



SEN Policy

Approved by Governors on 4 October 2016

Review Committee: Standards and Effectiveness

Review on: Autumn Term 2016



SEN POLICY

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

The Special Needs Policy takes into account the Code of Practice 2015, the Special Needs and Disability Act 2001 and the aims of school as outlined in the Mission Statement and other school documentation.

We at Christ the King Catholic High School are committed to meeting the special educational needs of all students and ensuring that they have the opportunity to develop their skills, talents and abilities.

In line with our mission statement we will ensure that students with Special Educational Needs are identified and assessed and that provision is in place to support them during their time at our school. All students will be included in the full life of the school.

The policy is divided into sections under the following headings:

Basic Information about the Special Educational Provision:-

1. The objectives of the school.
2. Roles and responsibilities.
3. Admissions.
4. Access for the disabled.
5. Resources.

Identification, Assessment, and Review:-

6. Identification, Assessment and Review.
7. Curriculum.
8. Access to the full life of the school.
9. Success criteria.
10. Complaints.

Staffing policies and partnership with bodies beyond school:-

11. Training.
12. Links with other schools.
13. Outside agencies.
14. Parent and student involvement.

The new SEN Code of Practice:-

15. Summary of changes.
16. Implications.

The Objectives of the school

In order to achieve our aims and to ensure that children with special educational needs reach their full potential and make progress we will address the following objectives which are in turn linked to the Whole School Improvement Plan and the Learning Support Departmental Improvement Plan for the academic year.

The SEN policy and the Learning Support Departmental Improvement Plan will be reviewed annually by the SENCO.

a) Ensure that students participate in their learning and increase their responsibility for learning and behaviour as they move through the school.

Over the next twelve months our student related targets are:

1. To continue to develop support for more vulnerable SEN students during lunch and break times,
2. Allow flexible time-tabling of staff to ensure students have 1:1 support where appropriate from a specialist HLTA,
3. Involve students in review of student passports and Statement/EHCP reviews.

b) Ensure good working relationships with parents and carers.

Over the next twelve months our parent related targets are:

1. To maintain good relationships with parents and carers,
2. To act on information provided by parents and external agencies and continue to run SEN Parent drop-in sessions,
3. To meet with parents of students with statements in order to prepare for the conversion to education, health and care plans (EHC Plans),
4. To maintain/support transition process from KS2-3, KS3-4 and school leavers.

c) Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with special educational needs and promotes high standards of attainment and achievement.

Over the next twelve months our curriculum related targets are:

1. To support subject departments to meet the needs of all students,
2. Encourage staff to share differentiated resources through curriculum teams and sharing good practice meetings.

d) Ensure that the learning needs of students with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

Over the next twelve months our assessment targets are:

1. To test and monitor literacy levels with 6 monthly tests for all KS3 students and SEN students in KS4 to provide appropriate intervention,
2. Use KS2 Levels, CAT scores, reading and spelling tests to monitor the Year 7 intake and new students to the school to ensure needs are identified and transition is effective,
3. Have a clear policy on how students are identified for inclusion on the SEN register.

e) Ensure that all staff are involved in planning and meeting the learning needs of special educational needs students.

Over the next twelve months our staff related targets are:

1. To continue to involve the TA's in the teaching and learning of identified children and embed pupil passports within planning and support strategies,
2. Brief all staff on new legislation and SEN code of practice including the changes in statutory requirements.

f) Ensure that the school works with outside agencies and other establishments effectively to meet the needs of both students and staff.

Over the next twelve months our liaison targets are:

1. To work closely with SEND specialist teachers and ensure that suggested good practice is cascaded to subject teachers and support staff,
2. Share good practice by networking with other schools and LA SEN advisory service.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

At Christ the King this role is undertaken by Tina Gethings who will meet regularly with the Headteacher (Damien Callagher) and the SENCO (Catherine Cartwright). The Head and the SENCO are responsible for managing the special needs provision in school and will keep the governing body informed about such issues.

The responsibility for the day to day to day running of the special needs provision is delegated to the Learning Support HLTA (Mrs Angela Hamilton) who works with the SENCO to ensure appropriate provision for students with SEN. The SENCO, the HLTA and Headteacher will identify areas for development and contribute to the school's improvement plan. The SENCO will co-ordinate provision at SEN support, statemented and Education, Health and Care Plan students and ensure the school is complying with the new code of practice.

Mrs Angela Hamilton (HLTA) with the aid of Mrs Karen Finley (Admin support assistant) is responsible for co-ordinating the work of the team of Learning Support Assistants employed within the Special Needs Department.

The Learning Support Assistants are responsible for working with named students with SEN (either in the classroom or outside of the classroom) to help these students to achieve their potential.

Mrs Hamilton has responsibility for co-ordinating the work with small groups of students. This will be for literacy, numeracy and also for social, emotional and behavioural support.

All teaching and non-teaching staff will be involved in the operation of the Special Educational Policy. They are responsible for students with special educational needs and will monitor their progress.

All Heads of Departments who have responsibility for curriculum areas together with their departmental staff, will review and monitor the progress made by students in their subject area together with the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO and the HLTA. Achievement Coordinators will monitor overall progress of students in their House, implementing intervention strategies as appropriate in consultation with CC & AH1.

The SENCO, HLTA and Achievement Co-ordinators will meet on a regular basis to ensure all SEN students' needs are closely monitored, appropriate provision is put in place and liaison with parents and outside agencies (where appropriate) is effective.

Admissions

Students with special educational needs will be admitted to Christ the King in line with the school's admission policy. The school is aware of the statutory rights of the SEN and Disability Act and will meet the Act's requirements. The school will use the induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and at what stage of the Code of Practice. The SENCO will play a key role in ensuring transition from KS2-3 is effective.

We welcome all children and they are encouraged to participate in all school activities, both curricular and non-curricular.

Once a student has been accepted at Christ the King and we have been made aware that the child may have difficulty in learning, we will endeavour to collect all relevant information. Members of the Learning Support department will then be involved in the setting/grouping arrangements and help to plan a relevant, differentiated curriculum.

Progress will be monitored by teaching staff and non-teaching staff. We have a commitment to working with all parents including those with SEN. All parents will be informed of progress via the usual reporting system, parents' consultation days/evenings, Year 7 SEN settling in meetings and termly SEN drop-in evenings.

Access for the disabled

To ensure access for students or parents with disabilities the school is equipped with some facilities for the disabled: ramps, toilet and shower. We can accommodate students who are in wheelchairs on a temporary basis. If this is the situation then we will endeavour to provide classrooms on the ground floor whenever possible or provide a specialist teacher or support assistant to deliver the curriculum in the Learning Support Centre.

In accordance with LA guidelines, the school has an accessibility plan.

A copy is available from the School Business Manager. The targets include: fitting more ramps and handrails, improving lighting, raising handrails on staircases, improving doors and possibly providing a passenger lift.

Resources

The governors will ensure that the needs of students are met by employing a SENCO. The Headteacher, SENCO and HLTA will use the child's education, health and care plan/statement and LA banding document to make appropriate provision. The governors will ensure that staff are employed to support staff and students.

The staffing structure in place from September 2016 consists of:

- SENCO (Mrs Catherine Cartwright)
- Specialist HLTA (Mrs Angela Hamilton)
- Learning Support Assistants

Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between subject teachers and also the different Key Stages.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition the governors will ensure that staff are kept fully up to date about SEN issues and undertake relevant training. Money for both teaching staff and non-teaching staff will be made available.

When a student needs teaching expertise that is not available in school, the school will employ specialists from the Lancashire Special Educational Needs and Disability Service (SEND). This applies to high banding Education, health and care plan and Statemented students.

Identification, Assessment and Review

Early in the Autumn Term, all Year 7 students will undergo testing. These tests will take the form of the Cognitive Ability Tests (CATs), group reading and group spelling assessments. The results of these will initially identify any students functioning well below their chronological age, well below their peers and also any discrepancies in a child's achievements. We will also look at the Key Stage 2 teacher assessments to help in our identification of students with SEN.

Primary school liaison meetings also identify students with SEN. If a student who has transferred to Christ the King was on the SEN register at their primary school then they will be placed on the register at the same stage and progress and achievement will be closely monitored and reviewed during the first term. During the SENCO and Achievement Co-ordinator meeting's all students will be discussed and those felt no longer require being on the SEN register will be changed to the code O and will then be closely monitored by the Achievement Co-ordinator in liaison with the SENCO.

All new students to the school at the beginning or after the start of the academic year will also undertake reading, spelling and number age tests. Attempts will be made to collect all relevant information from their previous school. This procedure will help in identifying any students with SEN.

Most students in KS3 will have group tests in reading and spelling. The assessments then identify students who are not making the expected progress and action can be taken to address this.

In Year 9 students are also assessed for GCSE Access Arrangements to ensure provision is in place for the start of KS4.

If a teacher has a concern about a child they will refer the concern to the SENCO. This will be through Head of Department, the Achievement Co-ordinators, the HLTA or written communication by a concerned member of staff. A student may also be referred to the Learning Support Centre if behaviour and or emotional difficulties are preventing the expected progress being made.

The subject teachers, Heads of Department and Achievement Coordinators will monitor the attainment and progress of students with SEN. They will ensure that the SENCO and HLTA are kept fully informed of any major gains or of a lack of progress. If they have concerns they will inform the SENCO. Intervention and tracking of students will be documented and reviewed by the SENCO on a regular basis.

Students may be placed on SEN Support (K1) and a pupil passport produced if:

- They transferred on the SEN register.
- The HLTA and or SENCO have been informed of a lack of progress in a number of subject areas,
- There is a noticeable discrepancy in their CAT scores and or reading / spelling age / number age,
- They are functioning at a level significantly below their chronological age,
- They have a physical, visual, hearing, medical, emotional, behavioural or speech and language difficulty that may influence their progress in class.

The progress of students on SEN support will be reviewed during the year. If a student is failing to make adequate progress despite the additional support which the school gives at this stage, then an agreement could be made that outside advice will be sought.

A student will move on to SEN Support (K2) if a specialist from an outside agency is working with the student, for example:-

- Hearing Impaired or Visually Impaired specialist teacher,
- Specialist ASD or behaviour teacher,
- Occupational Therapist / Physiotherapist,
- Social Services,
- Larches Medical (previously ACERS),
- Educational Psychology,
- CAMHS.

If a child has demonstrated significant cause for concern and despite the expertise and support given at SEN Support K2 has not made progress then a request for statutory assessment will be made to the LA. The outcome may lead to an Education, Health and Care Plan (EHCP) being issued. Support and guidance for this process will be sought from the LA (SEND0 and Educational Psychologist).

For students with a Statement (or EHC Plan), progress and the pupil passport will be reviewed at a meeting to which parents and student are invited. This will be the Annual Review.

Pupil passports will be written for any student on the SEN register. These will be reviewed throughout each year. Students and staff will be involved in the reviewing process and the setting of appropriate, personalised targets.

Curriculum

We will endeavour to ensure that all students, regardless of their needs, have access to and make progress across the curriculum. For this to happen in school, the SENCO together with the HLTA, subject teachers and Heads of Departments will consider the following:

- The pupil passport that is produced will have relevance to the curriculum areas in particular literacy and numeracy,
- The support, both human and financial that is available to the child,
- The access to ICT to aid recording and production of work,
- The access to extra Literacy and Numeracy support that is available,
- Curriculum specific resources that may be available,
- The appropriate placement of students with SEN in the setting structure. This may include some disapplication from National Curriculum subjects and alternative programmes put in place,
- The access to the LSC during both curriculum and unstructured time,
- The access to a 'trusted adult',
- The opportunity for group work and one to one support in the LSC by specialist support staff.

The subject teacher will take responsibility for:

- Teacher planning to provide differentiated work for all students with SEN,
- Close liaison with support assistants to ensure they are used effectively to support students within the classroom.

The SENCO, HLTA and Head of Department will ensure that when students are withdrawn from full class teaching it is to receive specialist teaching either 1:1 or in a small group, prepare for and attend review meetings or to work with other visiting specialists.

Access to the full life of the school

We encourage all students to participate in the life of the school. Extra-curricular clubs, sports and school teams, school visits and residential activities are open to all students regardless of need.

The school has developed links with other schools to encourage participation in both sporting activities and cross curricular links. We regularly encourage SEN students to develop their motor and social skills through sport. This involves inter-house activities and activities at outside venues.

Assemblies are an integral part of school life. All students have access to the school hall and no students are excluded from assembly.

Health and safety measures have been put in place in order to ensure access to the full life of the school regardless of disability.

Home Learning, in line with the School Home Learning policy, is expected from all students and opportunities are available to support students who need it. Teachers and Support Assistants will record homework in diaries and lunchtime help is available in the LSC, library, ICT rooms and other teaching rooms where teaching and non-teaching staff provide support.

The department will also be available between 3pm and 4pm with prior arrangements on a daily basis.

Success Criteria

The Learning Support Assistant responsible for administration will collate school SEN records and all information from meetings with external agencies. At the review meetings progress towards meeting the identified targets will be monitored and evaluated. Information will be inputted to SIMS and progress will be monitored using the school's tracking system.

Learning Support Department provision mapping is also in place.

Additional quantitative data will be available upon request including:

- SEN Register
- Description and nature of students' difficulties
- Pupil passports
- Personalised teaching and learning strategies
- Referral information
- Parental communication
- Reports from other agencies.

Raise on line data and LSIP data will be reviewed annually in order to evaluate the success of students with SEN. Other quantitative judgements on success can be made by looking at the number of students who move stages on the SEN register from review to review and from year to year. In addition to this tracking and intervention data is produced on a regular basis to monitor student progress.

The SENCO will be responsible for producing data in the annual SEF based on examination results using expected progress data based on KS2 levels, FFT information and compare to non SEN students, Lancashire and National data.

The school will also judge success by monitoring the number of parents contacting school, attending reviews, learning support drop in evenings, parents' evenings and other organised events in school. The views of parents and students are important and from their feedback we can judge success.

Complaints

Should a parent or carer have a concern about the special provision and arrangements made for their child they should first discuss this with the SENCO.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher.

If the Headteacher is unable to resolve the difficulty the parents concerns should then be put in writing to the SEN Governor (Mrs Tina Gethings).

The SENCO will inform the parents about Lancashire Parent Partnership and how to make representations to the LA.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and the SENCO.

The SENCO and Headteacher will keep fully informed about special educational needs issues through attendance at training and relevant cluster meetings. In addition, the HLTA will develop her skills through attendance at relevant forums, specialist training, and discussions with outside specialists.

Other teaching staff will be kept up to date both formally and informally at school meetings and training.

The HLTA in consultation with the SENCO will provide an induction programme for new Learning Support Assistants. The Learning Support Assistants will all attend any relevant induction training run by the LA. Learning Support Assistants will also attend relevant training to meet the specific needs of their identified students (if required). They will also be encouraged to further their own professional development.

Links with other schools and Colleges.

At Christ the King we are continually developing our links with other schools within the area, including mainstream, special and short stay.

The students from our main feeder primary schools regularly visit school. Before transfer all Year 6 students attend our school for at least one day. If required, specially arranged visits are organised for some students with Special Needs. The SENCO and HLTA will also visit students in their primary school. Additionally, parents are encouraged to visit school.

Students with special educational needs will also be supported at the transition between high school and college. Visits will be arranged as necessary and reviews will be attended by FE colleagues.

Outside Agencies

When appropriate, the school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to focus on the needs of the child.

The following services and agencies are accessed in order to support students in our school:

- Educational Psychology
- Counsellor
- School doctor and nurse
- Larches Medical (previously ACERS)
- Speech and Language therapist
- Lancashire Special Educational Needs and Disability Service (SEND)
- Social Services
- Young Peoples Service (YPS)
- Child and Adolescent Mental Health Service (CAMH's)
- Children Looked After (CLA)
- Parent Partnership
- Health Bodies
- Other voluntary organisations.

This is not conclusive.

Parent and Student Involvement

We consider that parents and carers are partners in their child's education and we endeavour to keep them fully informed. They will be contacted should there be any change in their child's progress or provision within the school.

Communication with parents will include the following:

- At the time of transfer to Christ the King, or during the Autumn term, parents or carers will be invited into school to meet the SENCO and HLTA to discuss the child's needs and proposed provision for a 'settling in' meeting,
- The student may also be involved at this meeting or immediately after and will be involved in setting targets for the pupil passport,
- If necessary, further meetings will be arranged and external agencies may be invited to attend,
- The HLTA / SENCO will regularly liaise with parents or carers either by phone or meetings. All Statemented students will have an annual review meeting,
- Part of this cycle of meetings may take place at the scheduled Parents Evenings and Consultation Days,
- SEN drop –in evenings will also take place each term,
- A copy of the Pupil passport will be posted home,
- Information that we consider to be of interest to parents will be published in the school newsletter,
- Information is also available on the school website.

The New SEN Code of Practice

Key changes from the SEN Code of Practice 2001

- The Code of Practice (2014) covers **the 0-25 age range**,
- Focuses on close co-operation between **education, health** services and **social care**,
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 **Education, Health and Care Plan** (EHC plan) will **replace statements**,

The new Code of Practice came in to force September 2014.

Summary

- Children and parents to be more involved in decision making (including opting to manage own personal SEN budget),
- Education, health and social care services must work together to support children and their families (co-ordinated approach),
- High quality teaching which is differentiated should be available for all students,
- Support is to be given to students in preparation for adulthood,
- The majority of students with SEN will have their needs met through mainstream education and will not need Education, Health and Care Plans,
- In schools support should be planned and reviewed by subject teachers in collaboration with the SENCO, parents and students.

4 areas of special educational needs

1. Communication & interaction,
 2. Cognition & learning,
 3. Social, mental and emotional health,
 4. Sensory and/or physical.
- **Behavioural difficulties** do not necessarily mean that a child has SEN and should not automatically lead to a student being registered as SEN. *The behaviour students display is often a result of the learning difficulty.*