



# St Ursula's Convent School

## A Humanities College and Teaching School

### SPECIAL EDUCATION NEEDS POLICY

# SEND POLICY

## POLICY REVIEWED BY:

**HEADTEACHER  
GOVERNORS  
SENIOR LEADERSHIP TEAM  
SENCO**

REVIEWED	AGREED BY GOVERNING BODY	NEXT REVIEW
MARCH 2016	MARCH 2017	MARCH 2018
MARCH 2018	MAY 2018	MAY 2019

Signed ..... (Chair of Governors)

## **MISSION STATEMENT**

Our mission is to ensure that every individual achieves their potential through the pursuit of academic excellence and the nurturing of their gifts and talents.

To create a caring Catholic community allowing everyone to develop and share in the love of Christ serving the world of today and tomorrow through the relationships we make and the service we provide to others.

### **Definition of Special Education Needs**

The Governors and staff of St. Ursula's recognise the following definitions of special education needs (SEN) taken from section 20 of the Children and Family Act, 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has learning difficulty if they:

- have significant greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevent or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special education needs if they fall within the definition at (a) or (b) above or would do so if special education provision was not made for them.

The SEND Code of practice (Chapter 6.28) describes the 4 broad categories of need:

1. **Communication and interaction – including Speech, Language and Communication difficulties, ASD, ADHD**
2. **Cognition and learning – including SpLD (Dyslexia, Dyspraxia, Dyscalculia), Moderate Learning Difficulties, Global Delay**
3. **Social, emotional and mental health difficulties – emotional and mental health issues**
4. **Sensory and/or physical needs – including hearing and visual impairments and physical disabilities**

These four broad areas give an overview of the range of needs that a school should plan for.

At St. Ursula's we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs but the development of the whole person.

The following are **not SEND** although may impact on a child's progress and attainment:

- Students with poor attendance and punctuality
- Students with health and medical needs.
- EAL English as Additional Language: Students are not regarded as having a learning difficulty solely because the language at home is different from the language in which they are being taught. EAL students' needs are considered on an individual basis and an appropriate programme of support is put in place when necessary.
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Compliance**

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

- Equality Act 2010: advice for schools DfE Feb (2013)
- SEND Code of practice 0-25 – (2014)

- Teachers standards (2012)
- School SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stages 3 and 4 Framework document (2013)

This policy should be read in conjunction with the following St Ursula's policy documents:

- St. Ursula's SEND Offer
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Behaviour Policy (including anti-bullying)
- Equality and Diversity Policy

## **Roles and Responsibilities**

### **1. The governing body**

- ✓ The governing body, in conjunction with the Head teacher, determine policy and ensure funding for SEND
- ✓ SEND governor – Ms F Russell

### **2. The SENCO**

- ✓ SENCO takes day to day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual students with SEND, working closely with staff, parents and other agencies.
- ✓ SENCO collaborates with Middle Leaders to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.
- ✓ Liaising with and advising teaching colleagues.
- ✓ Managing the SEND Team of Teaching Assistants.
- ✓ Co-ordinating provision for students with SEND
- ✓ Overseeing the records on all students with SEND
- ✓ Contributing to the in-service training of staff
- ✓ Liaising with external agencies including the LA's support and educational psychology services and other agencies when appropriate.
- ✓ Conducting the annual review process for students with a Statement or EHC plans.
- ✓ SENCO – C Ferreira, SENCO'S Line Manager: Mrs C Hamilton

### **3. Year Leaders**

- ✓ Year Leaders work with students, parents, teachers and the SENCO to ensure effective day to day operation of the policy.
- ✓ Year Leaders regularly monitor progress of all students
- ✓ Year Leaders respond to concerns from students, teachers and parents

### **4. Responsibility for all staff**

- ✓ Form Tutors support the work of Year Leaders
- ✓ Form tutors take an active role in the target setting, planning, monitoring and evaluation cycle.
- ✓ Teachers are responsible for the progress of all their students. High quality teaching, differentiated for individual students, is fundamental and the first step for students with SEND.

### **5. Responsibility of SEN Teaching Assistants**

- ✓ Ensuring that they are aware of the school's SEND policy and procedures.
- ✓ Providing a range of support including in class support/targeted interventions/literacy groups.
- ✓ Support students under the guidance of subject teachers/SENCO

- ✓ Working alongside teaching staff to differentiate work and make appropriate modifications
- ✓ Report concerns/observations about students to relevant staff
- ✓ Attend meetings about students with moderate to complex needs.

### Admission Arrangements

- Those students with Statements of Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SENDS Team at St. Ursula's.
- Those students who have SEND but do not have a statement of ECHP are admitted via the normal school admission criteria.
- Our school liaises with student's previous schools to ensure the best education provision is in place for students with SEND.
- Prospective parents should be aware that the school building provides **very limited physical access for students with mobility needs**. In particular narrow staircases and corridors present a major problem. While the Governors would wish to be inclusive, our buildings are not sympathetic to every physical need.

### IDENTIFICATION OF STUDENTS NEEDS

#### Identification, Assessment and Review Arrangements:

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from teaching assistants or specialist staff.
- Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to measure their progress of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- When deciding whether to make special education provision the teacher and SENCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need we draw on more specialised assessments from external agencies and professionals.
- Parents, families, children and young people are involved in the identification process. Parents are encouraged to share information and queries with the school.
- Academic Reviews, parents evening consultation meetings and regular reporting on students' progress are used to monitor and assess the progress being made by all students.
- It is important to bear in mind that SEND should not be regarded as sufficient explanation for low achievement.

### SEND SUPPORT - A Four Part Cycle

The SEND support consist of a four part process called: **ASSESS - PLAN – DO – REVIEW**

Students with special educational needs are identified and assessed as early as possible. The aim of formally identifying a student with SEND is to help a school ensure that effective provision is put in place and so remove barriers to learning.

When it is decided that a student does have SEND, parents will be formally advised of this before placing a student on the School SEND Register.

## **ASSESS**

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers or the student's previous school, regarding a student's previous school, regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need.
- Students who have concerns about their own learning may discuss their work and progress with Year Leaders and SENCO. Parents may also contact SENCO if they are worried about their daughter's learning.

## **PLAN**

When it is decided to provide student with SEND support which is additional or different from differentiated provision, parents will be informed. Planning will involve consultation between teachers, SENCO and parents to agree interventions and support that are required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Students who have their special education needs identified and those who will have additional support will be placed on the SEND Register.

From September 2018 there is a single category of support, **SEND support**. At St. Ursula's we have broken this down into a graduate approach understood by everyone. Within the category the following codes will be used.

### ***SEND support - SEND Support stage (K)***

Students will be included on SEND support/register if they have an identified SEND and require provision that is **additional to or different from**, that made generally for others of the same age in our school setting. This provision is planned and reviewed using Special Education Support Plans.

### ***SEND support - Teacher's aware stage (T)***

- Students who have an identified SEND and progress is secure through differentiated good quality teaching will be identified as '**Teacher's aware**'.
- These students' progress will be closely monitored and reviewed if additional support is required.

## **DO**

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility even where the interventions may involve group or one to one teaching assistant away from the main class/subject teacher. They will work closely with teaching assistant and/or relevant specialists to plan and assess the impact of support and interventions and links with classroom teaching.

## **Waves of Additional Provision**

We describe the different degrees of support as Waves of Interventions ranging from targeted classroom support to highly specialised support at Wave 3.

**Wave 1** – High Quality differentiated teaching for all students including SEN students.

**Wave 2** – Small group or one to one interventions for students with specific diagnosis or identified needs. (K-SEND Support)

**Wave 3** – Individualised SEN provision for students with complex needs/Statements/EHC Plan.

## **REVIEW**

- The progress of all students, including students with SEND is reviewed regularly through the school tracking schedule, Academic Reviews and Parents' Evenings.
- Annual review meetings are held once a term for students who have a Statement or will have an Education, Health and Care Plan.
- Review meetings for students on SEND Support ('K') may be arranged at the Parents' Consultation Evenings or Academic Review meetings, depending of the need, alternatively parents may be asked to attend an additional review meeting arranged by SENCO. This will depend on individual student needs.
- The impact of the support provided, along with the views of the student and their parents will feedback into the analysis of the student's needs. Support may be revised in light of the student's progress or development.

## **REFERRAL for EHC Plan (Education, Health and Care Plan)**

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting involving parents, SENCO and the Head of KS3 or 4 if applicable.

The application for an ECHP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plan can be found via the Greenwich website:

<http://www.royalgreenwich.gov.uk> link to: Special Education Needs Reform in Royal Greenwich.

## **RECORDS OF SUPPORT**

For students on the SEND register and for the students with Statements or EHC Plans the following documents will enable our school to keep a record of support.

- ✓ Individual strategy sheets
- ✓ SEND Support Plan – this will record the additional intervention the student receives and the outcome/progress the student made as a result of the intervention.
- ✓ Record of the review meeting

- ✓ SENCO is also responsible for keeping all the documents, including the assessment records from outside agencies on individual student's files.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given the opportunity to evaluate the effectiveness of provision by means of a questionnaire or parental surveys. Parents' views are sought at the Annual Review Meetings.

The school operates a self-evaluation process and the work of the department is monitored regularly and each new initiative is evaluated.

School monitors and evaluates regularly the quality of teaching for all students including those with SEND.

In addition, formal and informal feedback from staff, parents and the students themselves are of valuable measure as the success of the work being done by the team. For some students it is their raised self-esteem and confidence which is a measure of success, for others it may be improved organisational skills or improved behaviour. Improvement in reading, comprehension and spelling levels and students' performance in subject tests and exams including GCSEs are used as indicators of success and achievements. Students also have an opportunity to express their view through questionnaires.

Governors are informed of progress via the SENCO /SEND Governor Meetings and Annual Report.

### **Exam access arrangements**

The SENCO prepares a list of students eligible for assessment for exam access arrangements. The list is based on need and will include all students with SpLD (Dyslexia) and other difficulties which affect processing skills. These assessments are currently carried out by a specialist teacher. The arrangements are shared with all staff via the shared area and parents are informed. All staff are encouraged to refer students to be assessed if they believe that the student might benefit from extra time or special consideration.

### **Arrangements for providing access for students with SEND to a balanced and broadly based curriculum, including the National Curriculum.**

Children with SEND require the greatest possible access to a broad and balanced education, including the National Curriculum and for this reason most of the LSAs' time is spent supporting students in the normal classroom.

### **The integration of students with Special Education Needs into the school.**

Students with SEND join in the full range of school activities, supported by their peers, teaching and non-teaching staff. Students with learning difficulties are able to take an active role in all extra-curricular activities e.g. choir, a variety of sports clubs and teams, outdoor activities, Jacky Petchey Award.

### **Students with Medical needs.**

- St. Ursula's recognises that students 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 have a statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.
- Support for students with medical needs is co-ordinated by Deputy Head Teacher.

For further information look at:

<http://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions>

## **LINKS WITH OTHER AGENCIES**

When necessary the school seeks advice and support from a variety of services.

- Educational Psychology Service
- STEPS
- ASD Outreach Service
- Behavioural Support Service
- Visually Impaired Service
- Hearing Impaired Service
- Speech and Language Therapy
- CAMHs
- 'Prospects' Careers Service. All students on the SEND register regardless of the requirements of the 14+ Annual Review receive a careers interview in Year 9 and Year 11.
- School Nurse
- SENDIDAS (formerly Parent Partnership)
- Greenwich SEND Team
- Occupation Therapy

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

## **REVIEWING THE POLICY**

The Policy will be reviewed annually given the climate of reform as we move into the new requirements for SEND from 2018

## **ACCESSIBILITY**

The special Education Needs Policy is made available to all parents who request a copy. Parents may obtain a paper copy if they wish by contacting the school Main Office. The policy can be found on the school Website. Reference to "how parents may access the policy is included in the school prospectus.

## **Complaints**

If a parent or carer has any concerns or complains regarding the care or welfare of this child, an appointment can be made by them to speak to the relevant member of staff. If the complaint is in regard to the support offered to their child by the SEND Department, they should contact the SENCO (Special Education Needs co-ordinator).

If this is unsuccessful, parents or carers may make a formal complaint. They can do this by contacting the principal or the board of governors.

## **LINK FOR PARENTS/STUDENTS TOWARDS the LOCAL AUTHORITY OFFER:**

1/ <http://www.royalgreenwich.gov.uk/downloads/file/2275/support>

2/ <http://www.royalgreenwich.gov.uk/info/8/special> educational needs-coordinated support plan/1427/local offer for children with special educational needs and disabilities