



St Joseph's

Roman Catholic High School
& Sports College

Special Educational Needs Policy

Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith.

Approved by Governors: March 2018

Date for Review: September 2018

Signed Chair of Governors: P Jones

Signed Headteacher: T McCabe

SENCo Mrs Rachel Hawkrigg.
Contact details: RHawkrigg946@st-josephs.bolton.sch.uk
Tel: 01204 697456

SEN Governors: Mr W Charnley (Vice Chair of Governors) & Mrs P Lawman

SLT Advocate for SEN: Mr M Singleton - Assistant Headteacher, Behaviour & Safety

Section1: Rationale

Mission Statement

“Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of the community is responsible for creating an environment that is caring, fair and respectful of each other.

We develop our potential, celebrate our talents and go forward together in faith”

As reflected in our mission statement, every pupil at St Joseph’s is recognised as having individual skills, talents and abilities and is equally important and valued. The school, therefore, is committed to responding to any individual’s Special Educational Needs at any stage of his/her school career in order that he/she may be fully included and given the opportunities to develop his/her skills, abilities and talents to the full.

It is recognised that all staff have a responsibility for every pupil within their teaching group and that every teacher is a teacher of every child or young person including those with SEN.

A systematic and unified approach by subject staff, pastoral teams, learning support and specialist staff will enable the educational needs of all pupils to be identified and allow appropriate educational provision to be made.

Under the New Code of Practice - Sept 2014:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a 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.
- has a disability which prevents or hinders him or her 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.

Section 2: Aims and Objectives

Everyone at St Josephs RC High School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We aim to improve the outcomes for any child through high aspirations and expectations for all young people within our school providing a focus on outcomes and not just hours of provision.

We believe that all young children are entitled to an education that enables them to make progress to achieve their potential, become confident individuals and make a successful transition into adulthood.

OBJECTIVE

How are we going to achieve our aims?

1. To identify and provide for pupils who have Special Educational Needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEND Inclusion Policy.
5. To provide support and advice for all staff working with Special Educational Needs pupils.

Section 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas that give an overview of the range of needs that a young person might require to help them reach their potential within school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad Areas of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some young children require special educational provision because they have a disability which hinders them from making use of the facilities generally provided. Many young children with vision impairment, hearing impairment will require specialist support or equipment to access their learning.

At St Joseph's the needs of pupils are identified by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. Some needs may impact on progress and attainment but are not classed as SEND:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.
- Concerns relating to a child or young person's behaviour.

Slow progress and low attainment do not necessarily mean that a child has Special Educational Needs but these may be an indicator of a learning difficulty, and also equally, it is not assumed that a pupil whose attainment is in line with their chronological age means that there is no learning difficulty or disability.

Section 4: A Graduated Approach to SEN Support

Early identification, assessment and provision for any pupil with SEND is vital and any pupil who is thought to have additional learning needs is identified and assessed as early and thoroughly as is possible and necessary. Referral can come from various sources:

- Subject teacher's/HOD request.
- Pupil self-request.
- Parental request.
- Management request.
- Transition information from Primary School.
- Diagnostic tests.
- Data tracking via SENCo /Heads of Department/Manager of Learning.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs. The Code of Practice 2014 suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

St Joseph's school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving a teachers understanding of strategies to identify and support vulnerable pupils and increase their knowledge and skills in teaching pupils with special needs which are most frequently encountered.

On referral the teacher and SENCo will consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. Information will also include high quality and accurate formative assessment, using effective tools and early assessment materials.

In the case of higher levels of need, St Josephs has arrangements to access more specialised assessments e.g. Educational Psychologist. Early discussions with parents and pupil will be included in order to gather strengths and areas of difficulty a pupil might be experiencing and agreed outcomes and the next steps for the child.

A pupil will be placed on the SEND register, when, after initial assessments and interventions targeted at their area of weakness, a pupil's progress still continues to be less than expected. (Please see Appendix 1). Parents will be informed formally, that their child is to be placed upon the SEN register.

Special educational provision is anything that is provided to meet a child's SEND that is 'additional to or different from' provision made for all children. For a child at SEN Support, the school must use its 'best endeavours' to make sure that special educational provision is made to meet a child's SEND. Schools must also follow the SEND Code of Practice.

Where a pupil has been identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place, concentrating on desired outcomes for the pupil and not necessarily hours of provision. This support, now a single category- **SEN SUPPORT** is in the form of a graduated response *ASSESS – PLAN - DO – REVIEW* cycle. (Appendix 1)

The level of provision is based on the desired outcomes for a pupil and the type of provision necessary to achieve those desired outcomes. Where a pupil continues to make less than the desired progress despite evidenced based support and interventions matched to the pupils needs, St Josephs will consider involving specialists secured by the school or from outside agencies, after completion of an Early Help Assessment.

Most pupils will have their needs met within school but occasionally school may feel that the special educational provision required to meet a young person needs cannot be resourced from within school and may request an **Education and Health Care assessment** from the Local Authority.

The school will in this case provide evidence to the Local Authority on:

- Pupil's personalised targets.
- Records of regular reviews and their outcomes.
- The pupil's health, including the pupil's medical history where relevant.
- National Curriculum levels.
- Attainments in Literacy and Mathematics.
- Educational and other assessments e.g. 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 Educations Welfare.

Statutory assessment itself will not always lead to an Education and Health Care Plan (previously known as a Statement). The information gathered during an assessment may indicate ways in which the School can meet the pupil's needs without the need for any special educational provision to be determined by the LA.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER

All pupils offered SEN support, will be recorded within the Learning Support Department via the school provision mapping system. Pupil's provision will be reviewed after a set period of time depending on the type of intervention and the effectiveness of the support and the impact upon a pupil's progress will be reviewed in line with an agreed date from the start of the intervention. The SENCo will have responsibility for coordinating the review of interventions and outcomes agreed for pupils.

Other systems for assessing and planning within the Learning Support department will be the 'Pupil Passport', reviewed termly by key workers with pupils and parents where possible, to enable key barriers to learning to be removed and to set clear targets towards the outcomes to be achieved.

However, the core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the passport.

Pupil passports will be available for any meeting/review of a pupil's progress throughout the year.

For pupils currently on Education and Health Care plan

The LA initiates an annual review/Person Centred Review by writing to the Headteacher requesting that:

- The Headteacher convenes a Person-Centred Annual Review Meeting.
- Prepares a School Advice Report based on information collected from subject teachers, pastoral staff, support staff.
- The Parents are invited to attend the meeting and submit written advice.
- The pupil is invited to attend the meeting and submit written advice.
- All external agencies involved in supporting the pupil are invited to attend the meeting and submit written advice.

All advice received will be collected and circulated to all those attending the Review Meeting before the meeting date.

Those attending the Annual Review will:

- Consider the progress the pupil has made over 12 months.
- Consider whether any amendments need to be made to the EHC plan.
- Review provision.
- Set new targets for the year.
- Consider whether the EHC plan remains appropriate.
- Consider to reduce/cease to maintain the provision within the/EHC plan.

Section 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

A pupil can exit the SEND register at any time within their school career, when they have met the desired outcomes and are making expected progress and no longer require additional support to achieve those outcomes or expected progress.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

School will provide an annual written report on their child's progress and at least two interim reports throughout the year. Where a pupil is receiving SEND support, the SENCo will be available at each Parents Evening to discuss outcomes and review progress towards them and also, as and when parents need to discuss their child progress during the year.

School under the 2014 Code of practice must publish an SEND Information Report - please see website and the Local Authority publishes a local offer on their website www.mylifeinbolton.org.uk. This is where Bolton's SEND Local Offer sits and provides information and support services for Special Educational Needs and Disabilities for anyone aged between 0 to 25.

Bolton Independent Advisory Service is a statutory service that offers advice, information and support to parents who contact them with concerns about their son/daughter's additional learning needs. Most services have trained independent parental supporters (IPS) available to work with parents and schools and LEA. Most services will advise and offer any information to any parent who has concerns about their child in school. Concerns may cover a range of issues such as bullying, homework, social and learning difficulties, fear of school, and lack of satisfactory progress.

- Advice is impartial and confidential.
- Parents are listened to usually by phone or in person.
- Issues will be discussed.
- Options will be considered.
- Appropriate support will be offered.

Information explained may be about:

LA processes
Government legislation
Statutory rights
Tribunal appeal
School provision
Who is best placed to help.

Support may range from:

Telephone contact
Home visit
Help with reading documents
Writing reports
Independent mediation with LA or school
Preparation for meetings with school or LA
Attending meetings with school or LA
Local parent

The Bolton Independent Advisory Service contact can be found on the local offer webpage www.mylifeinbolton.org.uk

Partnership with Parents

St Joseph's recognises that parents are equal partners in the educational progress of any child. Consequently, they are involved at all stages of the consultation and decision-making process. The School does operate an open-door policy where parents can request an appointment to discuss concerns about their child's progress.

Links with other Schools/Colleges/Firms

St Joseph's maintains links with several Primary Schools. Liaison takes place via, for example, the Headteacher, Departmental Heads, Transition Co-ordinator and SENCo.

Year 6 pupils are involved in a variety of induction events that take place throughout the academic year or earlier e.g.: tours around the school experiencing lessons in school; Open Evenings; in order to ease transition to High School.

Year 6 Annual Reviews will be attended whenever possible. A special induction programme for specific pupils e.g. for pupils with an Autistic Spectrum Disorder, can be arranged with Ladywood Outreach to ensure transfer is as smooth as possible.

Additionally, the School has excellent links with various Sixth Form Colleges and is actively involved in the process of transition of pupils from school to a college setting.

As a result of many years of successful Work Experience Programmes, St Joseph's has developed and maintained close links with many local firms and industries.

Links with Voluntary Organisations

Primarily through its fundraising activities, St Joseph's has maintained close links with the HCPT (Handicapped Children's Pilgrimage Trust) and for several years a pupil with additional learning needs has been selected in the Easter Pilgrimage to Lourdes.

Admissions policy

Pupils, irrespective of additional learning needs concerns, are admitted to St Joseph's according to the School's agreed admissions policy. Pupils who have an Educational Health Care Plan of Special Educational Needs are treated in accordance with current regulations.

Access Arrangements

St Joseph's recognises that some pupils with or without SEND have difficulties with internal and external examinations and appropriate provision is made for them when quantified. It is policy within the school that pupils with SEND are not disadvantaged. Support is given during internal examinations to pupils eligible for concessions, e.g. use of a scribe, reader, extra time and rest breaks. Applications are made by the Examinations Officer to the Joint Qualification Council and relevant examination boards for approval of appropriate concessions for all external examinations in conjunction with the SENCo.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN), or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 9: MONITORING AND EVALUATION OF SEND

SEND provision within school will be monitored and evaluated by SENCo and weekly SEQA meetings with the Assistant Headteacher with overall responsibility for Inclusion. Observations of SEND provision will be conducted by the SENCo, Audits of school provision are conducted and evaluated by sampling of parent views, pupils' views and staff views.

The role of the SEND Governor is to develop and maintain an awareness of special needs provision in the school on behalf of the governing body in compliance with the legal duties under the Education Act 1996.

The evaluation and monitoring arrangements within St Joseph's promote an active process of continual review and improvement of provision for all pupils.

SECTION 10: TRAINING AND RESOURCES

Funding is agreed locally and is given to schools under three main headings:

Element 1: an amount of money for each pupil in the school

This is the core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEND.

Element 2: the school's notional SEND budget

Element 2 is called the notional SEND budget. When funding is delegated to schools, they can spend it in the way they think is best to support pupils. However, schools have a duty to identify, assess and make special educational provision for all children with SEND; and the local authority has a duty to set out what schools are expected to provide from their delegated budget.

Element 3: Top-Up Funding

If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the Local Authority to provide top-up funding to meet the cost of that provision. Where the Local Authority agrees, the cost is provided from funding held by the Local Authority in their high needs block. Element 3 is provided by the Local Authority for an individual pupil who has a high level of needs and schools are expected to use this funding to make additional provision for that individual pupil.

In-Service Training (INSET)

In-service training is available, in respect of SEND, for the whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need or through requests from teacher appraisal reviews. All INSET will be in accordance with the School's CPD Policy. INSET could be delivered by: Staff within School or External consultants/course organisers. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the LA's SENCo Hub meetings in order to keep up to date with local and national updates in SEND.

The school SENCo also has Nasen membership allowing access to all national updates on SEND practice.

The school SENCo holds the NASENCo - National Qualification for Special Educational Needs as a statutory directive from the government.

SECTION 11: ROLES AND RESPONSIBILITIES

SEN Governors 1. Mr W Charnley, 2. Mrs P Lawman

Role of the SENCo

The appropriate authority of a relevant school must ensure that the SENCo appointed under section 62(2) of the Children and Families Act 2014

- a) Is a qualified teacher.
- b) Holds or is working towards the "The National Award for Special Educational Needs Co-ordination".

Mrs Rachel Hawkrigg is the SENCo at St Joseph's RC High school

Contact details: RHawkrigg946@st-josephs.bolton.sch.uk

Tel: 01204 697456

Key responsibilities may include the carrying out, or arranging for the carrying out, of the following tasks—

- a) in relation to each of the registered pupils who the SENCo considers may have special educational needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable.
- b) In relation to each of the registered pupils who have special educational needs:
 - (i) Identifying the pupils special educational needs.
 - (ii) co-ordinating the making of special educational provision for the pupil which meets

- those needs.
- (iii) Monitoring the effectiveness of any special educational provision made for the Pupil.
 - (iv) Securing relevant services for the pupil where necessary.
 - (v) Ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
 - (vi) Liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs.
 - (vii) Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's Special Educational Needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution.
 - (viii) Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extracurricular activities.
- c) Selecting, supervising and training learning support assistants who work with pupils with Special Educational Needs.
 - d) Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with Special Educational Needs.

Designated Teacher with specific Safeguarding responsibility: Mr M Singleton

Second Designated teacher with responsibility for safeguarding: Mrs R Hawkrigg

Member of staff responsible for managing PPG/LAC funding: Mr M Singleton AHT

SECTION 12: STORING AND MANAGING INFORMATION

Documents are stored in line with statutory guidelines.

SECTION 13: REVIEWING THE POLICY

The SEND policy is reviewed annually.

SECTION 14: ACCESSIBILITY

Information is within the school's Accessibility policy.

SECTION 15: DEALING WITH COMPLAINTS

Parents are regarded as partners in their child's education. Parents who have any complaint regarding the provision made at school for pupils with SEND will follow the schools complaints procedure.

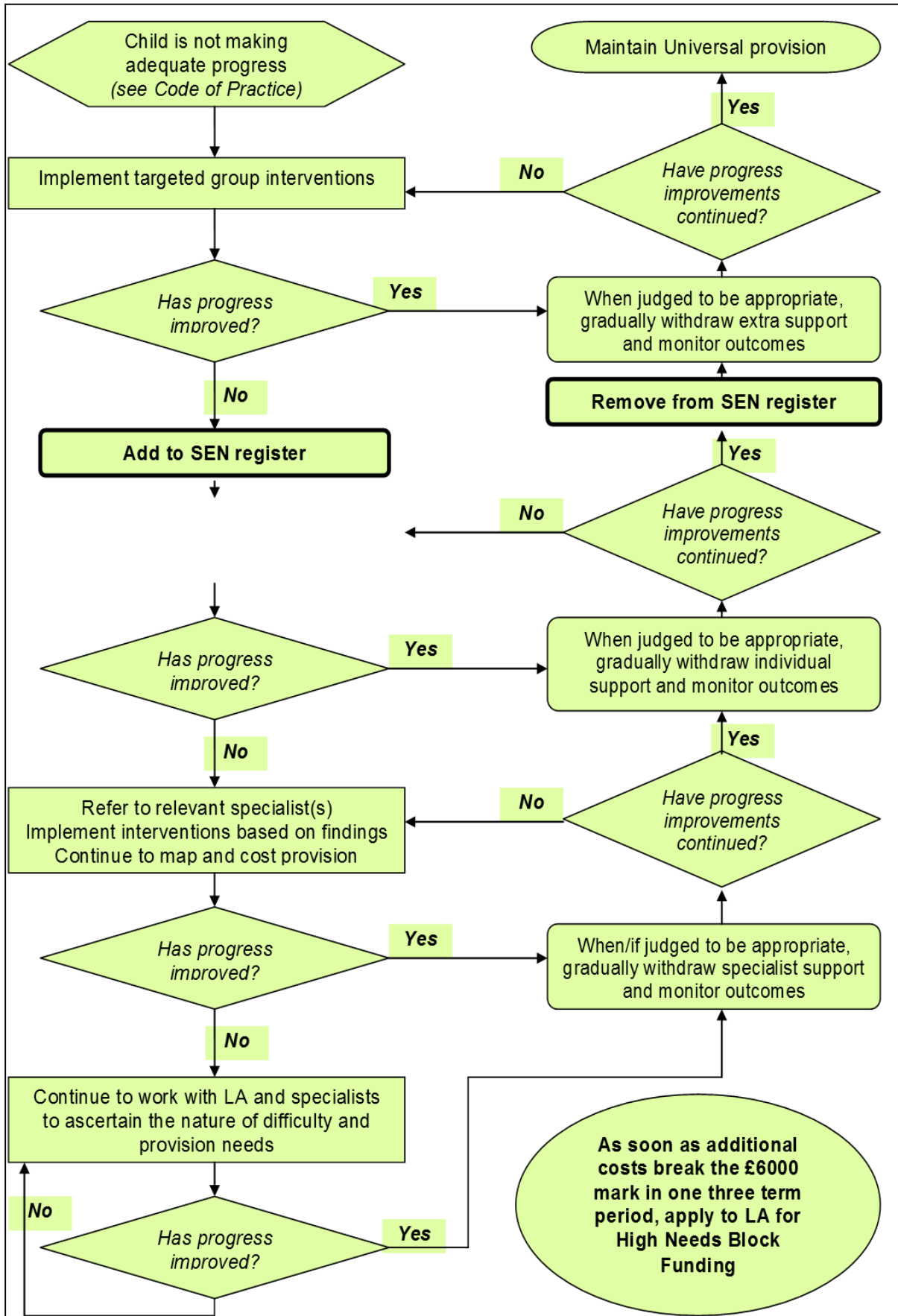
SECTION 16: BULLYING

All other policies can be found on the schools website.

SECTION 17: APPENDICES

See next page.

Appendix 1



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