

St Matthew's RC High School

Special Educational Needs Policy



Reviewed: July 2016

To be reviewed: July 2018

Introduction

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life.

Our mission statement is:

We **pray** as a community with Christ and the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

We **achieve** the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra – curricular activities.

We **care** about everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

We value and respect that all pupils are made in God's image and each individual's needs are different. Pupils are supported and guided to develop their spiritual, emotional, social and academic aspects of their life. Pupils with Special Educational Needs may require additional support to reach their potential and we provide systems to help overcome these barriers to develop the whole child.

Objectives.

- St Matthew's RC High School is committed to provide access for all pupils to a broad and balanced curriculum. All teachers are teachers of Special Educational Needs.
- To develop whole school approach to teaching and learning styles in order that every department is able to meet the curriculum needs of every pupil.
- To provide effective and efficient support and resourcing for all pupils with SEND.
- To provide support and advice for all staff working with SEND pupils.
- To ensure that SEND allocated funding is appropriately directed to meet the needs of pupils registered as needing SEND support and those with a statement or an Educational Health Care plan (E.H.C.).

Roles and Responsibilities:

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Ensure that the Headteacher and school leadership set objectives and priorities in the school development plan, which includes provision for SEND.
- Monitor the efficiency and effectiveness of the provision provided for SEND pupils.
- Ensure that sufficient resources are allocated through the schools budget for the effective provision for SEND pupils
- Nominate a SEND governor.

Director of Learning SEND:

- Responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Co-ordination of provision for SEND pupils
- Identification of pupils with SEND.
- Support for curriculum development for pupils with SEND.
- Maintenance of accurate records of all pupils with SEND.
- Dissemination of information and raising awareness of SEND issues throughout the school.
- Creating, monitoring and reviewing SEND Pupil Profiles.
- Recruitment and deployment of the Learning Support Team, including teaching assistants, teachers and other adults.
- Liaison with parents and carers of pupils with SEND.
- Liaison and advice to teachers and support staff.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, education psychologist, CAMHS, health services, children's services, local authority, and other agencies as appropriate.
- Contribution to in-service training and external training (as appropriate). Management and development of teaching assistants, through training and performance management
- Monitoring and evaluation of the SEND Policy.

Subject Leaders:

- Ensure appropriate curriculum provision for SEND pupils that is clearly stated in schemes of work.
- Ensure appropriate teaching resources for pupils with SEND are purchased from capitation.

- Monitor the achievement and progress of pupils with SEN in their curriculum area against agreed targets, devising applicable interventions for pupils who do not make the appropriate progress.
- Nominate a link person for SEND in the department.

Progress Leaders

- Monitor the achievement and progress of pupils with SEN in their Year against agreed targets, devising applicable interventions for pupils who do not make the appropriate progress.
- Liaise with the SEND team about SEND pupils as appropriate.
- Liaison with parents and carers of pupils with SEND.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, education psychologist, CAMHS, health services, children's services, local authority, and other agencies as appropriate.
- Contribute to the EHC plan review progress as appropriate.

Other Staff:

“All teachers are teachers of special needs”

- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- Devise teaching programmes and learning activities that include differentiated methods of access to the curriculum for all pupils.
- Ensure that the relevant information about SEND pupils is incorporated into learning activities (information is provided on Pupil Profiles)
- Monitor the progress of pupils with SEND against agreed targets and objectives.
- Liaise with the SEND team about SEND pupils as appropriate.

Teaching Assistants

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes for SEND pupils where appropriate.
- Monitor the progress of SEND pupils against targets using Pupil Profiles
- Assist with drawing up individual plans for pupils and support for Pupil Profile development, as required.
- Assist teaching staff with the development of differentiated teaching programmes and learning activities.
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Contribute to the EHC plan review progress.
- Support pupils on Educational Visits, as required.

Pastoral staff

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes for SEND pupils where appropriate.
- Work with small groups in or out of the classroom.
- Liaise with the SEND team about SEND pupils as appropriate.
- Liaison with parents and carers of pupils with SEND.
- Liaison with external agencies including primary school, specialist settings, post 16 provision, education psychologist, CAMHS, health services, children's services, local authority, and other agencies as appropriate.
- Contribute to the EHC plan review progress as appropriate.
- Support pupils on Educational Visits, as required.

Identification of SEND.

Definition of SEND

“Pupils have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them”.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with 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.

There are 4 broad categories of SEND:

Social, Emotional, Mental Health: children may have difficulties with managing their behaviour, making friends and relating to adults.

Communication and Interaction: children may have difficulties in expressing themselves and/or understanding others.

Cognition and Learning: children may have difficulty in one or more area of literacy, numeracy, reading or understanding ideas and information.

Sensory or Physical: children may have difficulties with senses such as hearing or sight, co-ordination or mobility.

The school uses a graduated response as outlined in the code of practice 2015. To help with this process a variety of screening procedures are used.

- 1. Primary liaison:** Information is initially gathered from primary schools from visits by an SEND teacher. A discussion takes place with the Primary Schools about each pupil who has SEND. Further discussions with parents take place at the intake meeting, where opportunities to speak to staff regarding any concerns about your child's additional needs are made available.

The Local Education Authority (L.A.) notifies school on those pupils who are transferring with a statement or E.H.C. plan. Where practical annual reviews in Year 6 are attended by the Director of Learning: SEND or SEN teacher, where information is shared. After admission in year 7, key stage 2 data, and reading assessments along with any relevant information from other professionals is used to identify pupils with SEND.

2. Screening in other year groups; Members of staff liaise with Director of Learning: SEND if they identify pupils who may need additional support. Evidence for that concern must be produced prior to administering any screening tests and / or additional interventions being undertaken. Additional diagnostic assessments may be undertaken by other professionals such as Educational Psychology where it is suspected that a special educational need is significant and the pupil requires something which is completely different from or additional to what is already being provided for pupils of a similar age.

Referrals by parents/ carers are acted upon using the same process as staff referrals.

The school recognises that progress and attainment by individual pupils may be affected by other factors and that these are considered when screening for SEND.

Provision

The teaching of pupils with SEND is a whole school response. Central to the work of every teacher and 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 at St Matthew's High School learn and progress through these differentiated arrangements.

A graduated response is adopted for pupils identified as having SEND, different levels and types of support are provided to enable a pupil to achieve expected or good progress. Provision is identified and managed by the Director of Learning: SEND but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1. Quality first teaching by all teaching staff with differentiation to allow pupils to maximise their potential.

Wave 2. These are pupils who have been identified as not making expected progress through indicators such as low literacy and/or numeracy levels, teacher observation, concerns other professionals or parents, key stage 2 results and cognitive ability test results that are significantly below those expected for their age

Wave 2 interventions may include;

- Small groups for literacy, numeracy, and/or reading.
- Appropriate teaching groups/setting.

- In class support from additional adult.
- Joint planning/ additional training for teaching or support staff

Wave 3. When expected progress is not made despite wave 2 provision, external support services may be accessed to provide;

- Specialist assessments by an educational psychologist or other relevant professional
- Advice on teaching strategies and / or resources.
- Training for staff.

Educational Health Care Plan. If a pupil continues to not make expected progress or demonstrates a significant cause for concern then the school or parent/ carer can apply to the L.E.A. for further support through an educational health care plan.

St Matthew's will comply with all local arrangements and procedures when applying for an EHC, for example, those pupils who live within Manchester L.E.A. an Early Health Assessment (E.H.A.) would form part of the process.

The strategies that are employed through the graduated response for pupils are recorded in their Pupil Profile, if appropriate. Not all pupils with SEND have a Pupil Profile, however their progress is closely monitored.

Contents of a pupil profile may include;

- Details of the pupil's additional needs.
- Suggested teaching strategies to be used.
- Details of additional provision to be put in place.
- Information from the pupil regarding what helps them to learn.
- Individual targets.
- Information regarding examination access arrangements .

Copies of the pupil profile are available to all staff who support the pupil's learning, and to the parents or carers and the pupil. Pupil profiles are constantly reviewed and updated, by the pupil, the named key worker and also form part of the formal review process for those pupils with a statement or EHC.

Monitoring Pupils on the SEND register

All SEND pupils will be included in the school's provision map which outlines and monitors provision which is additional to the differentiated curriculum. Each SEND pupil will be rigorously tracked using an individual provision map which outlines the support provided for the pupil and evaluates its impact. Tracking of pupils with SEND ensures that support is provided as appropriate and pupils will be removed from the register once they no longer need the support.

Partnership .

The Director of Learning: SEND liaises closely with the Senior Management Team, middle leaders, individual teachers, pastoral staff and learning support staff to ensure that information is shared as appropriate to support SEND pupils.

Parents

- St Matthew's High School actively seeks to work with parents/carers. Parental views are recorded as part of the Annual Review procedures.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the pupil's planner.
- Parents of Year 6 pupils can attend the Open Evening in the autumn term prior to transfer and are invited to an individual meeting with a member of the wider pastoral team as part of the induction process.
- Parents of pupils with a statement or EHC are invited in to meet with the Director of Learning: SEND prior to a decision being made regarding a confirmed place.

Pupils

- Pupils are actively encouraged to be involved in decision making by attending all reviews, negotiating and evaluating their targets.
- Pupils' views are recorded as part of the review process and their views are valued and listened to.

External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used by St Matthew's are:

- Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- The Careers Guidance Officer
- School Nurse
- Manchester Children's Services
- Caritas
- Speech and Language Service
- The Parent Partnership
- Specialist Schools e.g. Northridge, Grange

Transition Arrangements

- Additional induction visits are arranged, if required, with the primary schools, for pupils with SEND.
- SEND staff visit primary schools to collect information on SEND pupils who are transferring to ST Matthew's, attending annual review meetings for these pupils if invited.
- The records of pupils who leave at the end of Year 11 are kept and stored in school.
- Relevant documentation is forwarded to post 16 Educational settings regarding SEND pupils.
- All assessment tracking documents and other related SEND data related to individual pupils is held in the Director of Learning: SEND office and electronically.

Supporting Pupils with Medical Conditions.

St Matthew's complies with its duties for all pupils with disabilities and /or SEND who will have full access to education, school trips and Physical Education. Exceptions to this may be stated in pupils whose agreed provision may exempt them from a particular subject on the curriculum. In these cases, guidelines will be followed from within the statement regarding individual support and programmes of study.

Where pupils with medical conditions are disabled the school will comply with the Equality Act 2010. The school's policy for managing pupils with medical conditions can be found on the schools website.

Arrangements for SEND staff training within the School.

- The Director of Learning: SEND holds induction and training sessions with faculty link teachers and staff new to the school.
- Training for staff about pupils with SEND is part of the CPD cycle each year.
- Workshops are delivered regarding the needs of individual pupils as appropriate
- The Director of Learning: SEND works very closely with the LA and support services. Staff are invited to attend training sessions run by outside agencies.
- Teaching Assistants attend in-service training sessions which are identified by need.
- SEND contributes to overall updating of the School Improvement Plan in line with whole school development planning.
- The Director of Learning: SEND and other members of the SEND team attend network meetings to keep up to date with local and national strategies.

Evaluation of the SEND Policy

The following procedures provide evaluative points for judging the effectiveness of the School's SEN Policy:

- Pupil assessments for review meetings.
- Ongoing evaluation of assessment data.
- Value- added assessment data
- Department Meetings

This policy, which reflects the 2015 SEND code of practice should be read in conjunction with all other policies and not as a standalone policy.