The Catholic High School Chester

Special Educational Needs and Disabilities Policy

Approved By	Governing Body
Category	Inclusion and SEND
Policy Owner	Jo Wraige
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1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE February 2013
- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Supporting Pupils at School with Medical Conditions (April 2014)
- Teacher Standards 2012

2. Vision

The staff and governors of The Catholic High School will endeavour to ensure that all SEND students achieve their potential, are fully included within the school community and are provided with every opportunity to make a successful transition to adulthood as confident and successful young people.

3. Objectives

Our objectives reflect the principles of the 0-25 Code of Practice (2015).

To provide the structure for a student-centered process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure that all of our students are able to access the same opportunities for learning and personal development thereby achieving maximum progress, fulfilling their potential and promoting their well-being.

- Ensure the Equality Act 2010 duties for students with disabilities are met.
- To enable students with special educational needs have their needs met.
- To take into account the views of students with special educational need.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced and relevant curriculum.
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions.
- To implement a graduated approach to meeting the needs of students using the ‘Assess, Plan, Do, Review’ process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with SEND learners, their families, staff within school and other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the student and family through a ‘person centered approach.’
- Share expertise and good practice across the school.
- Make efficient and effective use of all available resources to support SEND students.
- Have regards to the Code of Practice 2015 for the identification, assessment, support and review of special educational needs.
- Have regard to the guidance provided by Cheshire West and Chester Council with regard to SEND provision.

4. Catholic Social Teaching

As a department, we have a clear focus on Catholic Social Teaching which underpins our core values. Further details of how CST is implemented throughout the SEND department can be found on the CST area of the school website.

5. Definition of Special Educational Needs and Disabilities

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At The Catholic High School, we identify the needs of students by considering the needs of the 'whole child' which will include not just the special educational needs or disability of the young person.

The following factors in isolation are not considered to be indicators of SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation but these alone do not constitute SEND)
- Low attendance and / or poor punctuality
- Health and Social Welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Persistent disruptive or challenging behaviour

6. Areas of Special Educational Need

Under the SEND Code of Practice (2015) students identified as having a special educational need or disability (SEND) are considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Cognition and learning needs include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health Difficulties (SEMH):

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Social, emotional and mental health difficulties can include:

- Attention Deficit Disorder (ADD)
- Attention, Deficit, Hyperactivity Disorder (ADHD)
- Attachment Disorder
- Oppositional Defiant Disorder (ODD)

Communication and Interaction needs:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Communication and interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD), including Asperger Syndrome.

Sensory and/or Physical Needs:

Some children require a special educational provision because they have a sensory and/or physical disability or impairment. These difficulties can be age related and may fluctuate over time. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical Disability (PD)

7. A Graduated Response to SEND

Early Concerns:

The progress made by all students is regularly monitored and reviewed. Concerns registered by teachers, parents/carers, students themselves or other agencies are addressed by adaptive teaching strategies within the classroom. Students who require additional support for example literacy support are provided with evidence-based intervention sessions that are linked to classroom learning.

How we identify and support students with SEND

The attainment and achievement of all students is monitored by their teachers who are required by the Teacher Standards (2012) to provide high quality teaching and learning opportunities differentiated for individual students' needs. Where a student is making inadequate progress or falls behind their peers as identified through the school assessment tracking systems, additional support is provided under the guidance and direction of teachers, curriculum and year leaders of learning.

Where students continue to make inadequate progress despite support and high-quality teaching, teachers will work with the Special Educational Needs Co-ordinator (SENCO) to agree appropriate support and to determine whether a pupil does have any potential unmet learning needs. A referral to the Learning Support Department may then be made. The school has a range of tools and methods used to assess whether or not a child may have a Special Educational Need and any assessments made will be discussed and agreed with the pupil and parent prior to them being implemented.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist advisory teacher or educational psychologist. Additionally, the school may make an external referral for support from health care where they feel this is relevant. External referrals will always require discussion and agreement with the students' parents/carers.

These assessments may or may not lead to a student being placed onto the Special Educational Needs register depending on the findings. When considering whether a student has a special educational need any of the following indicators may be evident:

- Early identification through transition work with primary schools
- Analysis of KS2 data and other assessment results
- Referral to the Learning Support Department via CLL / YLL
- Little or no progress even when teaching approaches are targeted specifically at a student's identified weakness;
- Difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Communication and / or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum;
- Emotional, social or mental health difficulties which substantially and regularly interfere with the student's own learning or that of the class despite having an individual support or care plan;
- SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service or agency
- Communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

8. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the school assessment and tracking calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their provision reviewed regularly.

Assess, Plan, Do, Review

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student best in making progress and securing outcomes. This is known as the graduated approach – assess, plan, do, review. These students will be identified as receiving 'Additional SEND Support' (K) on the SEND register. All support provided for these students that is 'additional to or different from' support offered for all students is formally recorded, monitored and evaluated through use of the pupil passport and SEND Support Plan.

For students with low level special educational needs the cycle of ‘Assess, Plan, Do, Review’ fits into the assessment calendar for all students in school. For those with more complex needs additional monitoring and assessment will be required on a more regular basis. A number of students are placed on the school’s ‘Monitoring’ stage on the SEND register. These students may not require specific SEND support but may need close supervision, particularly during periods of transition and throughout Year 7. There is also a register of students who have Care Plans and also those who have Examination Access Arrangements. These are updated termly.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring additional SEN support. At this point, through discussion and agreement with parents/carers the student is removed from the SEND register.

9. Statutory Assessment of SEND Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, the school in discussion and agreement with the parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The evidence recorded and collated of all SEND provision made through the cycle of ‘Assess, Plan, Do, Review’ helps to support the Local Authority in determining whether a statutory assessment of needs is required.

Where a student has an Education, Health and Care (EHC) Plan put in place following the statutory assessment process, the school will have due regard to their statutory responsibilities in relation to the special educational provision laid out in the plan. The school will work in collaboration with the Local Authority to ensure that all recommendations in the plan are implemented and that the EHC Plan is formally reviewed once per year in collaboration with the LA, student and parent as part of a person-centered review.

10. Working with students and their families

In line with the Code of Practice 2015 the school adopts a ‘person centered approach’ to the planning of provision for students with SEND. The young person’s views and that of parents/carers is vital to the planning of SEND provision and they will be consulted at every stage of planning for SEND support in addition to the monitoring and evaluating the effectiveness of that support.

We endeavor to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active part and valued role in planning for their child’s education and support for SEND
- Understand procedures and documentation
- Make their views and opinions known about how their child should be supported
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from Independent Information Advice and Support Services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents are also encouraged to visit the Cheshire West and Chester Council Website for details on their Local Offer. The Local Offer provides valuable information about different agencies, services and resources for children and young people with SEND and their families in addition to the school's resources and information.

11. Student Voice

We hold the views of students in high regard and recognise the importance of gaining students' views in how to plan provision and promote the best outcomes for students. Students are provided with a number of opportunities to share their views individually and collectively. These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention.

12. Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with within the last 12 months and the intervention strategies that may be used in school. This SEND Information Report can be accessed on the school website and is updated on an annual basis.

13. Transition

A change of school, class and staff can be an exciting but challenging or anxious time for all students but especially those with special educational needs or disabilities. We endeavor to ensure these periods of change are carefully planned and managed to provide continuity of high-quality provision and support, transfer of information and reassurance to students and families. We also work in partnership with local schools and colleges to support in-year transitions or transitions to further education.

14. Training and Resources

Allocation of Resources:

- We map our provision using student passports and learning plans, SEND support and referral pathways, review documents, provision logs, Curriculum plans and Curriculum intent and implementation documents.
- Support that is additional to or different from that which is available for all students may take the form of guidance from a Teaching Assistant in class or a focused intervention group.
- Specialist equipment, books or other resources that may help the student are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

All staff have regular CPD where Quality First Teaching is addressed and are encouraged to utilise the array of resources available to them on the school's network. The sharing of good

practice and knowledge acquired from training sessions is always encouraged throughout school

- The SENCO and other members of staff provide regular CPD to staff on specific aspects of meeting the needs of all students including those with SEND
- The school provides training for all teaching and support staff with regard to students who require 'reasonable adjustments' to be made in line with legislation contained within the Equality Act 2010.
- Teaching Assistants are encouraged to develop their individual role and to ensure capacity and professional expertise in the knowledge and understanding of the different areas of SEND need.
- External training providers are brought into school periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the implementation of specific intervention programs.
- Peer support and guidance is available daily for all staff in school and some of the best professional development occurs through professional dialogue with colleagues with regard to strategies for meeting the needs of a particular student.

15. Funding

Funding for SEND provision in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their SEND students from the school budget. Where a student requires an exceptionally high level of support that incurs a greater expense, they will be in receipt of 'top up' funding which is paid from the Local Authority into the school's budget.

Personal Budgets

Personal Budgets are only available to students with an Education, Health and Care Plan (EHC Plan). Funding can be made available to parents/carers as a personal budget for them to commission their own SEND provision for their child under certain conditions. Parents/carers who would like to enquire about using the personal budget facility should speak in the first instance to the school SENCO.

16. Roles and Responsibilities

Provision for students with special educational needs is a matter for the whole school. In addition to the Governors, Headteacher and SENCO all members of staff have important responsibilities with regard to the provision and support for SEND students.

Governors:

The Governing Body follows the guidelines as laid down in the SEND Code of Practice 2015 to:

- Use their best endeavors to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that students with SEND engage in the activities of the wider school alongside those students who have no special educational need or disability
- Designate a qualified teacher to be responsible for coordinating SEND provision – the SEND Co- Ordinator (SENCO)

- Inform parents/carers when they are making special educational provision for a young person
- Prepare a SEND Information Report

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND. The Headteacher works closely with the school SENCO (who is also a member of the extended Leadership Team) and the Governor with responsibility for SEND provision.

SENCO:

In collaboration with the SEND Governor, Headteacher and Senior Leadership Team the SENCO determines the strategic development of the SEND policy and provision with the aim of raising the achievement of students with SEND.

The SENCO takes day to day responsibility for the implementation of the SEND policy and with support from Teaching Assistants co-ordinates the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

The principle responsibilities of the SENCO include:

- Overseeing the day-to-day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated SEND budget and other resources to meet students' needs effectively
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Liaising with parents/carers of SEND students
- Being the main point of contact for external support services and agencies
- Being the main point of contact for the Local Authority regarding SEND provision and students with EHC Plans
- Liaising with other schools, FE providers and training providers to ensure transitions for SEND students are planned well and implemented effectively
- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support for mainstream provision
- To lead on the strategic development of high quality SEND provision as an integral part of the school development plan
- Ensuring that the school meets its statutory obligations under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

Teaching Assistants:

The school employs a team of Teaching Assistants with a range of qualifications, skills and experiences. Teaching Assistants may provide support using the following strategies:

- support to students in class and during the day to facilitate and maximize inclusion in the life of the school

- coordinate literacy, numeracy and social skills and feed back to class teacher / CLL / YLL / SENCO where appropriate
- provide support / clubs / activities to promote participation and independence. These include pre-school, lunchtime and after school support sessions
- Liaise with parents / carers through student planners and link books and e-mails
- Work with teachers and students to set targets and review targets termly through pupil passports
- Differentiate teaching and learning activities where appropriate
- Support students in examinations
- Attend or contribute to Annual Reviews and other meetings
- Provide support to students throughout the day and support organization for the day in form time
- Provide support to a specific department in school
- Work collaboratively with the Speech and Language Therapist to deliver specific support to students
- Work with the Trinity team to support students' social, emotional and behavioural development

All Teaching and Non-Teaching Staff:

All staff need to be aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND. Teaching staff must adhere to the relevant Teacher Standards with provision made for SEND students as follows:

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs…. and be able to use and evaluate distinctive teaching approaches to engage and support them
- Develop effective professional relationships with colleagues, knowing how and when to draw specialist advice and support
- Deploy support staff effectively
- Teaching assistants and class teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review)

17. Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. The Catholic High School recognises that students with medical conditions should be properly supported so that they have full access to education, including external trips and visits and physical education provision. Some young people with medical conditions may have a disability and where this is the case the school complies with its duties under the Equality Act 2010.

18. The Autism Resource Provision

The Catholic High School has a 15 place Autism Resource Provision which the Local Authority is responsible for allocating places to. The teacher in charge of the Autism Resource Base is responsible for the social, emotional and academic wellbeing of the students, with the aim of full curriculum access for all students.

19. SEND Information Report

The school ensures that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the SEND policy and provision made for students with SEND. This report is amended annually and any changes to information relevant to SEND provision occurring during the year is updated as soon as possible.