

# St Patrick's RC High School



## Special Educational Needs and Disability Policy

**Review Date:** Autumn 2024 - 2025

**Date of Next Review:** Autumn 2025 - 2026

**Committee:** SEND

**Reviewed by:** Mr L Barrie

**Statutory**

**Signed:** ..... (Chair)

## **School Mission Statement**

Our outstanding school community is guided by the gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community.

All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

## **School British Values Statement**

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

## **Legal Context**

This Policy is based on:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation.
- Part 3 of the Children and Families Act 2014 which sets out the responsibilities of schools for education, health and care (EHC) plans, SEN Coordinators and the SEN information reports.

The Secretary of State has issued The Code of Practice on the Identification and Assessment of Special Educational Needs. This gives practical guidance.

All schools have a statutory duty to have regard to the Code of Practice. The detail of what schools do may vary according to the size, organisation, location and pupil population of the school.

Schools must summarise their SEND policies in the prospectuses they publish and must report to parents/carers on the implementation of their policies in subsequent reports.

OFSTED inspections will consider the effectiveness of the school's policies and practices for identifying, assessing and making provision for children's special educational needs in the light of the school's policies and in the light of the code.

The school's Governing Board has statutory duties towards pupils with SEND (see Sections 313 and 317 of the act, 1:16 – 1.22 of the CoP).

### **Definition of Special Educational Needs**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **SEND Provision**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and physical disabilities.

## **Our Aims**

- To ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable pupils with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.
- Early identification and assessment of pupils with SEND.
- To fully involve parents/carers and pupils in the identification and assessment of special educational needs and the delivery of additional support. The support of parents/carers and pupils is crucial if an individual learning plan is to be effectively implemented.
- To work closely with all relevant agencies to support pupils with SEND.

- To meet the needs of pupils with SEND by offering continual and appropriate forms of educational provision ensuring the most efficient use of all available resources.

## **Our Objectives**

These objectives relate directly to the aims of the school in relation to SEND and are intended to show how the structures and systems that are in place put the aims into practice.

## **The SEND Department will work closely with:**

### **Senior Leaders**

- To ensure that the curriculum is balanced, allows for differentiation according to individual needs and offers inclusion for pupils.
- To regularly review this entitlement curriculum to ensure that it is relevant to the pupil's individual needs, both present and future, and that this is the perception of both the pupils and their parents/carers.
- To implement a graduated approach to special educational needs based upon that described in the Code of Practice.
- To ensure compliance with the Equality Act (2010) and the school's Single Equality Scheme.

### **Teaching Staff**

- To ensure that subject staff are fully informed as to the special educational needs of any pupils with whom they are involved.
- To offer advice and professional development opportunities to subject teachers on employing adaptive teaching methods and resources in both classwork and homework tasks.
- Develop Individual Learning Plans and Pupil Passports as appropriate.
- To provide advice and support in the education of pupils with SEND.

- To identify pupils with SEND through the use of a variety of data and information including KS2 SATS, Year 7 CATS, Year 7 reading and spelling tests and a dyslexia screener where appropriate. There is also close liaison with primary schools during transition.

## **Pupils**

- To ensure that pupils with SEND have complete access to the curriculum
- To support pupils in mainstream lessons as appropriate
- To ensure that pupils with SEND are fully integrated into the school

## **Parents/Carers**

- To develop and monitor an appropriate learning plan for their child
- To ensure that appropriate support is in place for their child

## **Outside Agencies**

- To provide appropriate assessment and support for identified individuals

## **The intended outcomes of these objectives are as follows:**

*That pupils on the SEND register will:*

- Make progress towards targets set in their individual learning plans.
- Show improvement in their literacy, numeracy and information technology skills.
- Be helped to access the wider curriculum.
- Be motivated to learn and develop self-esteem and confidence in their ability as learners to modify their behaviour as appropriate.

*That teaching staff will:*

- Be familiar with and implement the school's SEND policy and approaches to meeting the needs of pupils with SEND.
- Identify pupils who may require additional provision e.g. those with SEMH needs.
- Help to prepare and update individual learning plans as appropriate.
- Communicate effectively with parents/carers, the Head of Inclusion and all other staff with responsibilities for SEND, including those from external agencies.
- Have high expectations of pupils' progress, set realistic but challenging targets.
- Monitor progress and review targets.
- Provide appropriate support.

*That the Head of Inclusion and the SENDCo will:*

- Be involved in the strategic development of the SEND policy and provision working closely with the Head Teacher, senior leadership and class teachers.
- Have the responsibility for the day to day implementation of the school's SEND policy and for co-ordinating provision for pupils with SEND. This will include the maintenance of the school's SEND register.
- Analyse the progress of pupils on the SEND list on a termly basis and put relevant support in place as a result of this analysis.
- Liaise closely with outside agencies to provide effective support for pupils with SEND
- Liaise with parents/carers of pupils with SEND. This will include updating the SEND Local Offer and Report available on the school's website.
- Advise class teachers and organise liaison with faculties including organisation of staff professional development.
- Have a clear overview of the funding of pupils on the SEND list and use it effectively for their education.
- Work closely with the SEND governor regarding the implementation of the SEND policy.
- Keep abreast of changes to statutory duties provide regular feedback to the senior leaders and school governors.

*That teaching assistants will:*

- Understand their role in the school through a clear job profile.
- Work closely with class teachers to support pupils with SEND.

*That parents/carers will:*

- Be fully involved as partners in the education process. Parents/carers are an integral part of the action planning process and are fully involved as partners in the education of their child.

*That the Headteacher and Senior Leaders will:*

- Fully support and monitor the implementation of the policy through regular liaison and keep governors fully informed.

*That governors will:*

- Appoint an individual named governor who will monitor the implementation of the policy through regular liaison and report annually to parents/carers on the school's policy on SEND.

The Governing Board have statutory responsibilities outlined in the SEND Code of Practice: 0 to 25 years. They are responsible for providing a named Governor responsible for Special Needs. They are required to report annually to parents/carers on the fulfilment of the school's Inclusion Policy.

At St Patrick's RC High School the provision for children with SEND is the responsibility of all members of staff.

*The Local Authority SEND Team will:*

- Receive at an appropriate time information about the progress made by pupils who have Education and Health Care Plan.

### **Request for an Education Health Care Plan (EHCP)**

The school may request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions.
- Current and past Action Plans.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum levels.
- Other relevant assessments from specialists such as educational psychologists.
- The views of parents/carers.
- Where possible, the views of the pupil.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, it should be recognised that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan



- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## **Reviewing an EHCP**

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parents/carers.
- The pupil.
- The relevant teacher(s).
- A representative of the SEND Inclusion and Assessment Team.
- The Educational Psychologist (if appropriate)
- Any other person the SENDCo or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.
- At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents/carers the opportunity to liaise with teachers from the receiving school.
- Within the time limits set out in the Code, the SENDCo will complete the annual review proforma and send it, with any supporting documentation to the Local Authority SEND Team.
- The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP.

## **Exiting the SEND register**

At St Patrick's RC High School, we consider the SEND identification and intervention cycle as a provision that can lead towards external agency involvement and in some instances an EHCP, but that it can also include the process of moving pupils off the SEND register if it is deemed appropriate by the school, parents/carers and pupils.

Through discussion and review a child can come off the SEND register (if there is no diagnosis) and they will be placed under the category of FSR (Formerly SEN Register) where they will continue to be monitored for 12 months to ensure the pupil is coping and progressing well.

### **Partnership with Parents/Carers**

At St Patrick's RC High School we are committed to working closely with parents/carers and we aim to do this by:

- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents/carers.
- Ensuring all parents/carers have appropriate communication aids and access arrangements providing all information in an accessible way.
- Encouraging parents /carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents /carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents /carers aware of the Parent Partnership services.
- Involving parents/carers in decision making as to how a pupil's individual budget may be allocated to provide support for their child.
- Ensuring class and form teachers work closely with parents/carers throughout their child's education. Parents/carers should in the first instance contact the class teacher in case of any concern or difficulty.
- Making parents/carers aware of the Salford Information, Advice and Support Services (SIASS), formerly Parent Partnership Service who can provide independent support and advice when needed.
- Ensuring the SENDCo makes themselves available to meet with parents/carers upon request.

### **Complaints about SEN provision**

If your child has a special educational need and your concern or complaint is regarding the support that the school provides in relation to this, please communicate directly with the school SENDCO (Mrs Wood) or Head of Inclusion (Mr Barrie). If your concern or complaint is not resolved at this stage, please contact the Headteacher (Mrs A Byrne), in writing who will facilitate

further investigation and arrange to meet parents/carers to discuss findings/outcomes. If a parent/carer is dissatisfied with the response provided by the SENCO and/or Headteacher they should pursue their complaint in line with the school's complaint policy.

Support can also be accessed via Salford Information Advice and Support Service (SIASS)

This service provides independent advice, information and support for children, young people, parents and carers in Salford about SEND. This includes liaison between home, school and the Local Authority, health and social services, educational psychology service and education welfare service. They can be contacted on 0161 778 0343/0349 or [siass@salford.gov.uk](mailto:siass@salford.gov.uk) or [www. Salford.gov.uk/siass](http://www.Salford.gov.uk/siass)

The parents/carers of pupils with disabilities also have the right to make disability discrimination claims to the First Tier Tribunal (under the Equalities Act 2010) if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Where it is felt that that discrimination may have occurred in relation to any of the above, parents/carers should contact:

The First Tier Tribunal, Mowden Hall, Staindrop Road, Darlington, DL3 9BG (telephone number 01325 392760).

## **MONITORING AND EVALUATING THE SUCCESS OF THE SEND POLICY STATEMENT**

The nominated governor for Special Education Needs and Disabilities reports on progress and development of pupils via the Governors' Pupil Welfare Committee meetings to the Full Governing Board. Effective monitoring/evaluation of the SEND provision is dependent upon the maintenance of accurate and up to date records, which includes:

- Contact with parents/carers.
- Evaluation of pupils' progress.
- Monitoring the budget.
- Priority planning via the school's provision map.
- Continuous professional development for staff.

## **Staff Development**

The Headteacher, together with the Senior Leadership Team, will review the needs of the teaching and support staff and provide training via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET training days.

## **Summary**

At St Patrick's RC High School we will endeavour to make our vision real by developing positive attitudes to learning so that each child can achieve to their highest ability. We will also ensure that all of our children are cared for and nurtured in a happy, safe and stimulating environment which develops trusting and respectful relationships with everyone in our school community.