



SPECIAL EDUCATION NEEDS POLICY

Policy to be reviewed by:

Headteacher

Governors

Senior Leadership Team

SENCO

REVIEWED	AGREED BY GOVERNING BODY	NEXT REVIEW
February 2022	February 2022	February 2023

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. We work together in 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.

Aims of our SEND Policy

The purpose of this policy document is to outline for parents, guardians, teachers and governors the principles and practice regarding the identification and support of pupils with special educational needs and / or disability (SEND). In making provision for pupils with special educational needs, the Governing Body, the Headteacher and members of the teaching and non-teaching staff will have regard to the guidance and procedures set out in the DfE's "Special Educational Needs Code of Practice", Jan 2015.

St Ursula's SEND Policy objectives are:

- to identify and provide for pupils who have special educational needs and additional needs and / or disabilities.
- to work within the guidance provided in the SEND Code of Practice, 2015
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities
- to provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEN Policy
- to provide support and advice for all staff working with special educational needs pupils
- to work in partnership with parents and guardians whose views in respect of their child's particular needs will be taken into account in making provision for the pupil's special educational needs and / or disabilities

All members of staff are required to be familiar with and to act in accordance with St Ursula's policy for pupils with special educational needs and disabilities (SEND) and to work closely with the SENDCO and other colleagues to ensure that appropriate provision is made for identified pupils. Senior staff and Heads of Department have a particular responsibility to ensure that the policy is implemented effectively and efficiently, and that it serves the best interests of all pupils with SEND.

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

Definition of Special Education Needs

The Governors and staff of St. Ursula's recognise the following definitions of special education needs (SEN):

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

St Ursula's recognises that special educational needs are categorised into four broad areas:

- **communication and interaction** – including speech, language and communication difficulties, ASD, ADHD
- **cognition and learning** – including SpLD (Dyslexia, Dyspraxia, Dyscalculia), moderate learning difficulties, global delay
- **social, emotional and mental health** This includes students who have experienced adverse childhood experiences (typically referred to as ACEs). These experiences are potentially traumatic experiences and events, ranging from abuse and neglect to parental incarceration. St Ursula's recognises that 'ACE's' can affect students from different cultures, races, and socio-economic backgrounds, and as a school our SWOs are trained and skilled to support all our students whatever their adverse childhood experiences may be.
- **sensory and/or physical** – including hearing and visual impairments and physical disabilities

When identifying and assessing a pupil's needs St Ursula's recognises that there is a wide spectrum of special educational needs which are frequently inter-related. In addition, the school recognises there are also specific needs that usually relate directly to particular types of impairment. The identification process at St Ursula's encompasses a whole range of areas including social, physical, emotional and cognitive difficulties, attendance and behaviour. 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.

St Ursula's SEND Policy, in line with Section 19 of the Children and Families Act 2014, sets out here the importance of supporting SEND students by:

- o Prioritising the participation of children, their parents and young people in decision-making
- o early identification of children and young people's needs and early intervention to support them
- o providing greater choice and control for young people and parents over the support given
- o collaborating with education, health and social care services to provide best practice support
- o ensuring high quality provision to meet the needs of children and young people with SEN
- o placing great emphasis on inclusive practice and removing barriers to learning
- o supporting all students in successful preparation for adulthood, including independent living and employment

Identification, Assessment and Review Arrangements:

The Code of Practice outlines a graduated response to meeting individual pupils' needs; recognising that there is a range of special educational needs. At St Ursula's high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN and or disabilities. Additional intervention and support cannot compensate for a lack of good quality teaching. As such, St Ursula's subject teachers are responsible and accountable for the progress and development of all the pupils in their class including pupils with SEN and disabilities.

Transition from Yr 6: Identification of needs may begin during a student's primary school years. Where this is the case and primary school's have alerted the SENCO to a student who has special educational needs these are discussed at the transition meetings which are held by the borough. This enables the SENDCo to meet with the primary school SENDCos to receive detailed information on the SEN pupils who will be joining St Ursula's. In addition, SEN transfer reports are sent from the primary school to St Ursula's. The transfer reports contain information about any diagnosis that has been made whilst the student has been in primary school, external agencies that have been involved, medical needs, attendance and attainment records, attitude to learning, and teaching and learning strategies.

In all cases the SENDCo will have an in-depth discussion with the primary school SENDCo to gather information about the level of need and the different waves of provision. Following this the SENDCo will make contact with the parent / guardian and invite them into school for a review of their child's needs and how support will be provided at St Ursula's. For each student identified with a special educational need, an individual learner profile is created which captures the information provided by the primary school together with the parent's and student's input into effective learning strategies.

Information is then shared with teachers, the pastoral leaders and the school's Safeguarding and Well-being Officers (SWO). This is to ensure the SWO are made aware of SEN needs

of Year 6 pupils who have been highlighted for safeguarding reasons. The new Year 7 SEN Information is shared with SLT to inform the planning of form / teaching groups. Special consideration is given to SEN pupils, taking into account vulnerability, friendships in Year 6 and guidance from primary school SENDCos. This is to support the transition of the new Year 7 SEN pupil. The school's SEND register is updated to include students based on information from primary school.

Referrals for students in Yrs 7-11: In deciding whether to make special educational provision, the SENDCO will consider all of the information gathered from teachers within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment.

The following information is part of decisions made:

- desired student outcomes including the expected progress and attainment based on KS2 data and national benchmarking (such as through FFT target setting)
- scores on reading tests and cognitive ability tests
- feedback from teachers on classwork and homework
- the views and wishes of the pupil and their parents/guardians
- records of behaviour, attendance and punctuality.

This should then help determine the nature of support that is needed and whether it can be provided by the school or whether something different or additional is required. Discussions with parents/guardians will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, any concerns, agreed outcomes and agreed next steps.

The SENDCO will also respond within 4 weeks to enquiries from parents/guardians, individual pupils, outside agencies, such as CAMHS or Educational Psychology, the school nurse and other medical advisors.

SEND SUPPORT - A Four Part Cycle

Support provided by the SEND department uses 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 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 – as set out in the previous section

PLAN - when it is decided to provide a student with SEND support which is additional or different from differentiated provision, parents will be informed. Planning will involve consultation with the student, SENCO, parents, and also the teachers to agree interventions and support to be provided. Parental involvement maybe sought, where appropriate, to reinforce or contribute to progress at home. A Learning Profile will be created which is student centred and which students, parents, teachers and the SEN Department have a

copy of. The Learning Profile informs all those supporting the student 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.

Waves of Provision

At St Ursula's we describe the different degrees of support as Waves of Provision.

- Universal (wave 1 provision): at the universal level all pupils will receive high quality teaching, differentiated for individual needs. Details of pupil's individual needs will be disseminated to subject teachers via their individual student profiles and through SEN forums. This first step to responding to pupils with SEND assists teachers with the cycle of planning, assessment and evaluation that takes account of the abilities, aptitudes and interests. Additional intervention and support cannot compensate for a lack of good quality teaching. As such, subject teachers are responsible and accountable for the progress and development of all the pupils in their class; including pupils with SEND. It is anticipated the majority of pupils make the expected progress at the universal level.
- Targeted (wave 2 provision): Should a pupil not make the expected progress within the universal arrangements it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to their learning.
- Specialist (wave 3): In a minority of cases it may be necessary to seek specialist advice and regular long term support from external specialist professionals. In seeking the advice of external professionals the school will seek to enhance educational opportunities and to plan for the best possible learning outcomes. This may include referrals to the Educational Psychologist, the Speech and Language Therapist, Specialist Teachers and the Child and Adolescent Mental Health Service (CAMHS).

DO - subject teachers will remain responsible for working with the student on a daily basis and retain responsibility even where interventions may involve group or one to one support with the teaching assistant outside the class. In these cases the teacher will work closely with the teaching assistant and/or relevant specialists to plan and assess the impact of support, interventions and links with classroom teaching.

REVIEW - The progress of all students, including those with SEND is reviewed regularly through the school tracking schedule, Academic Reviews and Parents' Evenings. In addition Annual Review Meetings are held for pupils with an EHC Plan. Regular review meetings are held for students with Learning Profiles. 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 an EHC Plan can be found via the Greenwich website:

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

Admission Arrangements

Those students with Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEND Team at St. Ursula's. Those students who have SEND but do not have an ECHP are admitted via the normal school admission criteria. The school liaises with a student's previous school to ensure the best education provision is in place for a student 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.

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 an EHC 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 please see:

St Ursula's policy for Supporting Students with Medical Conditions

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

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.

Roles and Responsibilities

a. The SENDCO - The SENDCO is responsible for coordinating the day-to-day provision for pupils with special educational needs. The SENDCO has an important role to play with the Headteacher and governing body in determining the strategic development of SEND policy and provision at St Ursula's. The key responsibilities of the SENDCO in respect of pupils with special educational needs include:

- overseeing the day-to-day operation of St Ursula's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- ensuring individual student learning profiles are updated as necessary Managing the SEND Team of Teaching Assistants
- overseeing the records on all students with SEND
- contributing to the in-service training of staff
- liaising with parents of pupils with SEND
- liaising with the relevant Designated Teacher, where a looked after pupil has SEND
- liaising with primary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively
- working under the direction of the Headteacher and the School Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

b. The governing body - The governing body, in conjunction with the Headteacher, determines policy and ensures funding for SEND.

c. Key Stage Leaders

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

d. Responsibility of teachers and tutors

- 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.
- Form Tutors support the work of Key Stage Leaders
- Form tutors take an active role in the target setting, planning, monitoring and
- evaluation cycle.

e. Responsibility of SEN Teaching Assistants

- to know, understand and support the school's SEND policy and procedures.
- provide a range of support including in class support / targeted interventions and literacy/numeracy groups.
- support students under the guidance of subject teachers/SENCO
- work 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.

f. The role played by parents/carers

Parents/carers of children with special educational needs have a responsibility to work with and communicate effectively with the professionals to support their children's education and development. In working with St Ursula's they should communicate any concerns they may have about their child's learning or provision, attend meetings, including routine parent/teacher meetings at which their child's progress and provision is discussed, and fulfil their obligations under the home-school agreement. Parents/carers are also expected to support and encourage their children to take a full part in and make a full contribution to the life of the college, including St Ursula's extra-curricular activities. This approach will be reflected in the 'assess, plan, do and review' process where a parental target will be set and reviewed. Parents/carers should be aware that the local authority has a statutory obligation in respect of making arrangements for parent partnership services. Information about these services is available directly from the local authority and also in the 'Special Educational Needs and Disabilities Information Report'

Professional development of teachers

The provision for pupils with special educational needs is integral to the professional development of staff. The SENDCO has a special role in respect of the provision of

professional development for all staff. Other opportunities and arrangements for in-service training include a commitment to ensure that the needs of pupils with special educational needs are taken into account in the planning and development of the curriculum and co-curriculum and in any in-service training associated with or arising out of planning and development. The provision for pupils with special educational needs is integral to the induction programme for newly qualified teachers. Newly appointed staff are made aware of St Ursula's special educational needs policy and the procedures arising out of it. Heads of department are responsible for ensuring that proper provision is made for in-service training at departmental level in liaison with the SENDCO. Use is made of professional days for in-service training in respect of special educational needs.

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.

Evaluating the success of provision

The 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 a valuable measure of the success of the work being done by the SEND department. 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.

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

Reviewing the policy

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

Accessibility to the SEND Policy

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 their 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 Headteacher or the Board of Governors.

Links for parents/carers in regard of the local authority offer:

- 1/ <http://www.royalgreenwich.gov.uk/downloads/file/2275/support>
- 2/ <http://www.royalgreenwich.gov.uk/info/8/special>