



Cardinal Griffin Catholic College

Special Educational Needs Policy

Mission Statement principles underpinning this policy:

To love God and our neighbours as ourselves (Matthew 22:35-40)

To increase our love of God

To increase our love of our neighbours, seeing Christ in them

To increase our self-esteem, knowing that we must value ourselves before
valuing other people

Date of Policy: January 2017

Date of Ratification: Awaiting ratification – Spring Term 2017

Date of Review: January 2018

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- The Children and Families Act 2014 Part 3 Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0-25 (January 2015)
- SEN Information Report 2016-17 (Cardinal Griffin Catholic College)
- The National curriculum in England primary/secondary framework document 2014
- Accessibility Plan
- Safeguarding Policy 2016

At Cardinal Griffin Catholic College we believe that **'Every Teacher is a Teacher of Special Needs'**.

We believe that every child is an individual and has the right to have their needs met in order for them to achieve their maximum potential. Students with barriers to their learning are the shared responsibility of all staff.

Inclusion is at the centre of our ethos at Cardinal Griffin Catholic College and we recognise the value of every individual student.

This policy states the current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEND Code of Practice.

Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. The need or difficulty may result from factors such as learning difficulties, emotional and/or behavioural difficulties, physical or sensory needs, medical or health problems.

At our college we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special educational needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - I. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - II. Special educational Provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have an 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'. This

definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Aims and Objectives

Aims

The aims of this policy are:

- To provide all students regardless of ability, with access to the whole curriculum, thus supporting our inclusive principles
- To support all students with special educational needs to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage
- To promote a shared responsibility with all staff in the aim to remove barriers to learning for students with special educational needs
- To promote shared communication with parents/carers.
- To ensure that the views of the child are central to planning.

Objectives:

The objectives of this policy are:

- To identify and distinguish between the various forms of special educational needs experienced by our students
- To provide detailed information for all staff on students individual needs
- To be a point of reference for the subject areas to enable staff to develop their own teaching strategies
- To use external agencies effectively
- To keep parents informed of the needs and provision for their children and to keep our students at the centre of provision put in place for them

The Special Educational Needs Department includes the SENCO (Mrs A. Kelly and Inclusion Manager (Mrs T. Turner) supported by a team of Higher Level Teaching Assistants (HLTAs) and Teaching assistants (TAs) who work closely with curriculum teachers.

The Pastoral team works closely with the SEN department and this team includes the Pastoral Leader supported by a Pastoral Mentor. There are six houses and three designated Heads of House. Students are vertically grouped within a house for tutor periods. The House Tutors and Heads of Houses work with parents and carers to ensure that student's pastoral needs are fully met.

Part 1:

Identification

There are four broad areas of special educational needs outlined in the SEND Code of Practice 2014. The four areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The purpose of the identification of a special educational need is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which often includes wider elements than the specific special educational need.

The College is clear that only those students who require SEN provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are not specifically SEN include:

- Disability (the Code of Practice outlines 'reasonable adjustments' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality Health and Welfare
- English as and Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or post Looked after Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a young person's behaviour will be described as an underlying response to a need which the school will aim to recognise and identify. Considering the whole child, working alongside parents and keeping the views of the child central to planning supports our response to the need and reducing barriers to their learning.

All teachers are responsible and accountable for the progress and development of all the students in their class. **High quality, differentiated and personalised teaching is the first and most effective step in responding to students who have or may have SEN.** Where appropriate additional intervention will be required to provide specific teaching.

Part 2:

Arrangements for co-ordinating the provision of education to students with Special Educational Needs

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo and Inclusion Manager have key roles in managing and co-ordinating the SEN provision in the College.

The SENDCo works in collaboration with the Inclusion Manager, Head teacher (Mr M Burrowes) and SEN Governor (Mr P. Snape) to determine the strategic development of the SEN policy. Examples of other responsibilities include:

- Co-ordinating the provision for students with SEN

- Liaising and giving advice to fellow teachers and teaching assistants
- Managing the professional development and work of TAs and HTLAs
- Overseeing records of students with SEN
- Liaising with parents/carers of students with SEN
- Liaising with external agencies e.g. LA support services, health, careers services, social services and voluntary agencies
- Informing parents if SEN provision has been put in place for their child
- Organising additional assessments and further appropriate testing for access arrangements for GCSEs, A level and other external exams.

The role of the Governing body

The Governing Body has an important responsibility with regards to students with SEN. These include:

- Ensuring that the provision for SEN students is made and this is of a high standard
- Ensuring that a responsible person is appointed to co-ordinate statutory provision and reviews for students with an EHC plan or Statement of SEN which has not yet transitioned to an EHC Plan.
- Ensuring that SEN students are fully involved in College activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students
- Being fully involved in developing and subsequently reviewing the SEN policy

The role of the Subject Teacher

“All teachers are teachers of students with Special Educational Needs”

The Code of Practice clearly recognises the importance allocated to the teacher with regards to SEN. That Quality First Teaching is an essential element of addressing and supporting students with SEN in their classes. The teacher’s responsibilities include:

- Being aware of the College’s procedures for identification, assessment and subsequent provision for SEN students
- Use available information to support planning e.g. Classroom Support Plans, Strategy banks and ensure that reasonable adjustments are made to support students in class lessons
- Work together with SENCo, Inclusion Manager, TAs and HTLAs along with fellow teachers to collect information and decide how to assist the student to make progress.
- Develop constructive relationships with parents.

The role of the Head-teacher

The Head-teacher’s responsibilities include:

- The day to day management of all aspects of the work of the College including the SEN provision
- Keeping the governing body well informed about SEN within the College, working closely with the SENDCo
- Ensuring the College has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.

Part 3:

Identification, Assessment and Provision

At Cardinal Griffin catholic College students identifies as having SEN are fully integrated into mainstream classes in which they have full access to the national Curriculum and equal entitlement to all aspects of the College.

All staff are responsible for identifying students with SEN and, in collaboration with the SENDCo and/or Inclusion Manager will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a key factor in considering a need for SEN provision.

Identification and Assessment

Early identification of students with SEN is considered a priority. To aid identification, the school will use appropriate screening and assessment tools. To further assist with identification of SEN, the College will ascertain student progress through reference to:

- Evidence from teacher Assessment
- Student performance in assessments judged against grade descriptions; pre and post teaching and learning assessments
- Standardised screening/assessment tools e.g. Key Stage 2 test data, MIDYIS testing on entry, reading and spelling assessments

On entry to the College each student's attainment will be assessed in order to ensure continuity of learning from primary school or between secondary schools. When students with identified SEN start at the College the SENDCo, along with the Inclusion Manager and relevant teachers will:

- Use information from the previous school to support initial planning for student learning at the College. This addresses both pastoral and curriculum support as needed.
- Identify key areas for priority support
- Involve students in planning and agreeing targets
- Involve parents in a joint learning approach for home/school

For those students who are working below their Key Stage Expectations, those on the SEN register or those for whom there is a teacher concern, other assessments may be used dependent on the area of

need e.g. British Picture Vocabulary Scale, Diagnostic Reading Assessment, GL Phonological Assessment, Wide range Achievement Test.

Provision – A Graduated Response

Refer to Appendix 1: Cardinal Griffin Catholic College Graduated Approach Plan

The College follows the wave cycle of Graduated Support as follows:

Wave 1: Quality First teaching for all students with differentiated curriculum and planned Reasonable Adjustments

Wave 2: Intervention programmes and Catch Up programmes to target those requiring a boost of skills. These students may or may not be on the SEN register

Wave 3: Personalised provision, referenced on a SEN Student Support Plan for those assessed as having a special educational need.

The College system for observing and assessing the progress of individual students will provide information about areas where a student is not progressing satisfactorily

In circumstances where teachers decide that the student's learning is unsatisfactory, the subject teacher will initiate a review of the approaches adopted. This may involve collaborating with colleagues at the College in order to gather information on progress and strategies across other subject areas. If some additional support and adjustments to teaching is required, in addition to a differentiated curriculum, support is provided through SEN Provision. This is shown within subject teacher's **Reasonable Adjustments** and on a **Teacher Concern Form** with a plan to show strategies used. Under these circumstances teachers may wish to seek advice from the SENDCo and/or Inclusion manager to consider what strategies could be used in addition to providing a differentiated curriculum. The subject teacher may decide that it is appropriate for the student to participate in one or more age related intervention strategies. The key test of the need for action is evidence that current rates of progress are inadequate; and a Teacher Concern.

This forms part of the initial stage of the SEN process:

- Assess
- Plan
- Do
- Review

The principles of **Assess, Plan, Do, Review** have been identified as an underlying principle of the Code of Practice 2014 and will continue to be an essential component in how Cardinal Griffin Catholic College identifies how students are responding to interventions, support and strategies used to assist them in their learning.

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through SEN Support.

Adequate progress is defined as that which:

- Diminishes the attainment gap between the student and his/her peers
- Prevents the attainment gap from widening
- Is similar to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social, personal and/or independence skills
- Shows improvements in the students behaviour

The review at this stage should focus on:

- Progress made by the student
- Effectiveness of additional reasonable adjustments and differentiation
- Next steps

Placing a student on the SEN Register

Where concerns remain from the teacher, the student is referred to the SEN department with the review of strategies and support put in place through SEN provision in class. The triggers for intervention through SEN Support will be concern, underpinned by evidence about a student, who, despite receiving differentiated learning opportunities makes:

- Little or no progress over a period of time even when teaching approaches are targeted in an identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not addressed by the behaviour management techniques usually employed in the school
- 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 provision of a differentiated curriculum.

The SENDCo and/or Inclusion Manager takes lead responsibility for gathering information and for co-ordinating the student's special educational provision; the student's subject teachers will remain responsible for working with the student on a daily basis using reasonable adjustments. Parents will always be consulted and kept informed of the action taken to support their child and of the outcome of these actions. The SENCO and/or Inclusion Manager will decide on action needed in the light of earlier assessment. This may include

- different learning materials or special equipment

- further group or individual support using Wave 2 materials and Wave 3 materials
- staff development and training to introduce more effective strategies
- access to LA and/or independent support services for one-off or occasional advice on strategies or equipment

Student SEN Support Plans

Strategies employed to enable the child to progress will be recorded within a Student Support Plan. The Support Plan will include information about

- an assessment of the area of need (**Assess**)
- a target of what they will be able to achieve after support (**Plan**)
- the provision to be put in place (**Do**)
- an assessment of where they are after intervention (**Review**)

The Student Support Plan will only record that which is additional to or different from the differentiated curriculum and will focus on no more than three individual targets that match the child's needs and have been discussed with the student and the parents. The Support Plan will be reviewed termly at a meeting between parents and the class teacher when parents' views on their child's progress will be sought. Wherever possible, the child will also be involved in the review and in setting the targets.

The review should again focus on:

- Progress made by the child.
- Effectiveness of the intervention.
- Contribution made by parents at home.
- Updated information and advice.
- Future action.

External Support

The triggers for external support to be sought will be that, despite receiving individualised support under SEN Support the student:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo is in regular contact with a range of outside agencies. Examples of these include advisory staff from SENIS (through ENTRUST services), Autism Outreach Team, Behaviour Support, Speech and Language Therapy, Occupational Therapy, School Nurse, Local Support Team, Charitable agencies, Virtual Schools and the County Educational Psychology Service. Visits are made for individual case work and for discussions with relevant support and teaching staff

A request may be made for support from appropriate external services so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a student's progress and in some cases provide support for particular activities. The resulting SEN Support Plan will set out fresh strategies for supporting the child's progress. Teaching Assistants, including Higher Level Teaching Assistants or teachers may deliver individualised support programmes.

Tests and External Exam Arrangements

The SENDCo and Inclusion Manager may apply for additional exam arrangements e.g. extra time, a scribe or reader. Any additional arrangements must be in line with the student's usual way of working and must be evidenced thus.

Part 4:

Education, Health and Care Plans

School request for an Education, Health and Care Plan

When a student continues to demonstrate significant cause for concern over a long period of time the school may request a Statutory Assessment. The school will provide to the LA information about the child's progress and documentation relating to the child's special educational needs, including any resources or special arrangements in place. This information may include

- Timetable of provision over a period of time
- Attendance records
- Records of regular reviews and their outcomes
- Health and medical records where relevant
- Levels of attainment
- Educational and other assessments, for example from an advisory specialist teacher or Educational Psychologist

- Relevant reports from other professionals such as health, social services or educational welfare services
- Views of the parents and of the child.

Statutory Assessment of Special Educational Needs

The LA considers the need for an assessment of Education and Health Care Needs. A child may be brought to the attention of the LA as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the student's learning difficulties have not responded to relevant interventions from the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA may write an Education, Health and Care Plan which may include:

- The student's name, address and date of birth
- Details of all the student's special needs
- Identify the special educational provision necessary to meet the student's needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the student
- Include information on non-educational provision

All students with Education, Health and Care Plans, and previously written Statements of SEN will have short-term targets set for them that have been established after consultation with parents and include targets identified in the statement of educational need. These targets will be set out in a Student Support Plan, along with strategies for support in the classroom and be implemented as far as possible within the normal classroom setting. The delivery of the support recorded in the Support Plan will continue to be the responsibility of the subject teachers and SENDCo. Reviews will be carried out on a regular (termly) basis by the school.. They will monitor and review the progress of the child in the same way as all children on the SEN register.

Annual Review of a Statement of SEN and Education, Health and Care Plan

All statements and Education, Health and Care Plans must be reviewed at least annually. The parents (and student if appropriate), the student's Head of House or most appropriate teacher and other professionals involved will be invited to consider whether any amendments need to be made to the statement or plan. The aims of the review will be to:

- Assess the student's progress in relation to targets outlined in their EHCP, Statement or last review
- Review the provision made for the student in the context of the National curriculum and attainment in literacy, numeracy and life skills as appropriate
- Consider the appropriateness of the existing EHCP or Statement in relation to the student's performance during the year and whether or not to cease, continue or amend the existing EHCP.
- Set new targets for the coming year when the EHCP is to be maintained.

The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

Year 8 and 11 and 13 reviews will be significant in preparing for the student's transition to options, employment, further education, work based training, higher education and adult life

The conclusions of the meeting are recorded by the SENDCo and/or Inclusion manager and forwarded to the LA.

With due regard for the time limits set out in the Code of Practice, the SENDCo will write a report of the Annual review meeting and send it, along with supporting documentation to the LA. The College recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

Part 5:

Removing a child from the SEN register

A child may be removed from the SEN register if progress is such that they are working in-line with national expectations. Parents will be fully involved with decisions made to do so.

Part 6:

Record Keeping

The College will record the steps taken to meet students' individual needs with the SENDCo maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile may include:

- Information from parents
- School information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health /social services/other agencies e.g. CAMHS, Midlands Psychology
- A Provision map to show what interventions are in place

All confidential information regarding SEN will be kept in locked rooms and/or cabinets.

Part 7:

Transition

Information about individuals on the SEN register is shared with key teachers at a transition point; this may be to another high school, college, university etc. so that planning and preparation can be put in place for a smooth transition. This may include increased number of visits or a specialist transition programme.

Part 8:

SEN in-service training

The school recognises and makes provision for the training needs of the SENDCo, teaching staff, support staff and governors so that they keep up-to-date with current thinking by attending relevant courses.

Part 9:

Arrangements for considering complaints about special educational provision within the school

In the first instance this will be dealt with by the subject teacher or House Tutor and, where appropriate, the Head of House and/or the SENDCo or Inclusion Manager. If the complaint remains unresolved it will be addressed by the Head-teacher in line with the College's Complaints procedure.

Part 10:

Reviewing the College SEN policy

This policy and issues of practice and resourcing will be reviewed annually with reference to the climate of reform and extent of changes on a national level. Specifically, the monitoring of pupils on the SEN register will be reviewed to assess progress, the use of equipment and resources will be addressed and INSET opportunities for staff will be identified.

This policy was written by Mrs A. Kelly (SENDCo) in consultation with Mrs T. Turner (Inclusion manager) and Mr P.Snape (SEN link Governor)