

# Our Lady's Catholic College

## SEN Policy



'So God created man in his own image, in the image of God he created him' (Genesis 1:27)

At Our Lady's Catholic College, we know all our students are made in the likeness of God. We aim to guide every child in our community to develop into individuals who feel belonging and acceptance. We develop and encourage individual talents and skills, allowing all our students to pursue their dreams. We make sure that every student has the same opportunity to reach their full potential, ensuring all aspects of school are accessible to all students and any barriers to learning, our children face are addressed and removed, to allow them to become full and valued members of society.

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Assistant SENCO: Mrs C. Hodgeon

ARK Manager: Miss L. Ordonez

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## **Section A - School Arrangements**

### **1.0 Definition and Aims**

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language at home is different from the language in which they are taught.

Special educational provision means: For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority (LEA), other than special schools in the area.

- Wherever possible, children have the right to education in their local mainstream school.
- All pupils at Our Lady's Catholic College are valued equally.
- All teachers at Our Lady's Catholic College are teachers of pupils with special educational needs.
- All pupils should have access to a deep and enriching relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

### **2.0 Roles and Responsibilities**

#### **Governors**

The Governors at Our Lady's Catholic College have important statutory duties towards pupils with special educational needs. The Governors, with the Headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without EHCPs. They will set up appropriate staffing and funding arrangements and oversee the school's work within financial constraints.

The Governors will do their best to ensure that the necessary provision is made for any pupil who has a special educational need and that those needs are made known to all who are likely to teach them.

The Governors will ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

The Governors will report to parents/carers on the progress for pupils with special educational needs.

The Governors' representative with responsibility for SEND is Wyn Lambert.

## **Special Educational Needs Coordinator (SENDCo)**

The Special Educational Needs and Disability Co-ordinator, in collaboration with the Headteacher, Assistant SENCO and Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEND.

The SENDCo and Assistant SENDCo take day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for pupils with SEND, working closely with staff, parents/carers and external agencies including the Local Authority's (LA) support and educational psychology services, health and social services and voluntary organisations.

The SENDCo also provides related professional guidance to colleagues with the aim of securing high quality teaching and intervention (Mrs C Porter) for pupils with SEND. In addition the SENDCo line manages the Assistant SENCO and Teaching Assistants (TAs) whilst also having an overview of provision outside the team.

The SENDCo is responsible for monitoring and evaluating the progress of pupils identified as the cohort of pupils with special educational needs. A SEND report will be written for the governors each year.

### **Co-ordinating and Managing Provision**

Provision for pupils with special educational needs and disability is a whole school responsibility. In addition to the Governors, the Headteacher, the SENDCo and the learning support team all other members of staff have important operational responsibilities.

**All teachers at Our Lady's Catholic College are teachers of pupils with Special Educational Needs.**

### **3.0 Admission Arrangements**

Our Lady's Catholic College strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with special educational needs and disability, in accordance with the School Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a EHCP educated in the mainstream the Local Authority (LA) must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Prior to transfer, the progress leader responsible for year 7 visits or contacts all feeder primary schools in order to identify pupils with special educational needs through discussion with the primary school staff. The Assistant SENCO and the SENDCo review all the written transfer information to identify all pupils who will require specific support at Our Lady's Catholic College.

For pupils identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the school during the summer term.

For pupils with EHCPs the Assistant SENCO will, if invited, attend the Phase Transfer Review at the primary school in the autumn or spring term of year 6.

## **Section B: Identification, Assessment and Provision**

### **1.0 Identification and Assessment and Review**

#### **Categories of Special Need:**

##### **Communication and Interaction**

- Language
- Autistic Spectrum Conditions

##### **Cognition and Learning**

- Pupils who despite appropriate differentiation and support learn at a slower pace than their peers. This covers a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD).

##### **Social, Emotional and Mental Health Difficulties (SEMH)**

###### **Sensory and/or physical**

- Hearing
- Visual
- Physical

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and circulated to all staff using the school network staff area; this information is regularly checked for accuracy. The Assistant SENCO will highlight the needs of particular pupils to all staff at the start of the school year.

At the beginning of Year 7, all pupils are assessed using the CAT, NGRT and WRAT tests. This along with teacher concerns and further individual testing enables Learning Support staff to prioritise those pupils who require further intervention. Our Lady's Catholic College acknowledges that there is a continuum of special educational needs and will try, wherever possible, to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

## **Early Identification**

Assessment is a continuing process that can identify pupils who may have special educational needs. The School will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance within the National Curriculum
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- standardised screening or assessment tools

## **Provision**

Our Lady's Catholic College follows the Graduated Wave Response as outlined in the SEND Code of Practice.

### **Wave One: In Class Intervention**

The effective inclusion of all children in high-quality lessons (quality first teaching) with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

### **Wave Two: Internal intervention**

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children be placed on SEN Support, although children may on occasion already be within this group.

### **Triggers for Wave 2 Intervention**

The triggers for intervention could be concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the pupil to progress is something that is additional to and different from action provided as part of the school's usual Wave 1 intervention.

### **Wave Three: Specialist intervention**

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three may draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEN Support if an external agency is involved in assessment, planning and review.

### **Triggers for Wave 3 Intervention**

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave Three Intervention could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. They may also be involved in drawing up the objectives and targets.

### **English as an Additional Language (EAL)**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Mrs Nicholls will assess all EAL pupils for SEN needs and any barriers due to the language barriers and set up intervention as appropriate.

### **Individual SEND Information**

All SEND information is available to every member staff through the school shared area and PARS. This information is updated regularly by the Assistant SENCO.

Our Lady's Catholic College has regular involvement with:

- Educational Psychology Service
- Special Advisory Support Team and Outreach services
- Inclusion Service
- Health and Medical Services
- CAMHS
- Police liaison officers
- Health and Social Care
- Community Youth Teams

### **School Request for Statutory Assessment**

For a few pupils the help given by schools through Wave Intervention may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, considering whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to a LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the school's action through Wave 2 and Wave 3 Intervention
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services

When the LA receives a request for a statutory assessment, it must decide whether to carry out such an assessment.

## **Education, Health and Care Plans (EHCP)**

Statutory assessment involves consideration by the Local Authority (LA), working co-operatively with the parent/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a Teaching Assistant (TA)
- Specific programmes, both individual and group.
- Educational aids – portable word processor, spellcheckers. Adaptations – enlarged papers, sloping desks

All children with EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with parents/carers, and the child and will include targets identified in the EHCP of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded on PARS will continue to be the responsibility of the class teacher.

The EHCP is reviewed at least annually at the school by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from the Young Persons Service (YPS).

Our Lady's Catholic College seeks to actively involve parents/carers in the education of their children. The school will inform parents promptly if any concerns are raised about a pupil and will seek their permission before any intervention is embarked upon. Likewise, the school will try to respond promptly to any concerns expressed by parents.

### **Annual Review of an EHCP of Special Educational Needs**

All EHCPs will be reviewed at least annually with the parents, the pupil and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life.

The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan. This must involve the YPS. (Details 9:45 Code of Practice 2001) 2.0 Curriculum access and inclusion Our Lady's Catholic College strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- deep and enriching relevant curriculum for all pupils
- systems for early identification of barriers to learning and participation high expectations and suitable targets for all children

## **EHCPs, Objectives and Target Setting**

- Our Lady's Catholic College has a strong target setting ethos for all its pupils. All pupils have academic targets based on prior attainment and progress towards meeting these targets is regularly monitored.
- EHCP objectives and targets are shared with staff. Staff are expected to use the information to inform their own teaching and to help them to set subject specific targets for individuals and /or groups of pupils within the teaching groups.
- Staff will review progress of pupils in meeting these targets as part of the monitoring. The feedback to inform the annual review from staff, pupils and parents/carers is considered alongside the data and departmental summative assessments to make judgments and review objectives.

### **3.0 Evaluating Success**

The success of Our Lady's Catholic College's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo, Subject Leaders, the Assistant SENCO and the Senior Leadership Team
- analysis of pupil key data and test results and feedback to departments for individual pupils and for cohorts
- National data including progress 8 scores
- Learning Support Department Annual Review and Development Plan

### **4.0 Arrangements for Complaints**

If parents wish to complain they should in the first instance refer to the complaints procedure on the school website – [www.olcc.lancs.sch.uk](http://www.olcc.lancs.sch.uk)

Parents/carers should be made aware of the Information, Advice and Support Team (IAS) (formally known as the Special Educational Needs and Disabilities, Information and Support Service SENDIASS) and the Independent Parents Supporters team which can provide additional support for parents and is run through the Local Authority. If at this point they do not agree with the schools and LA's decision, they have a right to appeal to the authority's SEN Tribunal.

## **Section C: Partnership within and beyond the school**

### **1.0 Staff Development**

Our Lady's Catholic College has a Staff CPD Policy which is approved annually by the Governors. Specific training is given on areas linked to SEND at regular intervals during the year. Extra resources can be found on the school shared area. In-Service Training for TAs and for all staff will be addressed annually through these existing procedures. The teacher responsible for the induction of NQTs, new staff and ITT students includes training sessions on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion, Learning Support in the classroom, working with TAs and EAL.

## **2.0 Links with other agencies, organisations and support services**

Our Lady's Catholic College has regular contact with:

- Educational Psychology Service
- Special Needs Advisory Support Teams
- Sensory and physical impairment
- Health and Medical Services
- Children's Social Care
- CAMHS (Child and Adolescent Mental Health Services)
- Voluntary organisations

There may also be links with other external organisations when individual cases require them.

## **3.0 Partnership with parents and carers**

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Our Lady's Catholic College recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

The process for contact with parents in respect of pupils who have special educational needs will be:

1. SENDCo or representative to meet with carers/parents to discuss pupil's needs.
2. Part of the cycle of reviews to take place at scheduled times and Parents' Evenings
3. SENDCo or representative to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress
4. SENDCo to meet with parents where a request for formal assessment is to be made
5. In addition to the reviews/parents' evenings, those parents who have a pupil with a EHCP will be invited to an annual review meeting

Further to this, the school operates an open policy where parents/carers are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own pupil and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to help an individual pupil.

The LA has an Information, Advice and Support Team (IAS) (formally Special Educational and Disabilities Information and Advice Support Service SENDIASS) for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. The Service can be contacted on: 0300 123 6706 or e-mail: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk).

For parents/carers who find themselves in disagreement with the school or the LA and whose difficulties cannot be resolved through the IAS who will liaise with the Global mediation service 0800064448. If this course of action fails then the SEN and Disability tribunal can be contacted.

This service can be contacted on: 01325 289350 or email: [sendistqueries@hmcts.gsi.gov.uk](mailto:sendistqueries@hmcts.gsi.gov.uk)

#### **4.0 'Pupils first' – The Voice of the Child**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Our Lady's Catholic College, we encourage pupils to participate in learning by:

- regular target setting in line with school policy
- participation in Annual Review of Statements/EHCPs
- participation in Transition Planning being involved in decision making about attendance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing
- Pupil voice activities

#### **5.0 Transfer Arrangements**

Prior to transfer, the Year 7 progress leader from Our Lady's Catholic College visits all feeder primary schools to identify pupils with special educational needs and disabilities through discussion with the primary school staff. The Assistant SENCO and the Learning Support team review all the written transfer information to identify all pupils who may require support at Our Lady's Catholic College.

For pupils with EHCPs of special educational needs and disabilities the Assistant SENCO will have been invited to attend the Phase Transfer Review at the primary school prior to transfer.

For pupils without EHCPs but identified as requiring additional support over the Year 6/7 transition, a comprehensive transition programme has been established that involves a child-centred transition meeting and additional visits in the summer term of Year 6. In preparation for the next stage of education post-16, the annual review of the EHCP from Year 9 and beyond will also draw up, and subsequently review, the Transition Plan. The annual review of the EHCP in Year 9 should involve the agencies that will play a major role in the young person's life during the post-school years and must involve the YPS.