

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Document History

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| Version Date: | September 2018 |
| Version Number: | 3 |
| Status: | Reviewed and Approved by SEN Committee |
| Next revision due: | June 2019 |
| Written by: | Updated by Laura Wilson, SENCO |
| Department: | SEN |
| Date approved by Governing Body: | |
| Date of GB Minutes: | |
| Signed on behalf of the Governing body by Janet Talbot Clerk to the Governors | Janet Talbot |
| Date | |

Revision History

| Version | Revision Date | Summary of Changes |
|---------|---------------|--|
| 1 | June 2016 | Update in line with New Code of Practice and new SENCO in place. |
| 2 | June 2017 | Changes of personnel |
| 3 | May 2018 | Changes of personnel |



**BLESSED ROBERT SUTTON CATHOLIC
SPORTS COLLEGE**

**SPECIAL EDUCATIONAL NEEDS
(SEN)
POLICY
2018-2019**

BLESSED ROBERT SUTTON CATHOLIC SPORTS' COLLEGE

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Principle

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.' (SEN Code of Practice 2014).

Context

This SEN Policy works alongside and in conjunction with the Local Offer offered by Staffordshire Local Authority and various other school policies. It is embedded in the Teaching and Learning Policy of the school. This Policy works alongside and in conjunction with the following school policies namely: Safeguarding, Anti-Bullying, Admissions, Attendance, Marking, Complaints, Pupil Premium, Equality, Accessibility Plan, Behaviour and Administering Medicines. Reference has been made to the following legislation in the compiling of this Policy:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education 2014

This Policy has been formulated in consultation with stakeholders.

What are special educational needs?

A student has special educational needs if he or she has a difficulty which calls for special educational provision to be made for him or her. A student has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, the provision that is made generally for others of the same age in a mainstream setting in England. (SEN Code of Practice 2014)

Outstanding teaching which is differentiated and personalised should be available for all students at the school. At the heart of teaching and learning is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will learn and progress within these arrangements. Those students whose overall attainment or, attainment in specific subjects, falls significantly outside the expected range may have special educational needs.

Aims

To have high expectations of all SEN students.

To raise the aspirations of all SEN students.

To ensure good progress of all SEN students.

This is met through (Working within the guidance provided in the SEN code of Practice, 2014:

- Access to a balanced and engaging curriculum for all students.
- Operation of an inclusive “whole student, whole school” approach to the management and provision of support for students with special educational needs.
- Identification and support for students who have special educational needs and additional needs including the use of outside agencies and support services.
- Maintaining high levels of engagement with parents/carers.
- Support and guidance for all staff working with students with special educational needs.

Provision for students with special educational needs is a matter for the school as a whole. The Governing Body, the Headteacher, the SENCO and all other members of staff, both teaching and support staff, have very important day-to-day responsibilities. We operate a fully inclusive policy.

Identifying Students who have Special Educational Needs

Many students experience delay in their learning and thus do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors *other than* SEN e.g.

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted (post 2005)
- Being a child of serviceman/woman
- Entering Year 7 below 100 in English (reading) and numeracy

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

Methods

To achieve our aims, the school operates a graduated approach to SEN support

STEP 1 – Whole School Provision

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.
- Special provision for internal and external examinations where appropriate.

STEP 2 – Progress Concerns

Where staff have evidence that a student is still not making adequate progress referral can be made to the SEN department clearly indicating two previous interventions of 'reasonable adjustments'; Assess, Plan, Do, Review. Concerns can also be raised by parents/carers or the student's previous school. Prior to a referral all staff are expected to follow step 1 of the graduated response; quality first teaching, effective differentiation and intervention including the sharing of information with subject leaders, head of year and parents/carers. Assess, Plan, Do, Review!

The Code of Practice describes 'adequate progress' as progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the student's previous rate of progress.
- Closes the attainment gap between the student and his/her peers.
- Prevents the attainment gap growing wider.

STEP 3 – SEN Support

Once a potential special educational need is identified the student concerned will be classed as a student receiving **Additional SEN Support**. Consultation with parents/carers and the student will take place. This intervention will follow the structure of: 'Assess, Plan, Do, Review'.

Specialist Services from outside agencies (eg, Educational Psychologist, Clinical Psychologist, Speech and Language Therapist, Autism Outreach, Hearing Impaired Service, Visual Impaired Service, Behaviour Support, Medical Support Services) and support staff may be called upon to provide advice and possibly intensive specific programmes including extraction lessons. The Careers' Service and Social Care also work closely with students. Through Education Support Plans this information will be disseminated to all adults coming into active learning situations with the student.

Individual student progress at Additional SEN Support level will be monitored in line with the whole school assessment policy.

The 'Additional SEN Support' register at the school is a fluid and ongoing record of students' needs and progress made. Education Support Plans will be made for any student deemed to require 'additional SEN support' at an intensive level. For other students at SEN support, simple adjustments eg the provision of a laptop and additional advice for staff may be the total intervention necessary.

Student support plans provide a record of a students' needs, barriers to learning and intervention in place. If a student has made the necessary progress and/or their barriers to learning have been removed a student will no longer be identified as 'additional SEN support', however their ongoing needs will continue to be shared with staff as appropriate.

STEP 4 - Education Health and Care Plans

Should students still not be making appropriate progress at an acceptable level, despite steps 1-3, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO (Special Educational Needs Coordinator) in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

Some students still have the old style Statements of Special Needs which are being reviewed by each Local Authority at Year 9 and Year 11 until eventually they are phased out. We currently have students from Staffordshire, Derbyshire and Leicestershire in receipt of an EHC Plan or a Statement.

Supporting pupils and families

- Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can be found on the Staffordshire County Council website.
- Links with other agencies to support the family and student can be found at www.staffordshirecares.info/marketplace.
- Our school admission arrangements can be found on our school website.
- A developed transition procedure is in place to support students from Y6 – Y7.
- Please refer to the SEN Department Booklet regarding current staffing/provision.

Support services for parents of pupils with SEN include:

- **Staffordshire SEND Parent Partnership**
<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Training and Resources

- SEN funding varies from year to year and is incorporated into the main school budget.
- Training needs of staff are identified through the appraisal cycle and planned through the whole school Continuing Professional Development (CPD) programme.

Roles and Responsibilities

- We have an appointed SEN Governor, Mrs Anne Ward.
- We have an appointed SENCO, Mrs Laura Wilson who is also an Acting Associate Assistant Headteacher and works closely with all departments in the school.
- We have a team of Learning Support Teaching Assistants.
- We have an EAL Teacher, Mrs Magda Kupczak.
- We have a team of Inclusion Support staff, Mrs Su Rowe, Mrs Louise Tarry and Mrs Sue Smith (Disadvantaged and vulnerable students)
- We have a designated teacher for Child Protection, Miss Laura O'Leary (Deputy Headteacher).
- We have a designated member of staff responsible for managing the funding we receive for pupil premium students, looked after children and adopted children, Mrs Sue Smith.

Dealing with Concerns

In the first instance if you wish to discuss your son or daughter's educational needs or are unhappy about something regarding your son or daughter's schooling please contact the following:

- Form Tutor/Classroom teacher / Subject Leader/ Year Leader
- The SENCO, Mrs Laura Wilson
- The Deputy Headteacher, Miss Laura O'Leary
- The Headteacher, Mr Aidan Smith
- The School Governor with responsibility for SEN, Mrs Anne Ward.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints' procedure.

It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA (Children and Families Act) 2014 clause 64.

Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.