

Special Educational Needs and Disability Policy 2016

Notre Dame Catholic College

Contact details

Mrs L Martin (NASENCO award) Special Education Needs

Co-ordinator (SENCO)

Senior Leadership Team advocate: Mr G Walker

Link governor: Mrs D Finnigan

0151 235 1600

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 1 of 12

Contents Page

Mission statement	page 3
SECTION 1 Introduction and context	page 4
SECTION 2 Objectives: Special Educational Need and Disability policy	page 5
SECTION 3 Roles and responsibilities in the provision of SEND support	page 5
SECTION 4 Identifying special educational needs and disabilities including Admissions arrangements for new pupils	page 7
SECTION 5 How the school responds to SEN pupils	page 7
SECTION 6 How pupils' needs are managed and recorded	page 9
SECTION 7 Facilities for SEND and allocation of resources	page 10
SECTION 8 Criteria for discontinuing support or intervention	page 10
SECTION 9 Monitoring and evaluation of SEND provision	page 10
SECTION 10 Training and resources	page 10
SECTION 11 Links to Support Services, External Agencies and Other Schools	page 11
SECTION 12 Working in Partnership with Parents	page 11
SECTION 13 Complaints Procedures	page 12
SECTION 14 Policy Review	page 12

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 2 of 12

MISSION STATEMENT

Founded by the Sisters of Notre Dame, Notre Dame Catholic College is committed to the Catholic Education of its pupils through Gospel values which permeate the life of the school.

This Special Educational Needs and Disability policy reflect the vision and values of Notre Dame Catholic College as set out by its aims and objectives below.

AIMS

- We challenge our students to become reflective and creative thinkers and to have confidence to think for themselves.
- We maintain high expectations of all members of the college, challenging them to be the best they can be academically, socially, emotionally and spiritually.
- We all actively work to make a positive contribution to the community.
- We are committed to the preparation and training of high quality teachers and support staff.
- We all strive to actively and purposefully make the vision and mission of the college a reality.
- We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect.

In order to realise this vision we, the staff of Notre Dame, will:

- endeavour to build a community which recognises that all are made in the image and likeness of God;
- provide our students with a curriculum which is tailored to their individual needs and talents;
- always behave in a professional manner in preparing our work, in how we conduct ourselves in our sessions and in the respect we show to one another and to our students;
- ensure we are alert to, empathise with and respond positively to the circumstances and needs of others;
- always have high expectations of ourselves and our students, providing a happy, safe, secure and well-disciplined environment in which our students can thrive;
- apply agreed policies and procedures consistently, so that all are clear about our expectations and are treated with equality and fairness;
- establish and maintain good relationships with our stakeholders.

Every teacher is a teacher of every child or young person including those with Special Educational Needs and Disability.

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 3 of 12

SECTION 1

Introduction and Context

This policy has been developed in compliance with the following statutory legislation:

- (a) Special Educational Needs and Disability Code of Practice (2014) updated May 2015
- (b) Special Educational Needs and Disability Act (2001)
- (c) Disability Discrimination Act (1995)
- (d) Children and Families Act (2014)
- (e) Special Needs and Disability Regulations (2014)

In drafting its policy the college has responded to legislative changes by implementing a broad range of methods to identify and assess pupil progress and has sought the advice and expertise of key stakeholders.

- Parent/carers have been asked to give their opinions and information on their child's needs.
- Governors have reviewed SEND provision to ensure that the SEND code of practice is followed.
- Teachers will provide assessments and feedback on pupil progress.
- Primary teachers and primary SENCos have assisted in transition from primary to secondary school by providing information about pupils' special educational needs or disabilities.
- Pupils (including those with special educational needs and disabilities) have been asked for their opinion on how their need is catered for at Notre Dame Catholic College and how we can make their experience of school life better.
- Medical and outside agencies have been asked their opinion informally in light of the changing needs of pupils.
- Visitors to the school have been asked for their opinion on the accessing of information and the access to the college and its facilities.

All this information has led to the adjustment of the SEND policy and Access plan priorities.

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 4 of 12

SECTION 2

OBJECTIVES

The objectives of the Special Educational Needs and Disability policy are to:

1. Raise the aspirations and expectations for all pupils with Special Educational Needs and/or disabilities.
2. Provide a focus on clear, measurable outcomes for pupils as opposed to the number of hours provision or support they receive.
3. Ensure the SENCO and senior leadership team have a co-ordinated and graduated response to supporting pupils of SEN and disability; removing pupil barriers to learning and ensuring that pupils fully participate in the experience of college life.
4. Ensure that pupils of SEN and disability have equal opportunity of education.

SECTION 3

Roles and responsibilities

Role of the Headteacher: Mrs Frances Harrison

The Headteacher is responsible for the day-to-day oversight of all aspects of college life including the ensuring of appropriate facilities and resources to ensure the implementation of this policy.

Role of the SEND Governor: Mrs Dawn Finnigan

The governing body has key responsibilities towards pupils with special educational needs. Governors, with the Headteacher, decide the college's general policy and approach to meeting pupils' special educational needs and disability. They will set up appropriate staffing and funding arrangements and oversee the college's work.

The Role of the SEND governor is therefore to:

- ❖ develop and maintain an awareness of special needs and disability provision in the college on behalf of the governing body;
- ❖ understand how the responsibilities for SEND provision are shared within the college;
- ❖ meet the SENCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy;
- ❖ check that pupils with special educational needs and disabilities have the opportunity to participate as fully as possible in all aspects of college life;
- ❖ check that parents are notified of a decision by the college that their child has special educational needs or disability;
- ❖ check that the SEND policy is publicly available and can be easily understood by parents;
- ❖ report on how the school's SEND policy is being implemented to the governing body;
- ❖ confirm that the SEND Code of Practice is followed.

Role of the SENCo: Mrs L Martin

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 5 of 12

The key responsibilities of the SENCo include:

- ❖ overseeing the day-to-day operation of the school's SEN policy;
- ❖ co-ordinating provision for children with a special educational need or disability;
- ❖ advising on the graduated approach to providing SEND support;
- ❖ advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- ❖ ensuring the training needs of staff and support staff are met;
- ❖ liaising with parents/carers of pupils with SEND;
- ❖ liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- ❖ liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned;
- ❖ working with the Headteacher and college governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ❖ ensuring that the school keeps the records of all pupils with SEND up to date.

Role of Learning Support Assistants

Refer to the Learning Support Assistants' policy. The main responsibility of learning support assistants is to deliver small group and one-to-one support for pupils with either literacy or numeracy difficulties.

Line manager to the Learning Support Assistants: Mrs L Martin (SENCo).

Staff involved in the management of SEND

Advocate line manager to the SENCo: Mr G Walker (Senior Leadership team)

Manager of Pupil Premium (PP) and Looked After Children (LAC) funding: Mrs C Peaker (Senior Leadership Team)

Management for meeting the medical needs of pupils: Mrs L Martin (SENCo) supported by the School Nurse, Ms J Barr, and Medicines Administrator, Ms A Chappell.

Role of classroom teacher

SEND needs are in the first instance the responsibility of the classroom teacher through the consistent provision of high quality teaching. This will be achieved by the preparation of appropriate learning resources to challenge and develop each pupil.

SECTION 4 Identifying special educational needs and disabilities including on admission,

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 6 of 12

The SEN and Disability Code of Practice 2014 (updated May 2015) identifies 4 broad categories of pupils with a special educational need:

- ❖ Communication and interaction;
- ❖ Sensory impairment (visual and auditory) and physical disability (A disability is described in law by the Equality Act, 2010);
- ❖ Cognitive and learning difficulties, which may be specific for example dyslexia or dyspraxia;
- ❖ Social, emotional and mental health difficulties.

TABLE AND FOLLOWING SENTENCE HAVE BEEN DELETED

The school aims to consider the needs of the whole child.

There are a number of pupils who are not considered to have a special educational need but other circumstances may impact on their progress and attainment. These are:

- ❖ English as an Additional Language (EAL);
- ❖ Being a looked after child (Refer to the Child Looked After policy);
- ❖ Having short or long term Health and Welfare issues (refer to the Safeguarding and Medicines and Healthcare policies).

On Admission

A detailed profile of each pupil is gathered from the feeder school prior to admission and this is added to by detailed baseline and diagnostic testing in order to ensure appropriate individual support can be put in place.

SECTION 5

How the school responds to pupils with a special educational need and/or disability

The school has a graduated approach to pupils who have a special educational need and/or disability. In order to achieve this, the following protocol is followed:

- ❖ It is initially the role of the class teacher with specialist knowledge of their subject and the child to identify pupils with a special educational need if they do not make adequate progress, in spite of the teachers' interventions, differentiation and good teaching.
- ❖ Teachers are responsible and accountable for the progress and development of the pupils in class, including where pupils access support from teaching assistants, specialist staff and/or SENCo.
- ❖ It is the high quality teaching, differentiated for individual pupils that is the first step in responding to pupils who have, or may have, a SEN or a disability.
- ❖ The school plans and timetables are in place to carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.
- ❖ Should the pupil not make expected progress, key stakeholders such as the teacher/middle leaders and SENCo will consider all the information gathered including early assessment

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 7 of 12

tools, high quality formative assessment from within the school, alongside national data and expectations of progress.

- ❖ For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as educational psychologists and Outreach providers.
- ❖ During this assessment process, the school will draw up a profile of the pupil’s strengths and needs educationally, socially or emotionally.
- ❖ In line with the new SEN and disability code of practice (2014 and updated May 2015), the school will apply the ‘Assess, Plan, Do and Review cycle’.
 - ❖ **Assess** – This is the gathering of evidence of data and assessment carried out by class teachers and other professionals. It is at this stage that the learner’s needs are identified.
 - ❖ **Plan** – During the planning the key stakeholders including parents and pupils will be involved and agree actions that will lead to successful outcomes.
 - ❖ **Do** – Stakeholders involved will carry out the agreed actions within a timely and effective manner to endeavour to ensure pupils meet expected outcomes.
 - ❖ **Review** – It is during this process that pupil outcomes against targets will be measured. It will also determine whether the level of intervention has been effective and if any adjustments need to be made.

Throughout this process parents/carers and pupils will be involved in the sharing of information and agreement with any decisions made.

SECTION 6

How pupils’ needs are managed and recorded

Early identification and implementation of strategies

- ❖ All pupils on entry to the school are screened by completing a range of assessments to identify and diagnose their needs.
- ❖ During transition from primary to secondary school, both qualitative and quantitative information is collated. This allows the SENCo, in consultation with key staff, to prepare pupil profiles and support strategies for staff and pupils.
- ❖ During the first term, support plans are set by the SENCo using assessment feedback, and recorded on the Pupil Support Plan Pro forma from a variety of sources and these are shared with parents/carers and staff. Support plans are reviewed annually and outcomes are reported to parents/carers.
- ❖ Staff have access to the school ‘Inclusion register’. This provides information for all year groups and includes information such as the reading age, type of SEN, disability, EAL or health concern.
- ❖ Rigorous and accurate records of progress for those pupils who have identified additional and different needs are assessed using the school termly recording procedures. When

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 8 of 12

appropriate, monitoring of progress and outcomes may be requested from staff on request should there be any change in circumstances of the pupils they teach.

- ❖ Under the New SEND Code of Practice a number of pupils who require further intervention will be assessed under the cycle of assess, plan, do and review. Meetings will take place at appropriate and timely intervals.

How staff and pupils are supported

Staff are supported by:

- ❖ planned and timetabled INSET for curriculum leaders throughout the school year with input for the whole staff;
- ❖ assistance, wherever possible, in the provision of a differentiated curriculum which enables each pupil to achieve and derive motivation from that achievement.

Pupils are supported by:

- ❖ the school supporting the local authority in the transition from statements to Education, Health and Care Plans (EHC plans) ensuring that pupils with more complex needs undergo a co-ordinated assessment process and are provided for within the school;
- ❖ ensuring additional support provided as per EHC Plan;
- ❖ ensuring access to services of the appropriate members of outside agencies relevant to each situation, as, and when, necessary;
- ❖ ensuring the establishment and further development of projects to enhance literacy, mathematical and basic study skills;
- ❖ developing ICT facilities and relevant programmes to enhance progress;

- ❖ continuing to develop expertise among teachers for pupils with a special educational need

- ❖ all staff and learning support assistants should have a basic awareness of a particular forms of SEN and adapt their teaching and learning to meet a particular need

SECTION 7

Facilities for SEND and allocation of resources

Resources

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 9 of 12

Pupils with a special educational need or disability may be funded from the following sources:

- ❖ Access to LEA notional funding and, if appropriate, application of 'Top-Up' funding may be sought from the Local Authority.
- ❖ Where pupils have a Statement or Education and Healthcare Plan and it is deemed appropriate, a 'High Need' funding may also be sought from the Local Authority.

For details needed re facilities, specialist equipment staffing etc., please also refer to Accessibility Plan.

SECTION 8

The criteria for discontinuing a specific type of support/intervention of a pupil

A pupil will be discontinued from a specific type of support when:

- ❖ They have met the expected outcomes of the support provided.
- ❖ The support/intervention is no longer relevant since the type of need of the pupil has changed.
- ❖ They have progressed sufficiently to move onto the next stage of intervention.

Parents will be consulted regarding any changes to their child's provision.

SECTION 9

Monitoring and Evaluation of SEND

The provision of SEND is carefully monitored and evaluated by using timetabled events that assess the quality of provision and measured outcomes we offer all pupils.

We do this by:

- ❖ carrying out audits of the numbers and type of interventions undertaken and their impact on pupil progress;
- ❖ analysing outcomes of pupils with SEND and comparing these to non-SEND pupils;
- ❖ taking account of parent, pupil and staff views;
- ❖ providing relevant and timely feedback to the SEND Governor;
- ❖ monitoring of pupils will take place on a half termly basis as appropriate.

The responsibility for carrying out these elements will be carried out by the SENCo and supported by the assistant SENCo.

Outcomes of these various elements will be reported on an annual basis in the SEND information report on the College website.

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 10 of 12

SECTION 10

In -Service Training

Training needs are identified by carrying out audits of:

- ❖ the types of SEN or disability;
- ❖ the number of pupils involved;
- ❖ how the interventions or support will need to be delivered, for example one to one or small group support;
- ❖ the expertise of existing staff.

Wherever possible, staff will share their expertise within and across departments.

All teachers and support staff undertake induction on taking up post, including INSET delivered by the SENCo to explain systems and structures that are in place to support SEN and disabled pupils.

The college SENCO attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

SECTION 11

Links to Support Services, External Agencies and Other Schools.

The college will, as appropriate, seek advice, support and expertise from services such as SENISS, CAMHS, Educational Psychologist, Ernest Cookson or EMTAS.

SECTION 12

Working in Partnership with Parents/Carers

The College is committed to working with parents/carers in the identification and support of their child's specific needs. Parents/carers will be involved in each aspect of support and will be kept regularly informed of their child's progress by formal reports and meetings.

SECTION 13

Complaints Procedures

Should a parent or carer wish to query the provision their child is receiving at the college, in the first instance they are encourage to raise their concern with the relevant member of staff as referred to in Section 3. Most concerns can be dealt with by the SENCo or her line manager,

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 11 of 12

however, should any issues not be resolved parents/carers may refer to the College's Complaints procedure which is available on the website or via application to the main office.

SECTION 14

Review of the Policy

The Policy will be reviewed by Governors on an annual basis, but may be amended within that period in the light of legislative and/or Guidance changes.

Creation Date	Version	Staff Review	Last approved	Approved date	Review date	Pages
October 2014	3	GW/LM	24.02.2016	20.10.2016	March 2017	Page 12 of 12