

ST DAMIAN'S RC SCIENCE COLLEGE



Special Educational Needs and Disabilities Policy

Approved by Governors:	November 2024
Date to be reviewed:	Annually

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

Rationale

St Damian's Mission Statement is inspired by Christian values and Gospel teachings: *'We welcome all people into our community and we are committed to learning and achieving our best in all that we do. We care for all and promote mutual respect in our college community'*. At St. Damian's, all pupils are valued as unique individuals with a variety of gifts, given to us by God.

We have an inclusive ethos with high expectations, a broad and balanced curriculum and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their disability, age, gender, ethnicity, attainment and background.

St Damian's has high aspirations for all our pupils to achieve to their full potential and to surpass expectations regardless of ability and personal circumstance and ensures high quality pastoral care and support for vulnerable pupils, pupils with additional needs and those experiencing individual personal challenges. We will use our best endeavours to meet the needs of pupils with SEND and disabilities.

Vision

That pupils with special educational needs and disabilities thrive in a loving inclusive community where the most vulnerable children participate fully, achieve well due to high expectations, experience an ambitious curriculum and are happy. That pupils with SEND experience practice which overcomes barriers, ensures equality, builds on strengths and which, ultimately, transforms life chances.

Aims

Our College aims are:

- To embed our strong Catholic ethos and our profound commitment to the dignity and well-being of every individual within the college community including those with special educational needs and disabilities.
- To deliver exceptional pastoral care and support the well-being of every young person in our care.
- To deliver outstanding provision in Learning and Teaching to meet the needs of all our learners with special educational needs and disabilities.
- To ensure that staff are proactive in developing their expertise and sharing good practice in meeting the different needs of pupils with special educational needs and disabilities.
- To ensure that all groups of learners with special educational needs and disabilities make exceptional progress and achieve academic excellence within the context of their personal circumstances.
- To work with parents and carers to involve them in their child's learning, continually improve standards further and achieve excellence.
- To enable us to collaborate and support our primary partner primaries with sharing best practice.
- To ensure pupils become confident individuals and are well prepared to make a successful transition into adulthood, whether this is employment, further or higher education or training
- To celebrate a wide range of pupil achievements.

Objectives

- **to identify the needs of pupils with SEND as early as possible.** Information is gathered from parents/carers, health and care services, outside agencies and primary schools prior to the child's entry into the college. Where needs have not been previously identified, staff will follow the SEND Protocol: Referral to put a pupil on the SEND Register.
- **to monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. If a pupil no longer needs specialist provision, they will be removed from the SEND register.

- **to overcome all barriers to learning and ensure pupils with SEND have full access to the Curriculum.** Pupils will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **to work effectively with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **to work with and in support of outside agencies** when the pupils' needs cannot be met by the college alone. St. Damian's receives further support from a range of services: Speech and Language Therapy, CAMHS, Educational Psychologist, Physiotherapy, Visually Impaired Service, Hearing Impaired Service, Epilepsy nurse, local hospitals etc.
- **to create a college environment where pupils can contribute to their own learning** by offering all pupils the opportunity to voice their own opinions, by encouraging positive relationships with adults in college and by carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted through curriculum enrichment and extra-curricular activities.

Definition of Special Educational Needs from SEN Code of Practice (2014)

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.
- Are under compulsory school age and fall within the definition above, or would so do if special educational provision was not made for them.

The SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach or support them. The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow those pupils to join in the activities of the school, together with pupils who do not have special educational needs.

The school follows the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensures that parents are notified of a decision by the school that SEND provision is being made for their child. St Damian's also gives due regard to local authority guidance.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents are actively encouraged to contact the SENDCO should they have any concerns about the progress their child is making or the provision they are receiving.

Pupils with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education are encouraged. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the statutory review and transition processes when applicable. This will take place through conversations with relevant staff and pupil voice throughout the academic year.

Identification, Assessment and Provision

The SENDCO will endeavour to put provision in place for pupils with special educational needs following liaison with relevant colleagues.

All teachers at St Damian's are teachers of pupils with special educational needs. Provision is based on Quality First Adaptive Teaching which allows pupils to access learning. In some cases, this may be supplemented by effectively targeted interventions.

Teaching pupils with SEND is a whole-school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements, however, for pupils with special educational needs, there may be a need to provide an enhanced layer of provision that further supports their learning ability.

SEND Support

Where a pupil is identified as having SEND, school will take reasonable action to remove barriers to learning and put effective provision in place. This SEN Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, considered, refined and revised. This graduated approach - **Assess, Plan, Do, Review** – is continuous and works in tandem with ongoing monitoring cycles.

Assess

- The SENDCO carries out a clear analysis of the pupil's needs involving subject teachers and other staff such as the Literacy Lead where needed and looks at subject assessments, progress checks, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the pupil and their parents.
- Specific assessments may be carried out. If a parent would like further specialist assessment which is not seen as necessary by school or available in school they may choose to make private arrangements for this, for example, for Dyslexia. Private assessment reports will need to be fully shared with the SENDCO. Private assessments will need to meet NICE Guidelines for them to be recognised.
- The opinion and feelings of the individual and advice from external support services may be used.
- Any parental/carer concerns will be recorded and compared with the college's information and assessment data on how the pupil is progressing.
- This analysis will require review to ensure that support and intervention is appropriate; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between subject teachers, Head of Year, SENDCO and parents/carers to consider the adjustments, interventions and support that are required and the impact on progress, development and or behaviour that is expected. Available provision is dependent on resources which includes time, staffing, expertise and the physical environment of the school.
- Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are recommended and the outcomes that are being sought.

Do

- The tutor, Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve intervention away from the mainstream classes. Very few pupils receive interventions away from mainstream classes and these are for a minimal length of time.

- They will work closely with LSAs/HLTAs to plan and assess the impact of support and interventions and links with classroom teaching.
- Advice about further assessment of the pupil's strengths and weaknesses, if needed, will be provided by the SENDCO

Review

- Progress will be reviewed through the cycle of progress checks and half termly for ongoing interventions.
- The review process will evaluate the impact and quality of the support and interventions.
- The SENDCO will revise the support and in response to levels of pupil progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers and other key staff.

The SEND Register

Students who are identified as having special educational needs or disabilities are placed on the school's SEND Register. Placement on the register is not fixed or permanent. The decision to place a pupil on, or remove the pupil from the register, will be made by the SENDCO following liaison with parents/carers and relevant school staff. Progress data will be used to inform decisions.

English as an additional language

Pupils are not regarded as having a learning difficulty solely because the language, or form of language in their home, is different from the language which they will be taught. The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The role of SENDCO

The name of St Damian's SENDCO is Mrs Colette Walker

The name of St Damian's Assistant SENDCO is Mrs Naomi Lowe

The SENDCO, in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCO include:

- Overseeing the day to day operation of the college's SEND policy
- Liaising with and advising subject teachers
- Managing the team in the Learning Support Department
- Coordinating provision for pupils with special educational needs
- Overseeing the records on all pupils with special educational needs
- Liaising with parents of pupils with special education needs
- Liaising with external agencies including the Local Authority support services, educational psychology services, Positive Steps, health and social services and voluntary bodies.
- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and LSA support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Liaising with the relevant Designated Teacher for LAC where a looked after pupil has SEND.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs

effectively

- Updating the school's SEND Information Report annually

The Role of Subject Teachers

Subject teachers are responsible for:

- the progress and the development of all pupils in their class including those with SEND.
- delivering high quality teaching, differentiated for individual pupils and responding to pupils who have SEND.
- ensuring information is used to inform their planning and is part of their classroom routines to ensure all barriers for learning for pupils with SEND are removed.
- familiarising themselves with all available information about pupils and they are clear what provision is expected and what reasonable adjustments must be made for these pupils
- making regular assessments of the progress of all pupils, identifying where progress is less than expected
- seeking the advice of the SENDCO when needed
- implementing practices outlined in the document Expectations of Working with LSAs in the classroom
- liaise pro-actively with LSAs to maximise their impact in the classroom

The Role of Staff in the Learning Support Department

- the primary role of HLTAs/LSAs is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so they can access the curriculum, participate in learning and experience a sense of achievement.
- are line managed by and monitored by the SENDCO
- support pupils' learning in class as planned and directed by the classroom teacher and SENDCO
- are assigned to specific pupils with funding
- deliver additional intervention as appropriate under the direction of the SENDCO
- support lunchtime clubs and duties
- implement practices outlined in the document Maximising the Progress of Learners with SEND in the Classroom
- liaise pro-actively with teaching staff to maximise their impact in the classroom
- participate in and are monitored by annual appraisal processes
- LSAs meet the standards set out in the 'Professional Standards for Teaching Assistants' (June 2016) endorsed by UNISON and NAHT

Monitoring Pupil Progress

1. Pupils on the SEND register will be monitored through whole school systems. The SENDCO will liaise with Heads of Year, Heads of Departments, teachers and support staff.
2. The SENDCO will closely analyse all progress checks of pupils.
3. Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENDCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:
 - Closes the attainment gap between the pupil and the pupil's peers
 - Prevents the attainment gap growing wider
 - Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
 - Matches or betters the pupil's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the pupil's behaviour
 - Is likely to lead to appropriate accreditation
 - Is likely to lead to participation in further education, training and/or employment

School request for statutory assessment

For a very few pupils, the help given by school may not be sufficient to enable the pupil to make adequate progress. It may then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern, despite extensive support and the school will provide written evidence to the LA detailing:

- Provision already in place
- Relevant records
- The pupil's health, including the pupil's medical history, where relevant
- Attainment across the curriculum
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social services or education welfare services

When the LA receives a request for statutory assessment, it must decide within six weeks whether to carry out such an assessment. More information about processes related to statutory assessment can be found on the relevant LA's website. The LA is responsible for specifying and fully funding the provision set out in an EHCP.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's educational needs is necessary. A child will be brought to the LA's attention 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 child's learning difficulties have not responded to relevant and purposeful measures taken by 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 will consider the case for statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through **an Education Health and Care Plan**.

An Education Health and Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Desired outcomes
- The special educational provision necessary to meet the pupil special educational needs
- The type and name of the school where the provision is to be made
- Relevant educational, health and care needs of the child, including details of support required by other agencies

Annual review of an Education Health and Care Plan:

Pupils with an Education, Health and Care Plan may receive:

- Adapted work
- In class support where appropriate to need
- Additional out of class support where appropriate
- Support from external agencies as appropriate

All Education, Health and Care Plans will be reviewed at least annually with the parents/carers, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 and Year 11 will be particularly significant in preparing for the pupil's transition to a new Key Stage, employment, further education, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's Education, Health and Care Plan and draw up and review the Transition Plan. This will involve the Positive Steps Careers Service.

Monitoring of Pupils with SEND

The monitoring of pupils follows general school procedures including:

- Progress Check Analysis
- Achievement Action Plans
- Discussion at faculty meetings
- Formal reviews
- Liaison with teachers and pastoral staff
- Liaison with parents/ carers and pupils
- Consultation with specialist services

Admissions Arrangements

- Please refer to the information contained in our college admissions policy.
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our college admissions policy.
- Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Some children with the most complex needs may require an enhanced transition.

Transition Stages [Primary School, Key Stage 3 to 4 and Post 16]

If a pupil is known to have special educational needs when they arrive at St. Damian's, we will

- Use information from the primary school and outside agencies including health services to endeavour to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand and can do through offering a range of opportunities in the formal / informal curriculum.
- Involve the pupil in planning and agreeing targets to meet their needs as appropriate.
- Involve parents in developing a joint learning approach at home and in college.
- Parents/carers are made aware of the SEN Information Report on the College website.
- The SENDCO is part of the team of staff who support, advise and guide pupils with SEND and their parents through the options process.

Post 16 transfer to College

- Pupils are given one to one careers education, information, advice and guidance from our Positive Steps Officer so that they are well prepared to make a successful transition post 16, whether this is employment, further or higher education or training.

Examination Access Arrangements

Miss Natasha Gardiner is Specialist Assessor for examination access arrangements. School complies with regulations set out by the Joint Council for Qualifications. Access arrangements are put in place for internal examination weeks for all year groups and Year 11 mock examinations.

Formal assessments for access arrangements are undertaken, starting in the summer term of Year 9 and being completed in the autumn term of Year 10. These may determine whether a pupil is eligible for extra time, a reader or a scribe.

Consideration is also given to the need for: modified papers, rest breaks, separate venues, prompts or the use of a word processor.

Medical evidence may be required before such arrangements can be put in place.

The SEND Information Report

The school's SEND Information Report is published on the school website www.stdamians.co.uk and is updated annually. This contains information about the implementation of the school's SEND Policy.

Monitoring and Evaluation of the effectiveness of SEND Policy and Practice

- The effectiveness of the SEND Policy and its implementation is regularly under review through both quantitative and qualitative assessment by the Governors, Headteacher and SENDCO.
- Pupil progress is measured from starting points against class averages in KS3 and against KS4 target grades. Alongside the use of Progress Checks, other progress is measured through the impact of planned programmes of intervention and support where relevant.
- Feedback from pupils, parents/carers and staff is used to inform any changes or revise aspects of the college's SEND Policy.
- The SEND policy is updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of the college.
- The identified member of the governing body has specific oversight of all aspects of the school's arrangements for SEND and disability. The Headteacher and governing body regularly review expertise and resources used to address SEN.
- The SEND Policy is reviewed annually.