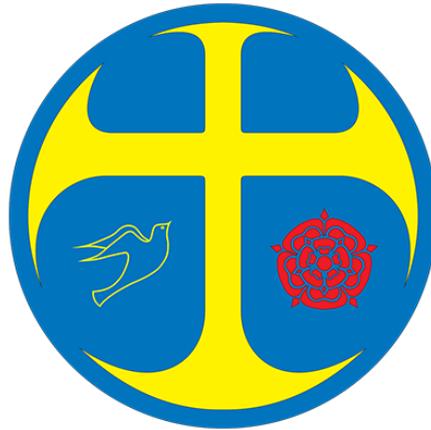


All Saints' Catholic High School



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Special Educational Needs Policy

Updated: Autumn 2023
To be reviewed: Autumn 2024

Responsibility of: SENDCo

Policy Approval:

Signature of Headteacher

Signature of Committee Chair/Vice-Chair

28/11/2023

Date

28/11/2023

Date

Mission Statement

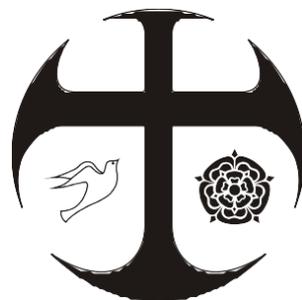
All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.



ALL SAINTS' CATHOLIC HIGH SCHOOL
LEARNING SUPPORT DEPARTMENT

Headteacher:	Mrs. F.Lord
SENDCo:	Mrs. K.Haworth
SEND Governor:	Mr. M.Loynd

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Details about the SEND Code of Practice can be found on the Department for Education's website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303142/SEND_Code_of_Practice_0_to_25_years.pdf)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan (EHCP) and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors: [Special educational needs and disabilities - local offer - Lancashire County Council](http://www.lancashire.gov.uk/education-and-learning/special-educational-needs-and-disabilities-local-offer/)

COMPLIANCE

This 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 schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly, children with a disability or with special educational needs

SECTION 1 - ARRANGEMENTS FOR CO-ORDINATING SUPPORT:

The nature of the Code of Practice means that more than one person will need to be involved in the overall provision of Special Educational Needs. All Saints' has therefore, adopted a team approach. This comprises:

1. SENDCo – responsible for the day-to-day running of the department:
Mrs. K Haworth.
2. Senior Leadership member responsible for SEND - Mrs. F. Lord.
3. SEND Governor - Mr M. Loynd
4. HLTA - Mrs S. Groom (specialising in testing and administrative support)
Mrs S. Hargreaves (specialising in numeracy support).
5. A team of Teaching Assistants (TAs) who work with either individuals or groups of pupils under the direction of the subject teacher and in consultation with the SENDCo.

This team approach is in place and will function by personal contact on a day-to-day basis and by formal meetings to provide information for the Governing Body.

PRINCIPLES AND OBJECTIVES OF LEARNING SUPPORT POLICY:

“All Saints’ is a school where the Catholic faith is taught, lived and celebrated. We will educate the whole person spiritually, morally and intellectually. We embrace Catholic values in all we do and in all our relationships. We will identify and cater for the individual student’s needs and prepare them for responsible participation in society. Our aim is to follow Christ’s teaching, as found in the Gospels, in everything we do.”

The 2011 Education Act and the subsequent SEND Code of Practice (2015) have laid down criteria for identifying children with learning difficulties. Although All Saints' will have “regard” to the recommendations in the Code of Practice, it views the area of Special Educational Needs in a much wider context.

All Saints' maintains a just and caring school community and all pupils are given personal recognition, worth and a sense of value, along with a sense of security, respect and dignity. We maintain a broad, balanced and adapted curriculum which allows access to all pupils. It is through this curriculum, inspired by Christ's teachings that pupils are encouraged to recognise, appreciate and celebrate achievement in its various forms and to strive to reach their own full potential.

However, it is recognised that some pupils, at different stages in their school life, may develop or experience specific or additional needs. We define that need as the provision of resources, additional to and different from those available in the school's curriculum.

Whilst it is acknowledged that all children have individual needs, some children may

be defined as having 'special or additional needs'. These additional needs may be due to physical, behavioural, emotional or learning difficulties, whilst others may have exceptional abilities. Some children may have needs which are not easily defined. The spectrum of needs is vast; some children may have additional needs in only one area and these additional needs may require minimal additional support. Other needs may be more complex and require a greater level of support.

At All Saints' we recognise that a pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 school.

SECTION 2 – AIMS & OBJECTIVES

AIMS

The aims of All Saints' are summarised below:

1. To provide effective and appropriate support for all pupils with an EHCP, or who are identified as requiring SEND support, thus ensuring that they achieve their potential by functioning fully and confidently in the classroom.
2. To develop staff awareness of pupils' individual needs, thus leading to their acceptance of shared responsibility for the meaningful education of all pupils.
3. To raise the status of SEND within school, thus ensuring that all pupils are valued equally.
4. To help make life in school an enriching and happy experience for all pupils by encouraging rewards for positive behaviour, the acknowledgement of all forms of achievement and the raising of the self-esteem of those pupils who have previously experienced failure and disappointment.
5. To enhance the cognitive development of all pupils by advising and assisting staff in the preparation of materials and approaches which enable pupils to become independent learners.
6. To encourage high expectations and standards for all pupils by ensuring, through liaison, that they are presented with challenging but manageable work.

7. That every teacher is a teacher of every child or young person, including those with SEND.

OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will advocate for the SEND children.
- To provide support and advice for all staff working with special educational needs pupils.

SECTION 3 - IDENTIFICATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

Screening and diagnostic assessment of pupils will take the following form:

1. Collection of information from primary schools:
 - a. Regular meetings with partner primary schools.
 - b. Identification of KS2 results lower than age expected level.
2. Referrals from teachers.
3. Referrals from curriculum leaders.
4. Referrals from parents
5. Mathematics Assessments are done internally, usually in the first half term in Year 7
6. Reading and Spelling tests with individual pupils in the autumn term.
7. Internal reports will be used to draw information from subject teachers and form tutors.

SECTION 4 - A GRADUATED APPROACH TO SEN SUPPORT

- 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. High quality teaching, taking into account any adjustments needed for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If it is identified that intervention is required for a student, referral is made to the SENDCo for further investigation.

- Additional intervention and support cannot compensate for a lack of good quality teaching.
- There are three progress review points and six effort and engagement review points throughout the year where data is analysed by Curriculum Leaders, Pastoral Leaders and the SENDCo. Following this analysis and discussion strategies and intervention are identified as required for individuals/groups and put into place.
- Parents, families, children and young people are contacted and informed/discussed of the planned intervention.
- For higher levels of need, All Saints' use external agencies and professionals that are relevant to the need.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCo, whilst the individual teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCo will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

SECTION 5 - CRITERIA FOR EXITING THE SEN REGISTER/RECORD

- If a child is consistently performing at age related expectations and no longer requires support beyond that of the High Quality Teaching delivered by their class teacher. Where the need for being placed on the SEND register was short term and has been met.
- Parents will be consulted and must be in agreement before a student may be removed from the SEND register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk. This policy forms part of the school's SEND Information Report.

The school is committed to working closely with parents and parents meet regularly with school staff at parent's evenings and concerns and successes are shared.

Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with

the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents of children with EHC Plans will be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves.

Medical issues are first discussed with the parent/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. The school's Medical Needs policy can be found on the school's website (www.allsaintshigh.lancs.sch.uk).

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, paediatrics.

If anyone in school is concerned about the welfare of a child they should consult the school's Designated Safeguarding Leads (DSLs), Hannah Laverty or Laura Starkie.

The school's Safeguarding policy can be found on the school's website.

SECTION 7: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils and the SENDCo leads on any adaptations and necessary CPD for staff to ensure provision meets the needs of the pupils.

Evaluation and monitoring could be in the form of:

- Book Scrutiny
- Learning Walks
- Lesson Observations
- Parent Views
- Staff views and feedback
- Pupil Voice
- SEND school governor
- One page profiles and Individual Education Plans are provided for all students on the SEND register and are reviewed at least annually and in some cases, termly
- Annual reviews for pupils with an EHCP

SECTION 8: TRAINING AND RESOURCES

- Notional SEN funding delegated from Lancashire County Council (LCC) provides support for SEN pupils. Additional high needs funding is available to support students with an EHCP according to the banding awarded to their plan by LCC.
- 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.
- The SENDCo delivers regular SEND updates to all staff.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

SECTION 9: ROLES AND RESPONSIBILITIES

- There are regular termly meetings between the SENDCo and SEND Governor. From the meeting a report is prepared that is delivered to the full Governing body.
- The line manager for Teaching Assistants (TAs) is the SENDCo, Mrs. K. Haworth. The role of Teaching Assistants is to support those pupils with special educational needs. This can be through a variety of different strategies.
- Mrs. H. Laverty is the Designated Teacher with specific Safeguarding responsibility.
- Mrs. K. Haworth is the member of staff responsible for overseeing the management of the school's responsibility for meeting the medical needs of pupils.

SECTION 10: STORING AND MANAGING INFORMATION

All SEND documents are stored in a secure locked area. The school regularly reviews the data protection privacy notice policy to ensure that the confidentiality of personal data is enforced.

SECTION 11: ACCESSIBILITY

We make adaptations to ensure all pupils' needs are met. The school has a quality first teaching approach to learning to remove any barriers that a pupil may require. Individual teachers are responsible for making lessons accessible to all.

Accessibility plans and strategies are in writing and can be accessed on the school website. (www.allsaintshigh.lancs.sch.uk)

SECTION 12: COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the Subject Teacher/Form Tutor/Pastoral Leader as appropriate.

If the matter is not resolved satisfactorily parents have recourse to discuss the problem with the SENDCo and their Line Manager.

Complaints should be submitted according to the School's Complaints' Policy, available online at: <https://www.allsaintshigh.lancs.sch.uk/policies/>