

Saint Martin's Catholic Academy



Special Education Needs Policy

*'Knowing the best that has been thought
and said and knowing that we are loved by God'*

Approved by:

Date:

Last reviewed on:

September 2024

Next review due by:

September 2025

*Removing barriers to enable every student to succeed
personally and academically*

The SENDCo is: Mrs Roberta Gillum

Qualifications : B.A. (Hons)
PGCE – Secondary English
PGCE- SENCO Qualification; L5 TESOL; PAPAA; NPQSL

Appointed SENDCo: June 2023

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'Every Teacher is a Teacher of SEND'

Our philosophy at St Martin's Catholic Academy is that each child belongs, is valued and has a right to learn regardless of needs and abilities.

We value each student as an individual, in line with our Catholic ethos, and are fully committed to the integration and inclusion of students with SEND. Our mission at Saint Martin's is for pupils to learn, *'the best that has been thought and said' (Matthew Arnold) and to know they are loved by God.* Our vision for our students with special educational needs and/or disabilities is the same as for all our students and that is to benefit from an ambitiously academic curriculum, where all succeed through excellent teaching, so that every child may achieve their full potential and can lead happy and fulfilled lives as outlined in the SEND Code of Practice 2014.

Students identified as having special educational needs are, as far practicable, integrated into mainstream classes alongside their peers. Every effort is made to ensure that they have full access to the National Curriculum whilst balancing the views of parents and individual students' needs.

We recognise that there may be additional safeguarding challenges for students with special educational needs and we actively promote respect, understanding through knowledge and tolerance for others.

Section 1

The Management of SEND within School.

The SENDCo is Mrs Roberta Gillum.

The SLT link for overseeing the provision of SEND is the Vice Principal, Mrs Rachel Thompson.

The Governor with SEND responsibility is Liz Dodds.

The Principal and the Governing Body have delegated the responsibility for the day-to-day implementation of the SEND policy to the SENDCo. However, all staff have a responsibility for pupils with SEND.

The Governing Body assists in the development and monitoring of the School's Policy, monitors the budget and deploys resources. The SENDCo has an important role to play with the Principal and Governing Body to determine the strategic development of the SEND Policy and provision in school.

The key responsibilities of the SENDCo:

- Overseeing the day to day operation of the school's policy
- Managing the Learning Support Assistants
- Coordination of the provision for students with SEND
- Advising on the graduated approach to provide SEND support
- Liaising with parents/carers of students with SEND
- Liaising with outside agencies
- Ensuring the SEND Record is kept up to date.

A child or young person is recognised as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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.

Definition of Special Educational Needs SEND, taken from Section 20 of the Children and families Act.

Section 2

Aims of our SEND Policy 'Every Teacher is a Teacher of SEND'

Aims:

- To provide every child with access to a broad and balanced curriculum, in accordance with the Code of Practice (2015)
- To promote independence, equality and consideration for others
- To promote an atmosphere where students experience success and celebrate their achievements
- To ensure all staff are supported in meeting the needs of SEND students, to set high expectations and enable progress to be made.
- To work in partnership with parents and listen to the encourage the voice of students with SEND in overcoming barriers to learning
- To equip students with the skills and attributes necessary for adult life.
- To identify and assess students with SEND and provide a range of provision and targeted interventions, using the most efficient use of available resources.
- To consult the appropriate agencies for advice and support where appropriate.

Section 3

Identifying SEND.

Students who are identified as SEND and placed on our SEND Record are those who require 'above and beyond' that which would be deemed 'normal' provision, who require additional provision to address their SEND need. A small number of students on the SEND Record will have an EHCP. The SEND Record is updated regularly (at least termly).

Students are identified as early as possible, so that the most appropriate strategies and interventions can be implemented to start to address their needs. Students will be placed on the SEN record in relation to their area of need.

We are driven by area of need and not by a specific diagnosis, however we will support students and their families in a pathway to a diagnosis if this is helpful to obtaining any additional support which may be needed now or in the future.

The Code of practice identifies 4 categories to help identify the main area of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory/ physical needs

Students may be identified using information obtained from a variety of sources:

- Annual Reviews in Year 5/6 for students with EHCPs.
- Information passed from previous schools e.g. Primary feeder schools

- Concerns raised by parents/ carers or the child themselves.
- Screening and baseline testing, as well as any individual diagnostic testing.
- Information shared by outside agencies including medical assessments
- Concerns raised by staff when reviewing students.

Section 4

Provision for SEND students – ‘A graduated approach’

Provision for SEND students

As recognised by the Code of Practice – all teachers are responsible for the progress of their students through Quality First Teaching, whilst considering the needs of SEN students, as identified by the SENDCo. This is part of the 4-part cycle, recommended in the Code of Practice, of Assess, Plan, Do and Review, to break down barriers and support the progress of every student.

The SENDCo provides information and advice to all staff about SEND students through the SEND Record and information booklet, updated Pupil passports, shared learning plans, CPD sessions along with regular updates for individual students through the monthly SEND bulletin, email and, briefings and 1:1.

In the first instance, a Pupil Passport is created as this is a way of sharing helpful information and strategies with teachers.

A Pupil Passport might be enough for the student to make progress, however some students with SEND may also be provided access through additional support.

Examples of this include:

- Learning Support Assistants in class who provide tailored support using a range of ‘scaffolding’ techniques and strategies to encourage ‘on task’ behaviours.
- Targeted intervention to address literacy and numeracy in small groups, through the delivery of Enhanced Learning, under the direction of the Head of English and Head of Maths. This intervention is reviewed termly in line with whole school tracking.
- Targeted intervention through small group teaching using a Direct Instruction approach, using specific entry and exit criteria.
- Targeted intervention through groups or 1:1 to address specific needs as appropriate, such as spelling, reading, social communication, SEMH and speech and language.
- Outside agencies, when more specialist support is sought, in co-operation of parents/carers, to address the needs of students, including:
 - Educational Psychologist
 - Speech and Language Therapy
 - Hearing impaired Service
 - Visual Impairment Service
 - Autism Outreach Team
 - Child and Adolescent Mental Health Service

- School Nurse
- Virtual School
- Hinckley and Bosworth Education Partnership.
- Outreach Support (Dorothy Goodman)
- Alternative Provision (Various)

A Risk Assessment and or Personal Evacuation Emergency Plan will be put in place if required.

Access arrangements for examinations

If a student requires a reasonable adjustment which breaks down a barrier to their learning to enable them to be able to access the curriculum, they are likely to need this for an examination or test. If this is the case, they will be assessed for access arrangements on an individual basis. If a student has a medical need and/ or an EHCP they are unlikely to need further assessment and we will complete an application with Access Arrangements Online.

For students who are not supported through an EHCP or who do not have a recognised medical diagnosis or further information is required, an appropriately qualified Specialist Teacher or an Educational Psychologist may be required to complete an assessment. An example is if a student has a learning difficulty e.g. Dyslexia and they need additional time. This is part of their normal practice and so an assessment is required to check that the criteria are met. This testing usually takes place from the summer term of academic Years 9 and into Year 10. The access arrangements must always reflect a student's normal way of working in accordance with JCQ guidance.

Section 5

Reviewing Students on the SEND Record (Part of the Graduated Approach)

The SEND record is a fluid register and some students will be on the register for a short time with the provision which is 'additional to or different' only being required for a short time. Other students will remain on the register for their time at St Martin's because their needs are such that they require continued support.

Progress will be reviewed regularly using data from Go4Schools, and assessment and feedback from staff working with the students. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of pupil progress, and development and recommendations in consultation with parents/carers and subject teachers. The SEND team will consult parents/carers at Parents' Evenings or arranged meetings.

If a student is experiencing difficulties and their progress remains a concern, with the agreement of the parents, appropriate outside agencies may be consulted and their advice acted upon to form part of the child's tailored support programme.

If significant complex difficulties persist, the school or parent/carer may request a statutory assessment of their needs for an Education, Health Care Plan (EHCP), in order to recognise the complexity of the needs of the student and provide additional resources to the school to support the student. Leicestershire Special Educational Needs Assessment Commissioning Service (SENA) will make this decision, in light of information provided by the school and agencies involved. Parents have the right to appeal against this decision.

Education, Health and Care Plans (EHCP)

- Following Statutory Assessment, if it is considered appropriate, an EHC Plan will be provided by Leicestershire Local Authority. School and parents/carers will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The Annual Review (person-centred review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Section 6

Supporting Students and Families

Information about how we support students with SEND can be found in our school's SEND Information Report which can be found on the school website and if a parent/ carer would like this in a different format e.g. braille/ larger font, they can contact school to request this.

Saint Martin's Catholic Academy works in partnership with parents/carers in the following ways:

- Individual meetings with parents and their child.
- Parental views from Annual Review Meetings are recorded
- Parents' evening SEND reviews, when the views of parents are sought
- Parents/carers are encouraged to support their child by supporting their homework and attending parent meetings.
- Parent information meetings scheduled appropriately to support their child through school change, such as transition, prep and options.
- Effective communication is achieved through contact with home through letters, telephone calls, email, text or student planners.

Parents/carers are signposted to contact SENDIASS for support.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website.

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Parents/carers can read the Local Offer at: www.leicestershire.gov.uk

Partnership with students

- Students are encouraged to be involved in decision-making about their provision
- Students' views are recorded as part of the review process and are valued and listened to.

The SENDCo works in conjunction with parents, teachers, learning support assistants, Pastoral Manager, Heads of Year, SLT, Governors and outside agencies to ensure those with both SEND and medical needs are supported in school and that reasonable adjustments are made to allow for accessibility education and support with trips and visits. Provision will be provided on an individual basis.

Section 7

Admissions Arrangements

Admission arrangements are outlined in the school prospectus and applications are made through the Local Authority.

Those students with an EHCP will state their preference of school at an Annual Review meeting. If this is part of the transition process, we aim to be involved from Year 5 and in the Autumn term of Year 6, their preference is made during the Annual Review. Our Primary schools are encouraged to extend an invitation to us in order to support a smooth transition to Saint Martin's Catholic Academy will be formally consulted to ask if we can meet the student's needs outlined in the proposed EHCP, prior to being named in the EHCP.

Section 8

Complaints procedure

Communication is key to resolving any concerns or complaints and we encourage parents/carers to contact the school earlier rather than later. If we are aware of any issues, it is often easier to resolve more quickly in the first instance.

If there is a concern or complaint from parents/carers about their child's provision, in the first instance it should be raised with the SENDCo. If this is not resolved satisfactorily the concern or complaint can be taken to the Principal. However, if a parent/carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus/website should be followed.

Section 9

Monitoring and Evaluation of the Policy

The success of this policy and its implementation will be reviewed annually using

- Recorded views of students and parents/carers at parents' evening reviews
- Measurable achievements of students (data and student work)
- Feedback from departments/outside agencies
- Number of resolutions from complaints received

SLT link – Mrs Rachel Thompson

Governor Link – Liz Dodds

Review date – tbc

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents.

- The Children and Families Act 2014
- Equality Act 2010: advice for school DFE Feb 2013
- Safeguarding policy
- SEND Code of Practice (2014)
- Schools SEND Information Report Regulations 2013
- Special Educational Needs and Disability Regulations 2014
- Statutory guidance on supporting students at school with medical conditions April 2014
- Accessibility Plan
- Teachers' Standards 2012
- The National Curriculum in England: Framework for Key Stages 1-4