

ST MARGARET WARD CATHOLIC ACADEMY
Special Education Needs and Disability Policy
September 2019



Let us remember we are in the presence of God"

Policy Adopted	Next Review	Author
September 2019	July 2020	S Condliffe

SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

Policy to promote the successful inclusion of pupils with Special Education Needs and disabilities at St Margaret Ward Catholic Academy.

At St Margaret Ward, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

'A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Code of Practice 2014 p4)

'A child or 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..."Code of Practice 2014 p4

1 Principles

In meeting the needs of pupils with special educational needs and disabilities, there are guiding principles which underpin policy and practice.

At St Margaret Ward Catholic Academy, it is believed that:

- All pupils should be encouraged to develop to their full potential (physically, emotionally, socially and intellectually).
- All pupils are entitled to access the full curriculum. Special provision should be tailored to suit the needs of the individual in order that access can be gained and success achieved
- Special educational provision is more effective if there is a close working partnership between pupils, parents and school.
- Early identification of special educational needs is important in ensuring that pupils' needs are met.
- Effective assessment will enable pupils' needs to be met.

2 Objectives

Through the work of the Special Needs Department, it is hoped that the following objectives can be achieved:

- To provide additional support to those identified as having special educational needs.
- To raise the awareness of pupils' special educational needs.
- To carry out continuous assessment and review progress made by pupils.
- To support staff in identifying pupils not already identified as having special educational needs.
- To promote progress in all pupils.
- To improve standards of literacy and numeracy in the school.

3 The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO, with the support of the head teacher, senior leadership team and governing body, takes responsibility for:

- The day to day operation of provision made for children with SEN/D.
- Providing professional guidance in the area of SEN/D, to secure high quality teaching and effective use of resources.

4 Structures

- The Special Educational Needs Co-ordinator (SENCO) is Mrs S. Condliffe. She has responsibility for the day-to-day implementation of policy and practice. The SENCO also has responsibility for the Learning Support Practitioners (LSPs).
- The Senco is supported by the Assistant Senco Mrs Bowers
- The member of the Senior Leadership team who monitors SEND provision is Mr Johnson (Deputy Headteacher) and the SEN link governor is Amanda Pattinson

5 Admissions

The School is an academy and has its own admissions policy. (Available on request)

6 Resources

To meet the special educational needs of pupils with or without Education, Health & Care Plans, resources are supplied from delegated and devolved funding.

The resources required by the school to meet special educational needs can be broken down into:

- a. **Human Resources.** This includes the employment of the SENCO, LSPs, SpLD Tutors and any other manpower required.
- b. **Material Resources.** Part of the budget is set aside for the purchase of materials such as reading books, resource packs, stationery and photocopying.
- c. **Training.** To ensure the continued professional development of those members of the Special Needs Department, part of the allocated budget covers the cost of training needs.

To meet special educational needs across the curriculum there is an expectation that subject departments will procure resources suitable for the range of abilities.

7 Identification, assessments identified as having and review

At St Margaret Ward, those pupils with special educational needs may fall into one or more of the following categories:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and/or Physical Impairment

Additional support is provided where difficulties in such areas affect a pupil's learning.

When assessing pupils and setting targets, the school makes use of the range of data available. This includes:

- Key Stage 2 SATs results/teacher assessments
- Results from the school's own screening tests for example: reading, spelling and vocabulary tests
- Discussions among staff in departmental & year team meetings.
- Progress reports & the results of National Curriculum tests.
- Information provided by the primary schools.

In identifying pupils with special educational needs, the school makes regard to the 2014 SEN Code of Practice. The graduated approach to pupils with SEN is described below:

- Quality of Teaching & Learning, including appropriate differentiation of the curriculum
- School Support
- Education, Health & Care Plans

Provision/action that is additional to or different from that available to all will be recorded on a Pupil Passport; provision maps are also used to demonstrate additional support.

8 Pupil Passports

Pupils at School Support or those with an Education, Health & Care Plan have a Pupil Passport which:

- details areas of need
- are used by subject teachers, Learning Support Assistants (LSPs) and the SENCO to make adjustments for children with SEN
- are monitored and amended as required
- are prepared in collaboration with teaching staff/professional agencies/pupils. They are shared with parents for consultation.

- provide appropriate support strategies to meet pupil's needs

If, despite significant support and intervention at School Support, the school has evidence that a pupil is making insufficient progress further advice may be sought from other professionals. If other professionals are then engaged they will be asked to contribute to the monitoring and review of progress where necessary. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Education, Health & Care Plans (EHCP), their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress, an EHCP may be discontinued by the Education Authority.

The school will liaise with the Careers Service and other agencies for students with Education, Health & Care Plans (and other pupils with SEN who may benefit from Transition Planning) in Year 9, and will ensure that transition arrangements are reviewed annually as part of the Annual Review process.

9 Curriculum/Inclusion

All pupils are entitled to a broad and balanced curriculum. The school aims to make pupils requiring additional support as fully included as possible. This is done through:

- having regard to the Statutory Inclusion Statement (setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals or groups of pupils)
- grouping mixed ability forms (and some subjects)
- promoting peer support through group work
- providing in-class support
- providing support for pupils at change over times, break times and lunch times

- interventions aimed at narrowing gaps
- appropriate differentiation of the curriculum (by input, outcome, resource, task)
- encouraging participation in extra-curricular activities
- exploring option choices and planning for post 16 education, training or employment

10 **Partnership with Parents**

Partnership with parents is seen as integral to the progress of pupils. The SEN Department seeks to operate on a basis of close liaison and mutual support through:

- Termly parental drop in days
- responding promptly and sympathetically to parental concerns
- involving parents in the assessment and reviewing process
- asking parents to support their child's learning at home
- Communicating information to parents about the school, with particular regard to SEN/D.

The SENCO uses a variety of ways to liaise with parents. These might include: telephone, email, letter, meetings, progress evenings and drop-in days.

Parents' views are taken seriously and the SEN department hopes to establish and maintain effective working partnerships.

The school endeavors to gather the ascertainable views of the child in addressing their needs.

Where parents feel as though their child's needs are not being addressed, they should contact the SENCO in the first instance, who will try to resolve the issue within the partnership.

If necessary, the SENCO will follow up the concern with the appropriate authority which might be:

- the senior leadership team

- representatives of the LA such as Educational Psychology, SENSS.

If parents feel that they wish to discuss their views with a senior member of staff, they should contact the Deputy head-teacher with responsibility for SEND.

They may also contact the LEA or other agencies directly.

Any unresolved complaints will follow the school's complaint procedures.

11 **Inset/Staff Development**

The school identifies training needs for all staff taking into account school priorities as well as personal professional development.

- Subject departments can ask for INSET time to work with the SENCO.
- The SENCO and LSPs can ask to attend courses run by the LEA.
- Courses run by other agencies may be attended if appropriate.
- Departments may attend courses run by the LEA or other agencies.
- Opportunities for SEN Link Governor training.
- The SENCO delivers training to whole staff/ groups/individuals.

12 **External Support**

- The school has a nominated Educational Psychologist and SEND advisory teacher, who deliver support as per the yearly service level agreement. The school has its own Educational Welfare Officer.
- In addition, the school may seek advice from specialist advisory teaching services such as for children with sensory impairment or physical difficulties.
- Careers Service work with all pupils in preparation for transition to post-16 provision. They provide a vital link between school and post-16 destinations. The SENCO liaises with the careers service to ensure that pupils' needs are made known (with consent of the pupil) to providers.
- Where it is felt to be beneficial, the SENCO and/or the SEN team liaise with, and take advice from, special school colleagues in order to meet the needs of pupils with SEN.

Last updated: March 2020