

St Ambrose Barlow RC High School & Sixth Form College

A National Teaching School

A National School of Creativity

Headteacher: Ben Davis



Special Educational Needs and Disability Policy 2018

Created: September 2018

Date of Planned Review: September 2019

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2018

SECTION 1: FRONT PAGE

INTRODUCTION: COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written and created by the school's SENDCO with the SEN Governor in liaison with the SMT, all staff and parents of pupils with SEND.

SPECIAL EDUCATIONAL NEEDS STAFFING

ASSISTANT HEADTEACHER: Mr M. Carroll (responsible for line managing SEND, SLT)

SENDCO: Mr M. Hulton

SEN GOVERNOR: Mrs. K. Whitehead

SPECIAL EDUCATIONAL NEEDS STAFFING

SENIOR TEACHING ASSISTANT: Mrs. C. Thompson

TEACHING ASSISTANT LEVEL 3: Mrs. K. Hoxworth

TEACHING ASSISTANT LEVEL 2:

Mr. P. Condron

Mrs. S. Hesketh

Mrs. E. O'Sullivan

Miss D. Buchert-Onyegbuna

Mrs. K. Hope

Mrs S. Harrington

Mrs S. Furey

Mrs E. Williams

Associated Staff Members:

Educational Psychologist: Ms. Steph Pipe

Independent Therapeutic Counsellor: Ms Lisa Uzoka

Salford Support Services: TBC

Local Authority SEN Representative: Mrs G Syers

EMTAS: Mrs. Natalie Stables

Occupational Therapy: Mr. Huw Jones

Physiotherapy: Mrs. M. Benger

SALT: Ms J. Weatherall; Karen Jensen, Deborah Heaney, Carina Kotze

VI Team: Ms T. Stone; Mrs. J. Lucas

HI Team: Mrs M. Kean

LAC Team: Ms. Neelam Zaka

SCHOOL MISSION STATEMENT:

Every teacher is a teacher of every pupil or young person including those with SEND.

SECTION 2: AIM of the Policy (the Longer View)

At St. Ambrose Barlow RC High School we aim to raise the aspirations of and expectations for all pupils with SEND. Our focus is on outcomes for pupils and young people and not just on hours of provision and support. We see pupils as individuals, unique in the eyes of God, who must be nurtured and developed to their own full potential.

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 2014
- 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 Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These four broad areas give us an overview of the range of needs that should be planned for. At St. Ambrose Barlow RC High School our purpose in identification is to work out what actions the school needs to take, not fit a pupil into a category. In our school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs and disability of the pupil or young person.

The school must also consider what is not SEND, but may impact on progress and attainment:

- Disability (the Code of Practice outlines for us as a school the 'reasonable adjustment' duty provided under current Disability Equality legislation- these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEND

- At St. Ambrose Barlow RC High School all 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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalised teaching.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- At St. Ambrose Barlow RC High School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The decision to make special educational provision is made as a result of several factors including and involving teachers, the SENDCO, consideration of all the information gathered from within the school about the pupil's progress, alongside national data and expectations

of progress. This also includes high quality and accurate formative assessment, using effective tools and early assessment materials and prior information.

- For a higher level of need as a school we then make arrangements to draw on more specialised assessments from external agencies and professionals.
- The decision to place a pupil on the SEN Register is made by applying the ASSESS-PLAN-DO-REVIEW cycle. This must be provided by the class teacher in the first instance to evidence how the work has been differentiated in order to try and meet the needs of the pupils. If progress still isn't achieved then specialised agencies and teaching assistants before, during and after school can assist with areas of difficulty.
- No decisions are made, or processes instigated, without the full involvement of parents and young people affected.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

As there is now only a single category of support, (SEND SUPPORT), St. Ambrose Barlow RC High School has adopted the following categories of SEN as part of our graduated approach and response:

C= CONCERN

If a pupil has recently been on the SEN Register and has come off, or has been on the SEN Register at Primary level up to transition, the pupil will be monitored as a 'CONCERN' for the next 12 months.

K NSA (No Specialist Assessment)=SCHOOL BASED INTERVENTIONS

This is when a pupil's additional needs are being met within school based interventions.

K: SS (School Support)=EXTERNAL AGENCY INVOLVEMENT/INTERVENTION

This is when a pupil with SEN is not making sufficient progress using school based interventions and where external; more specialised advice and strategies will be called upon.

FORMAL ASSESSMENT

This is when a pupil with SEND is going through the Formal Assessment process and is looking to attain a Statement/ Education Health Care Plan. All avenues have been explored at School Support

S (EHCP) = Statement/Education Health and Care Plan

This is when a pupil with SEN has been given a statement of SEN/ Education Health Care Plan

School Based System for Assessment/Planning/Delivery/Monitoring and Review/Recording Provision

St. Ambrose Barlow RC High School's system for SEND is person centred and based on individual needs that have been identified. The objective of this system is to remove key barriers to learning effectively.

- **Assessment**
- **Planning**
- **Delivery**
- **Monitoring and Review**
- **Recording Provision**

The SENDCO has overall responsibility for maintaining and updating the system, but within the SEN Team there are particular areas of responsibility and accountability.

Within school there is also the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

If we are unable to fully meet the needs of a pupil through our own provision arrangements then we look to external agencies or specialists. This can be done by direct contact, through planning meetings or through a service referral. The documentation of provision and associated data and the information generated by the planning meeting or referral form is the basis of the evidence needed for further investigation.

The process for engaging additional support or specialist services usually involves discussion with the Head teacher and SMT, the Business Manager of the school to establish financial parameters and feasibility. Parents/families/pupils and young people are involved fully from the start of the process, and have been part of the discussion to try to access specialist provision via meetings and conversations that are preferably face to face. This is especially the case if the needs of a pupil generate a CAF referral.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

At St Ambrose Barlow RC High School we view SEN identification and intervention as a cycle of provision that can escalate towards external agency involvement and ultimately a Statement of SEN (EHCP) but can also include the process of getting pupils off the SEN Register if that is deemed appropriate by the school, parents and pupils.

Through a process of review and negotiation a pupil can come off the SEN Register. As a precautionary measure the school, in this case, will place the pupil under the category of 'C' for CONCERN. This category will only last for the following 12 months as an additional monitoring measure to ensure that the pupil is coping and progressing well off the SEN Register.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- Parents and pupils can have access to the Local Authority and School based provision of SEND by going to the **LA Local Offer** (School website)
- Parents and pupils can also access St. Ambrose Barlow's **SEN Information Report** (School website)
- Here are links with other agencies to support the family and pupil (available on Salford City Council Website)
- Admission arrangements and procedures can be found on the school website.
- Access arrangements for examinations for SEND pupils are undertaken by the school's exams officer supported by members of the SEN Team.
- Transition from KS2 to KS3 (Primary to Secondary) of SEN pupils and Post 16 is the responsibility of members of the SMT supported by the SENDCO and members of the SEND Team.
- Parents and pupils can find the school's policy on managing the medical conditions of pupils on the school's website.
- See appendices for useful contacts and information

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We have a Managing Medicine policy within school. This covers a range of medical issues that might be encountered by pupils. We review them on a case by case basis by pastoral staff and outside professionals from Health. Parents are encouraged to provide as much information as possible in order for us to be fully aware of medical issues and ensure that all staff are aware of pupils needs.

SECTION 9: MONITORING AND EVALUATION OF SEND

At St. Ambrose Barlow RC High School we regularly and carefully monitor and evaluate the quality of provision we offer to all pupils including those with SEND.

We do this by

By having rigorous and robust evaluation and monitoring arrangements the school has an active process of continual review and improvement of provision for all pupils including those with SEN.

SECTION 10: TRAINING AND RESOURCES

Training

- Teaching assistants identify training and development as part of their Continuing Professional Development. Those which attend courses are encouraged to disseminate good practice within the department. Through coaching, Teaching assistants develop good practice to develop their skills in order to meet the needs of all pupils.

- Teaching staff are supported by the SENDCO in their planning and delivery of meeting the needs of SEND pupils. This is done through primary transition, IEP's, SEN register and meetings with parents. Teachers are responsible for the progress of all pupils including SEND. Through INSET days, departmental meetings, opportunities for training, cross curricular inclusion groups a wide range of learning opportunities are created to support staff.
- All teachers and teaching assistants undertake induction on taking up a post and this includes a meeting with the SENDCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the LA SENCO network meetings and relevant training in order to keep up to date with local and national updates in SEND.

Resources

The SEN department is currently funded from three funding sources as follow:

1. High Needs Block Funding
2. Pupil Premium Grant Funding
3. Dedicated Schools Grant Funding

SECTION 11: ROLES AND RESPONSIBILITIES

Role of SEN Governor- K. Hamer who is responsible for:

- SEND and the Pupil Welfare Committee have taken a particular interest/responsibility in the development and implementation of the Special Educational Needs Policy.
- They must do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Secure that, where the "responsible person" – the Head Teacher or the appropriate Governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Secure that teachers in the school are aware of the importance of identifying , and providing for, those pupils who have special educational needs
- Consult the LEA, as appropriate, the Funding Authority, and the Governing Bodies of other schools when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the schools' policy for pupils with special educational needs
- Ensure that the pupil joins in the activities of the school, together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

Role of SENDCO: Mr M. Hulton who is responsible for:

- Working with the head teacher and SMT to ensure that inclusion is an integral part of our school ethos
- The day to day implementation of the schools SEND policy
- Identifying and responding to concerns about individual pupils' progress and possible SEN
- Liaising with departmental SEN Co-ordinators
- Working closely with teachers and teaching assistants to ensure the SEN policy becomes practice
- Developing good links between schools to ensure the effective continuity of support and progression when pupils with SEN transfer
- Fostering and maintaining excellent transition support for our new pupils from KS2
- Working with teaching assistants to ensure collaboration with teaching, staff and clear and effective planning for exemplary and strategic pupil support
- Maintaining the school's SEN register and overseeing the records on pupils with special educational needs
- Liaising with parents of children with special educational needs so they understand the targets their children are set and become fully involved as partners in the education process
- Contributing to the in-service training of staff
- Liaising with the Governor responsible for SEND and providing detailed SEND reports for the Governor's Welfare Committee
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies

The role of teaching assistants and other adults who support teachers:

TA support for teachers should enable pupils to:

- Engage and participate in lessons and more social aspects of school life
- Become more independent learners
- Achieve and make progress

TA's provide three main types of support:

- Non-pedagogic support, for example helping with classroom records and resources; providing behavioural or emotional support; or helping with pupil care
- Pedagogic support- for learning activities.
- Support for the whole team, for example by translating school policies into practice and furthering the ethos of the school.

- Designated Teacher with specific Safeguarding responsibility: Mrs. P. Tucker
- PPG/LAC funding manager: Mr M. Walker

SECTION 12: STORING AND MANAGING INFORMATION

- All documents relating to SEND are kept confidential and stored securely in the SEN area. We follow the school policy on Information Management and confidentiality.
- They are stored for five years and are then shredded and destroyed

SECTION 13: REVIEWING THE POLICY

The school's SEND policy will be reviewed on an annual basis.

SECTION 14: ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to increase accessibility for disabled pupils and to implement their plans. Please refer to St. Ambrose Barlow's Accessibility Plan.

SECTION 15: DEALING WITH COMPLAINTS

Within SEN we follow the school comments, compliments and complaints policies and procedures.

We strive to reduce conflict and complaints from parents by maintaining good levels of communication, having direct face to face meetings to resolve problems and include parents at every level of decision making so that conflict resolution is rarely needed. The LA SEN Team will act as an independent arbiter to resolve misunderstandings and clarify requirements by all parties as and when necessary.

SECTION 16: BULLYING

At St. Ambrose Barlow RC High School we take the issue of bullying seriously and pride ourselves on our pastoral interventions for all our pupils including those vulnerable learners with SEND.

Please refer to the school's Anti-bullying Policy.

Our aim in SEN is to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning

Specific approaches taken by the school to address specific needs of pupils

SECTION 17: APPENDICES

- SEND INFORMATION REPORT- SEE WEBSITE
- LOCAL OFFER- SEE WEBSITE
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/N_C_framework_document_-_FINAL.pdf

Who can I contact for further information?

Parent Partnership 0161 778 0538
Unity House
Salford civic Centre
Chorley Road
Swinton
M27 5AW

Statutory Assessment Team 0161 778 0410
Burrows House
10 Priestley Road
Wardley Industrial Estate
M28 2LY

Learning Support Service 0161 607 1671
Moorside High School
57 Dean Road
Swinton

Educational Psychology Service 0161 778 0476
Burrows House
M28 2LY

Children with Disabilities and Social Work Team 0161 793 3535
Salford Civic Centre
Chorley Road
Swinton
M27 5DA