



ST PETER'S
CATHOLIC SCHOOL

**ENTITLEMENT AND EFFECTIVE LEARNING POLICY
(SPECIAL EDUCATIONAL NEEDS)**

Updated November 2020
Ratified by Full Governing Body 2 December 2020
Review due March 2022

1 Introduction

1.1 The purpose of this policy statement is to outline the School's discharge of its duties to respond to the Code of Practice for Special Educational Needs 2014. It also aims to provide general guidance on how the School is showing its regard to this code.

1.2 This Policy sets out guidance and procedures aimed at enabling Students with Special Educational Needs (SEN) to reach their full potential, to be fully included in the School community and make a successful transition to adulthood.

1.3 Objectives outlined in this policy statement are relevant to Teachers and Parents/Carers in their partnership for the education of Students with Special Educational Needs. It also will reflect Local Authority (LA) policies and practices.

1.6 Definition of Special Education Needs

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 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

1.7 Roles and Responsibilities

- The Governing Body, in co-operation with the Headteacher, determines the School's general policy and approach to provision for children with SEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the School's work.
- The Governing Body has a named governor to take a particular interest in and closely monitor the School's work on behalf of children with SEN. The link SEN governor will ask the SENCo to prepare reports for committee.
- The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for children with SEN
- All teaching and non-teaching staff are involved in the development of the School's SEN policy and should be fully aware of the School's procedures for identifying, assessing and making provision for Students with SEN.
- The SENCo (and team), working closely with the Headteacher, senior management and fellow teachers, are closely involved in the strategic development of the SEN policy and provision. The SENCo has responsibility for day-to-day operation of the School's SEN policy and for coordinating provision for Students with SEN.

1.8.1 School's Admission and Inclusion

The School has a clear admissions policy that reflects both its Catholic ethos and statutory requirements. St Peter's is a School admitting Students without reference to aptitude or ability. The School works closely with all nearby Local Authorities when it comes to admission of students with Education, Health and Care Plans (EHCP).

1.8.2 Scope for Flexibility

The School follows the Code's advice on the adoption of a range of strategies that recognise the various complexities of need, the different responsibilities to assess and meet those needs and the associated range and variations in provision, which will best reflect and promote common recognition of the continuum of Special Educational Needs.

Admitting Students from different local authorities may, in some cases, lead to a variation in provision for Students from one local authority to another.

2 Working in Partnership with Parents/Carers

2.1 Partnership with Parents/Carers plays a key role in promoting our culture of co-operation between Parents/Carers, School, the LA and others. This is important in enabling Students with SEN to achieve their potential. The School recognises that Parents/Carers hold key information and have a critical role to play in children's education. Parents/Carers have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. The School aims to support Parents/Carers so they are able and empowered to:

- Recognise and fulfil their responsibilities as Parents/Carers and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Attend planned reviews and meetings. These may be for initial consultation, individual education planning or annual or transitional reviews depending on the level of action appropriate to the special educational need. Frequency of communications and meetings will also be dictated by need.

Parental Responsibility

2.2 These are clearly laid out in the Code of Practice for Special Educational Needs which plays due regard to the Children and Families Act of 2014. The vulnerability of looked after children is also recognised.

2.3 Positive attitudes to Parents/Carers, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what Parents/Carers can or cannot do to support their children's learning. All staff should bear in mind the pressures that a Parent/Carer may be under because of the child's needs.

2.4 To make communications effective the School will aim to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of Parents/Carers and be aware of their feelings.
- Ensure that Parents/Carers understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs Parents/Carers themselves may have, such as a disability or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

Parents/Carers Partnership Service

2.5 The School recognises the LA's responsibility for making arrangements for the Parents/Carers Partnership service. The School also recognises its role and its availability of disagreement resolution service. The School will make its best efforts to advise Parents/Carers of the service when difficulties arise.

3 Identification, Assessment and Provision

The revised SEN Code of Practice (DfES 2015) gives detailed guidance on identification, assessment and provision in schools and early education settings. Each setting or school must have a key member of staff to co-ordinate SEN arrangements, the 'SEN Coordinator (SENCo). Arrangements should be monitored and evaluated at regular intervals to ensure fitness for purpose.

3.1 Identification

The School follows The Graduated Approach to identifying student's individual needs. The starting point is teachers providing high quality, inclusive teaching and following a robust school system for assessing, planning, implementing and reviewing progress. If Students are not making expected progress, then the following is implemented:

- Assess - to draw on information from the teachers, views of the Student and parent/carer, external agencies and assess against SEND criteria.
- Plan – The SENCo, teachers, parents and Student agree interventions and support, and the expected outcomes. These to be communicated to all staff.
- Do – Implement the plan. The class teacher remains responsible for working with the Student and for assessing the impact of the plan.
- Review – Impact assessment, along with views of the Students and parent/carer are used to review the overall impact of the support. Revise the plan in light of the outcomes.

3.2 Provisions for Students' Special Educational Needs is a matter for the School as a whole. In addition to the governing body, the School's head teacher, SENCo and learning support team, and all other members of staff have important operational responsibilities. All teachers are teachers of Students with Special Educational Needs. Teaching such Students is therefore a whole-School responsibility, requiring a whole-School response. In practice the way in which this responsibility is exercised by individual staff is a matter for on-going professional development.

3.3 Special Educational Needs, provisions and developments are firmly established in the School's Improvement Plan under Inclusion. Priorities are identified, time scales drawn up and criteria for success outlined

3.4 Curriculum planning includes provision for all Students to follow a broad and balanced curriculum at Key stages 3 and 4. Teachers are required to deliver the curriculum appropriate to particular learning requirements of Students.

3.5 Assessment in line with the school's assessment policy and structure will assist in individual target setting and should take into account individual requirements.

Provisions

3.6 Transfer

In line with the School Policy on Transfer/Assessment, Student' levels of prior attainment on entry and records of Special Educational Needs are required from pre-school settings and Primary Schools. Methods of liaison need to be staged. 1) Following the offer of places, pre-school settings and Primary Schools are surveyed for Students with Special Educational Needs. 2) Link visits with pre-school settings and Primary Schools are conducted. 3) Annual Reviews for Students may be attended. 4) Parents/Carers are invited to meet to discuss any Special Educational Needs. 5) Student needs are discussed with interested professionals for example, the Educational Psychologist. For transitions into other year groups (not Reception or Year 7), points 2 – 5 still apply and each case will be dealt with on an individual basis.

3.7 Information collated is used alongside internal assessments to initiate programs of intervention and to allocate appropriate resources. This requires the School to look at access issues and staffing on an annual basis. This work should be done in anticipation of a Student starting rather than retrospectively wherever possible.

3.8 Data collection by Special Educational Needs follows guidelines from the DfES. Its structures recording Students' needs in School records, these are kept within the school's database facility which can be accessed through SIMS and parents have access to real time reporting. This also enables the School to complete The School Census Collection in January, May and October of each year. (SLASC).

- All Students are entered onto a database that is circulated confidentially, at the beginning of each School year, to all members of staff identifying action level and category. This is updated on a regular basis throughout the year.
- Advisory notes are drawn up, based on information collated, and circulated via pastoral and academic structures to teachers.
- All teachers are required to keep records of Students on the code of practice in their mark book/planner and on seating plans.
- There will be a number of Students who do not meet the criteria for support but do need special attention drawing to a difficulty or disability.

3.9 Many Students have changing needs and some will need less support as they go through the School and others will require new levels of support. The School therefore, has an on-going process of assessment, review and planning.

- 3.10 To help identify Students who may have special educational needs Student progress is measured by referring to:
- Evidence from teacher observations and assessment.
 - Progress against the objectives specified in the national literacy and numeracy strategy frameworks.
 - Standardised screening or assessment tools.
- 3.11 Some Students' needs require assessment by specialist teachers, educational psychologists or health professionals. These are initiated on the following grounds:
- Restricted progress or change in circumstance for Students who have previously not met the criteria for additional support. This may be raised by subject teachers or heads of year.
 - Restricted progress using guidelines from the DfES's SEN Thresholds for Students who have been at SENS and above.
 - Parental expression of concern.
 - Student self-referral.
 - Requests from other professionals.
 - To meet requirements for special arrangements at all Key Stages or for all external examinations.

3.12 **Levels of need**

The School uses a model (of incidence) for SEN as a tool for its pre-planning and allocation of resources.

High Incidence SEN (HIN)

Occur frequently in any population of children; most Schools have significant numbers of children with HIN. HINs are: Moderate Learning Difficulties; Specific Learning Difficulties; Social, Emotional and Mental Health; Speech and Language Difficulties.

Low Incidence SEN (LIN)

Occur infrequently in any population of children; may occur in only a few Schools, with only one or two children. LINs are: Severe Learning Difficulties (including Downs Syndrome); Autistic Spectrum Disorders; Hearing and Visual Impairment; Physical Difficulties and Medical Conditions.

Complex SEN

Needs which are severe across more than one category, e.g. SEMH with physical and learning difficulties. Children with multiple, severe and complex needs may require an Education, Health and Care Plan and possible placement outside mainstream provision.

- 3.13 As the School has planning for increased access and inclusion to the curriculum wider ranges of ability are being met. This means that individual education plans are not needed to meet many Students' Special Educational Needs.

Areas of Need

- 3.14 The School aims to use the main areas of difficulty or need as set out in the Code of Practice in order to make appropriate provisions.

They are:

Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health

- Social, Emotional and Mental Health (SEMH)

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Other (OTH)

The Disability Discrimination Act

- 3.15.1 The Governing Body of St Peter's School is committed to improving the physical access to the buildings and grounds as set out in its Accessibility Plan. The Accessibility Plan also reflects the needs and rights of individuals to access all aspects of the curriculum and relevant information.

Record Keeping

- 3.15.2 The School aims to maintain the highest standard of record keeping for all Students including those with special educational needs. SEN records are held centrally at both the Secondary and Primary School sites. When Students leave the School their files are either archived or forwarded to their new educational placement in line with the Education (School Records) Regulations 2000.

- 3.15.3 SEN information is available to all staff and Parents/Carers as required. Records are also shared on consent from Parents/Carers with health, social services or other relevant agencies.

Working with Other Providers of Support

3.16 The School recognises its duties to work with local authorities and health services. Links with these various support providers are maintained on a regular basis depending on need.

Specific Roles and Responsibilities

3.17 The SENCo in collaboration with the Head Teacher and Governing Body plays a key role in helping to determine the strategic development of the SEN Policy and provision in the School to raise the achievement of Students with SEN. The SENCo takes day to day responsibility for the operation of the SEN Policy and co-ordination of provisions made for individual Students with SEN.

3.18 The School aims to develop effective ways of overcoming barriers to learning by offering a team of support teachers and teaching assistants across the School. These positions are variable depending on need and funding including; the Specialist Literacy Support & Assessment Teacher, Higher Level Teaching Assistant, Literacy Teaching Assistants and Teaching Assistants.

3.19 All the SEN team take responsibilities under the direction of the SENCo to:

- Deliver aspects of the School's SEN policy
- Liaise with and advise fellow teachers
- Take lead roles on SEN issues
- Co-ordinate provision for Students with Special Educational Needs by agreement
- Deliver specialist programs as outlined within IEPs
- Keep records on Students with special educational needs
- Liaise with Parents/Carers of Students with special educational needs
- Contribute to the in-service training of staff
- Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

4 Funding

4.1 Funding is allocated from the School's Base Budget to make provisions within faculties and to create specialist roles. The School is also in receipt of devolved and delegated funding for special educational needs. Where Students have Education, Health and Care Plans that require additional resources such as a Teaching Assistant, then the Local Authority is involved but, following recent legislation, the first £6000 of support must now be found from the school's own resources.

4.2 The budget is generated annually and responds to priorities drawn up on the School Improvement Plan but has to work within constraints of overall funding.

5 Evaluation of Effectiveness of Provisions

5.1 The School's Assessment Policy drives the Evaluation of Student Performance for all Students including those with Special Educational Needs. Assessment tools are used to monitor Student progress including those with Special Educational Needs.

5.2 Progress for Students at SENS or with an Education, Health and Care Plan is monitored by criteria set out within an IEP or the outcomes within the EHC Plan. These are reviewed at least annually.

5.3 The Governing Body will evaluate by means of an Annual Summary Report from the SEN Co-coordinator including an Audit of Student needs, provisions and progress.

5.4 The Governing Body will report to Parents/Carers annually.