapy and EWO. The SENCo will undertake to develop links with other organisations if the need arose.