

# SEN Policy for Our Lady's Catholic College Lancaster

2016-2017



**Special Educational Needs Co-ordinator:** Wendy Dixon

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## **Status:**

**National Award for Special Educational Needs co-ordination**, *Edge Hill University April 2011*

**Certificate of Competence in Educational Testing (Level A)**, *British Psychological Testing Centre April 2011*

**Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A)**, *Dyslexia Action August 2011*

**Approved Teacher Status, Specialist Dyslexia Training for Teachers Programme**, *Edge Hill University, February 2012*

## **Role of SENCO in Schools SEND Code of Practice, 6.89:**

Advocate on the Senior Leadership Team: Mrs H Seddon Head Teacher.

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

- Equality Act 2010: advice for schools Department for Education February 2013
- SEND Code of Practice 0 – 25 (July 2014) Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the SENCO in liaison with the SEN Governor, Every Child Matters Governor's Committee, Senior Leadership Team, school staff and parents of pupils with SEND.

## **BELIEFS AND VALUES AROUND SEN**

Our Lady's Catholic College values the abilities and achievements of all its pupils, and is committed to providing for every pupil the best possible environment for learning through the belief that every teacher is a teacher of every child or young person including those with SEN. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by working together with parents, pupils and Lancashire Education Authority.

This SEN policy is based upon the 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 years, helping everyone working with children and young people with special educational needs and disability to secure for them the best outcomes from education, health and social care which will make the biggest difference to their lives.

### **AIM**

The purpose of Our Lady's Catholic College approach to SEN is to raise the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for children and young people and not just hours of provision/support.

### **OBJECTIVES**

- To work within the guidance provided in the SEND Code of Practice, 2014.
- To ensure the early identification of and relevant provision for all pupils who have Special Educational Needs (SEN) and additional needs.
- To secure the services, provision and equipment required by children and young people with SEN or disabilities.
- To ensure that pupils with SEN and additional needs are involved in decisions affecting their future provision and aspirations.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress, attainment and learning outcomes.
- To support pupils with SEN in moving between phases of education and preparing for adulthood.
- To provide physical and extra-curricular activities and support for the emotional, mental and social development for pupils with SEN and additional needs.
- 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 (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils who have special educational needs and additional needs.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a category. According to the SEND Code of Practice, 2014, children's SEN are generally thought of in four broad areas of need and support, these needs can cut across all four areas and their needs may change over time.

## ➤ **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## ➤ **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific learning difficulties (SpLD), affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## ➤ **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## ➤ **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Our Lady's Catholic College we identify the needs of pupils by considering the needs of the whole child which may also include needs that are not SEN but may impact upon progress and attainment.

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

According to the SEND Code of Practice 2014, identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which providers will be able to recognise and identify clearly.

## **A GRADUATED APPROACH TO SEN SUPPORT**

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

### **Whole pupil, whole school**

- 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 and differentiation for individual pupils is the first step in responding to pupils who have or may have SEN as additional intervention and support cannot compensate for a lack of good quality teaching.
- Our Lady's Catholic College regularly and carefully reviews 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.
- In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, Our Lady's Catholic College has arrangements in place to draw on more specialised assessments from external agencies and professionals.

### **MANAGING PUPILS NEEDS ON AN SEN CENTRAL DOCUMENT:**

- The SEN central document is updated every term according to pupil need and the outcomes of Individual Education Plan or Provision Map targets.
- Pupils with SEN are primarily identified during the Year 6 to 7 transition phase. Pupils in Year 7 are assessed using standardised reading and spelling tests. This data is used to identify pupils requiring learning support and is monitored by the SENCO and Assistant SENCO. It is also used to inform teaching staffs of current reading and spelling abilities.
- Pupils functioning at a reading or spelling age of 9.0 or below are withdrawn from Modern Foreign Language lessons, where possible, to access learning support lessons at least three times per fortnight with the Assistant SENCO. They are then placed on the SEN central document at SEN Support and benefit from an

Individual Education Plan (IEP) that is reviewed at the end of every term by pupils, Teaching Assistants, Assistant SENCO or SENCO.

- Where pupils have a significantly greater level of need an individual Provision Map is used to assess, plan, do and review learning targets. Statement or Education Health Care Plan objectives and outcomes are used to provide the main target setting framework for a Provision Map or recommendations as per an Educational Psychologist Consultation Report. Provision Maps are reviewed termly, and involve pupil input. Parents are invited in to school annually to discuss Provision Map progress as part of review meetings.
- Pupils with social, emotional and mental health difficulties unable to make effective learning progress are referred to our Intervention Manager via Progress Leaders or Pastoral Support Officers. Appropriate provision is arranged in liaison with the Head of Pastoral and SENCO and collated in an IEP or Provision Map.
- Provision outcomes usually involve the completion of a Common Assessment Framework (CAF) with parents and pupils, referrals to the local Early Support Team, internal referrals to access Nurture sessions, ASD sessions or time withdrawn from lessons in ARK. Referrals to outside agencies such as CAMHS or the Educational Psychologist may also be required.
- Every pupil with a Statement of SEN, Education, Health and Care Plan (EHCP) or are classed as needing SEN Support will automatically have a Pen Portrait created to provide staffs with key information and strategies to be aware of. The SENCO, Assistant SENCO or Teaching Assistants will email staffs with pen portraits and update them at the start of every academic year or when amended. A draft copy is discussed with parents before being distributed to staff.
- Any mid-year transfers are screened using the Wide Range Achievement Test (WRAT) 4 to measure Word Reading Accuracy, Sentence Comprehension, Arithmetic and Spelling. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Parents are informed about assessments via letter and encouraged to communicate concerns or queries with the SEN Team regarding extraction from curriculum timetables or learning needs that have been noted at home.

#### **CRITERIA FOR EXITING THE SEN CENTRAL DOCUMENT:**

Before pupils with SEN and additional needs exit the SEN central document the following will be considered:

- Pupils have sustained a functioning level of literacy or sustained a period of improvement in mainstream lessons.
- Standardised test scores support a period of improvement.
- Curriculum monitoring and staffs are consulted, using levels of progress as a guide.
- Pupils and parents are consulted about improvements made and next steps.

## **FURTHER SCHOOL SUPPORT FOR PUPILS WITH SEN AND ADDITIONAL NEEDS**

- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff where quality first teaching and strategies like co-operative learning techniques offer automatic differentiation. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day and is recorded on individual or group provision maps.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. For pupils requiring Speech and Language, ASD or social or emotional development, weekly sessions are provided by trained Teaching Assistants.
- For pupils who require support with social, emotional and communication skills a Nurture Group is provided twice a week for Year 7 and once a week for Years 8 and 9. Pupils are identified by Primary Schools, our Intervention Manager, Pastoral Support Officers, Progress Leaders or the SENCO.
- Within the SEND team, staffs have a range of specialist skills including expertise in ASD, VI, HI, Spld, Speech and Language and Nurture. Teaching Assistants gain some form of SEND training at least once a month via the SENCO or an external agency, this is additional to further courses provided by the LEA. School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- Each teaching and non-teaching member of staff is given relevant training at the start, and during the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. Care Plans and Pen Portraits are created to provide specific information and strategies for staff consultation.
- Updates are made available to staff, by the SENCO, via staff briefings, the SEN central document, email, the school SIMs system or face to face meetings. External training is available to support staff during INSET days or through Teaching and Learning meetings held monthly. Parents are kept informed of any SEND changes, progress and outcomes via termly monitoring reports, Individual Education Plans, Provision Maps or letters.
- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student. The SENCO is approved to test pupils for Access Arrangements in centre.
- Whole school provision maps outline additional need approaches provided by different departments across the school.

## SUPPORTING PUPILS AND FAMILIES:

The SEND Reforms place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN.

This information will form the main basis for the school's Local Offer, which has to be published on the school's website.

The Special Educational Needs and Disability Regulations 2014 (Part 4)

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

Lancashire's Education Authority Local Offer can be found at the following link:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

## SCHOOL'S STATUTORY REQUIREMENTS: SEN INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

*(Regulation 51, Part 3, section 69)*

Our Lady's Catholic College SEN information Report can be found at [www.olcc.lancs.sch.uk](http://www.olcc.lancs.sch.uk) Parental Information tab, School Policies.

## LINKS WITH EXTERNAL AGENCIES

- Where internal school support and provision is unable to meet pupil SEN and additional need the SENCO in conjunction with key members of staff will contact external agencies to support the family and pupil. Initially this will take the form of a CAF followed up by regular Team around the Family meetings in school.

- External Agencies such as CAMHS, Chadwick Pupil Referral Unit, Educational Psychologist, Inclusion and Disability Support Service, Children and Parent Support Services are some of the main agencies currently worked with.

## **ADMISSION ARRANGEMENTS**

The Governors' Priority for Admissions is as follows:-

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the criteria as per Our Lady's Admission Policy 2017-18 which can be found at:

<http://www.olcc.lanccs.sch.uk/site/data/files/0445F6577566481B6FF9AA997C9E5B07.pdf>

## **EXAM ACCESS ARRANGEMENTS**

Our Lady's Catholic College works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual student. Targeted Year 10 pupils and Year 12 pupils with a history of SEN and additional need are screened within the first half term to determine Reading, Spelling and Comprehension ranges. Pupils below thresholds set by the Joint Commissioning Qualifications (JCQ) will be assessed by the SENCO, approved to test pupils for Access Arrangements in centre.

The SENCO liaises closely with the school Exams Officer and informs Parents prior to concession testing with a follow up letter outlining AQA approved arrangements.

## **TRANSITION**

- The school holds an Open Evening each year and the Head Teacher with the Head of Year 7 visits feeder schools from Year 5 onwards. Follow up meetings are offered on a one to one basis with the SENCO or Head of Year if necessary.
- Transition visits usually start in the summer term depending on level of need. For more vulnerable pupils several visits are offered to reduce anxiety and to encourage familiarity. The SENCO or Assistant SENCO attends all Year 6 Annual Reviews and is passed SEN information from staff visiting other local feeder schools. Targeted pupils may be provided with additional support on entry to secondary school.
- Year 6 students are invited to join in Summer School activities and Year 5 and Year 6 days are held in the Spring and Summer terms as part of a whole school transition plan. Year 5 and Year 6 Sports and Dance events are also planned throughout the year to assist transition.
- All students, including those with SEND, are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher.

- Parents and pupils are invited to an Options' Evening in Year 9 to learn more about the courses available at OLCC and are also made aware of the Open Days available from local providers. A Careers Fair is also organised for Year 9, which includes local employers, colleges and training providers.
- Likewise we also offer a 6<sup>th</sup> form Open Evening to allow pupils and parents access to the 6<sup>th</sup> form block, curriculum and staff.
- Transition meetings for pupils leaving after Year 11 take place between key staff from school and college to ensure a structured and supportive move.
- The Young People's Service engages with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving Year 11. Students and parents can request an interview at any point. Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The SENCO and Learning Support Team works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision with visits support offered where needed.
- The 6<sup>th</sup> form pastoral team and subject departments engage with universities and colleges for subject specialist information and Open Days are arranged at universities for 6<sup>th</sup> formers.

## **MEDICAL CONDITIONS**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions*' (see the References section under Introduction for a link).

Our Lady's Catholic College approach to Medical Provision can be found in the Health Section of the SEN Information Report, accessed using the following link <http://www.olcc.lancs.sch.uk/> Parental Information tab School Policies.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Our Lady's Catholic College recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision through the SEND Code of Practice (2014).

At Our Lady's Catholic College Medication is routinely administered by trained First Aiders. A list of First Aiders is distributed to staff annually and a list of pupils with Diabetes is held in the staffroom and within all departmental areas.

All medication is kept safely in a designated area where pupils know where to access it at any point of the day. For the safety of all the community, students are not allowed to carry medicines in school. The specified areas are clearly labelled and designated staffs have access to the key. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens are readily available to children and not locked away.

Medications are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. Instructions for administration, dosage and storage are kept with the medication. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container.

School considers what reasonable adjustments are needed to enable children with medical needs to participate fully and safely on visits. Risk assessments will include medical provision and arrangements needed. This will require consultation with parents and pupils and advice from the relevant healthcare professional to ensure that pupils can participate safely.

## **Other issues**

A Care Plan is drawn up in conjunction with the parents, child, School Nurse and a designated member of staff at school. The Care Plan is then distributed to relevant staff and attached to the child's area on SIMs. They are reviewed at least annually or if circumstances change.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment; contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. A member of the Senior Leadership Team is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult. Parents are contacted about any First Aid carried out on a pupil.

The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.

There are regular visits from the school nurse, who has drop in sessions, Speech and Language services, CAMHS workers, Educational Psychology Service, Physiotherapy and Occupational Health. School currently has a part time counsellor in residence offering 1:1 person centred sessions.

## **MONITORING AND EVALUATION OF SEND**

At Our Lady's Catholic College all statement and Education Health Care Plans are reviewed on an annual basis and are carried out in line with statutory guidance for reviews. If needed additional reviews can be held throughout the year.

Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. School

and summary advices are emailed to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting.

Progress of pupils at SEN Support is tracked using Provision Map targets once a term and an annual meeting with Parents and pupils to review the SEN Support Plan. This is additional to the school's internal monitoring of academic progress once a term. Pupils with an Additional Need are held on a central document of SEN and tracked using IEPs and the school's academic monitoring procedures.

Progress data is shared with parents three times each year, in written format as well as annual face to face meetings at Parents' Evenings.

The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.

The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. Our Lady's uses an SEN central document, SIMS school system, IEPs and Provision Maps to record, monitor and review progress. Targets are set according to SMARTs: Specific, Measurable, Attainable, Realistic and Timely to make sure that progress can be measured effectively by school, parents and pupils. The SENCO with KS4 and KS5 Teaching Assistants also track the progress made in English and Maths since Year 6 and use the data collated in Provision Map targets. KS4 and KS5 SEN data is reviewed annually in the form of an Exam Report from all subjects, including Learning Support and is also included in the annual Report to Governors.

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. Pupils withdrawn for learning support are tracked according to IDL cloud data, Read, Write Inc. modules achieved and overall measures of progress made in English and Maths since KS2. Pupils extracted for Nurture input are monitored using the Readiness Re-integration scale, whilst pupils accessing SLCN sessions are tracked using the BPVS III test.

Feedback from parents is actively pursued via school planners, questionnaires and our parent consultation group. School practice is adjusted and reformed in the light of this feedback.

There is solid parent representation within the School Governing Body. This representation covers some of the broad demographic of our school community. The SENCO regularly updates the Every Child Matters Governors Committee with SEN information and changes.

## **TRAINING AND RESOURCES**

Additional Support funding for pupils with SEN is provided by the school from their Notional SEN budgets (up to £6,000) at Our Lady's Catholic College this provides shared Teaching Assistant support, Literacy Extraction classes, Speech and Language sessions, ASD social sessions Nurture sessions and an Intervention facility called ARK. Evidence is tracked either by Individual Education Plans or by a Provision Map and targets are evaluated at the end of every term with pupils.

Top-up funding is to be provided by the Local Authority from the High Needs block and is released when there is sufficient evidence that pupils meet Band E criteria as per Education Health and Care Plans. Evidence is tracked by the use of Provision Maps with targets evaluated at the end of every term with pupils.

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. Every month all staff attend a Teaching and Learning Committee and participate in annual INSET as per whole school need.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attend the Local Authorities SENCO network meetings and Secondary SENCO Cluster meetings in order to keep up to date with local and national updates in SEND.

For the last Year Our Lady's Catholic College has benefitted from Nasen membership.

### **Links with other schools, including special schools and transfer arrangements**

Our Lady's Catholic College maintains very good relations with all of its feeder and non-feeder schools. The following methods are used to ensure a smooth transition:

- The Primary and Secondary SENCO's or HLTA's meet to discuss specific needs of pupils transferring.
- Key files and information are passed over on transition.
- SENCO attends Year 6 Annual Reviews
- The SEN Team at White Cross assists with transition visits for pupils with statements when needed.
- The SEN central document commences compilation for the forthcoming Year 7 in June/July.
- Parents are offered personal visits and tours of the school by the SENCO, Assistant SENCO or Head Teacher. Some pupils require several transition visits before starting in September.

### **ROLES AND RESPONSIBILITIES 2016-2017**

<b>Name</b>	<b>Role</b>
Lynn Astin	SEN Officer, White Cross Lancaster
Wyn Lambert	SEN Governor
Mrs H Seddon, Head Teacher Mr D Coyle, Deputy Head Teacher	SEN Attached Senior Manager Safeguarding Designated Teacher
Mrs W Dixon	SEN Co-ordinator Head of Learning Support
Mrs J Loxam	Looked After Children Co-ordinator Designated Senior Leader
Mrs A Eaves Ms K Walker	School Manager Assistant School Manager

Mrs J Loxam Mrs W Dixon	Head of Pastoral/Pastoral Medical Care SENCO/ SEN Medical Care
Mrs C Hodgeon Miss L Ordonez Mrs S Newby	Assistant SENCO/HLTA TA Level 3/Intervention Manager ARK TA Level 3/Exams/Year 9
Mr D Milner Mrs D Jackson Mrs Moya Ms S Mayes	TA level 2 Years 12 & 13 Exclusion Unit TA Level 2 Years 7 & 10 TA Level 2 Years 8 TA Level 2 Years 7 & 8
Miss J Elliot Mrs J Nickson L. Sweeney	TA Level 2 Year 7 TA Level 2 Year 11/ARK TA Level 2 Year 11
Mrs C Bleasdale Mr D White Mrs M Aitken Ms C Crawford Ms S Davies	TA Level 2 Years 7 & 10/SLCN TA (ELKLAN) TA Level 2 Years 7 & 10/ASD TA TA Level 2 Year 9 TA Level 2 Year 9 TA Level 2 Year 11/ARK
Sister Krystina Ms E Nicholls	TA Level 2 EAL Years 7-11 TA Level 3 EAL Co-ordinator Years 7 - 13

## STORING AND MANAGING INFORMATION

SEN paper information is stored securely in locked cabinets within the Learning Support Area, accessible only by Learning Support staff.

Historical information is stored until pupil age of 25 and then shredded.

Electronic SEN information is saved securely on the school network within the Learning Support folder and Child Protection or Safeguarding material is saved in a separate folder only accessible by authorised members of staff.

Historical information is saved until pupil age of 25 years and then deleted.

## REVIEWING THE POLICY

Given the climate of reform as we move into the new requirements for SEND for schools effective from 1 September 2014, it is recommended that SEN policies are reviewed annually.

## ACCESSIBILITY

### Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

Our Lady's Catholic College Accessibility Plan can be found using the following link:

<http://www.olcc.lancs.sch.uk/site/data/files/65ABFD146A78B2D6A59C3ECD67AFAA87.pdf>

## **BULLYING**

Below is the direct link to Our Lady's Catholic College Anti Bullying Policy.

<http://www.olcc.lancs.sch.uk/site/data/files/E3F49C92138F18D0005D9A2BBA7BFAA1.pdf>

At our Lady's Catholic College vulnerable pupils can access designated safe base areas in the Learning Support Department during break and lunchtimes. Safe bases are supervised by Teaching Assistants and encourage social interaction between different age peers. Where communication has broken down between pupils designated staffs will arrange a Restorative Justice session to allow a more personalised approach to move the situation forward.

Pupils with ASD or social difficulties are invited to attend Social Sessions once a week with a trained Teaching Assistant to learn more about and how to use non verbal and verbal communication in and around school with peers, life skills and adolescence. Likewise pupils with Language difficulties are invited to attend Speech, Language and Communication sessions with an ELKLAN trained Teaching Assistant once a week to learn more about and use receptive and expressive language with confidence. Pupils with emotional difficulties are invited to attend Nurture sessions to learn emotional regulation and how to develop self- esteem.

## **DEALING WITH COMPLAINTS**

Our Lady's Catholic College welcomes parental contact and most concerns regarding progress, facilities or support can be dealt with directly by the SENCO.

[w.hulme@olcc.lancs.sch.uk](mailto:w.hulme@olcc.lancs.sch.uk)

In exceptional cases the Head Teacher, or SEN Governor may need to be involved if an issue is causing considerable concern.

[head@olcc.lancs.sch.uk](mailto:head@olcc.lancs.sch.uk)

The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.