

Christ the King Catholic High School

SEN Information Report

2018-2019



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*This policy has been produced by the SENCO in consultation with the Head Teacher, Governing Body and in conjunction with: The School SEN Policy, School Offer, Learning Support Department Handbook, Accessibility Plan, Safeguarding Policy, Equality Act 2010, Bullying Policy and Medical Policy.
It reflects the new SEND Code of Practice 2014.*

Beliefs and Values

“Love one another as I have loved” (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 2001, the Special Needs and Disability Act 2001, the new SEND code of Practice 2014 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.

Objectives

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:

- To provide a Special Educational Needs Co-ordinator (SENCO) who will manage the Learning Support Department,
- To ensure early identification of students who have Special Educational Needs and additional needs takes place,
- To ensure that the learning needs of students with Special Educational Needs are assessed and their progress is closely monitored,
- To 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,
- To ensure that all staff are involved in training and planning to meet the learning needs of Special Educational Needs students,
- To develop good working relationships with parents and carers,
- To work within the guidance of the SEND Code of Practice, 2014.

Identifying Special Educational Needs

Special Educational Needs and provision falls under four broad areas:

1. **Communication and interaction,**
2. **Cognition and learning,**
3. **Social, mental and emotional health,**
4. **Sensory and/or physical.**

The quality and appropriateness of provision should be kept under regular review and its impact on the number of children identified with SEN should be monitored.

The purpose of identifying students with SEN and additional needs is not just to fit a student in to one of the above categories, but to allow us to identify specific, individual needs of each child and then decide what action and intervention needs to be put in to place.

The **needs of the child as a whole** are considered, not just the special educational need.

Behavioural difficulties do not necessarily mean that a child has a special educational need and should not automatically lead to a student being identified on the SEN register.

The following do not mean a child has SEN:

1. Attendance & Punctuality,
1. Health & Welfare,
2. EAL,
3. Children Looked After (CLA),
4. Accessing Pupil Premium.

Further information on how students are identified can be found in the following documents, both of which are on the school website:

- School SEN Policy,
- School Offer.

A graduated approach to SEN support

Early in the Autumn Term, all Year 7 students will undergo testing. These tests will take the form of the Cognitive Ability Tests (CATs), subject baseline assessments, 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. Students identified as a concern will be closely monitored by the Achievement Coordinator and SENCO and regular reviews of their progress will take place.

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.

Students in KS3 and students in KS4 who are on the SEN register will have group tests in reading, spelling and number. 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 by completing an **Initial Cause for Concern** referral. Following this further investigations or assessments may take place. 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 a lack of progress. Intervention and tracking of students will be documented and reviewed by the SENCO on a regular basis.

Students may be placed on **SEN Support** and a Student Passport produced if:

- They transferred from Primary school on SEN Support,
- 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.

A graduated approach: The progress of students will be reviewed during the year. If a student is failing to make adequate progress despite the additional support which the school provides, then outside advice will be sought.

This could be in the form of any of the following:

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

If a child still continues to be a concern and has not made sufficient progress then a request for statutory assessment will be made to the LA. The outcome may lead to an **Education, Health & Care Plan (EHCP)** being issued. Support and guidance for this process will be sought from the Local Authority.

For students with an Education, Health and Care Plan parents and student are invited to a meeting to discuss progress. This is known as an Annual Review.

Student Passports will be written for any student on SEN Support or EHCP. These are regularly reviewed. Students and staff will be involved in the reviewing process and the setting of appropriate, personalised

targets. Subject specific strategies and targets may also be included if deemed appropriate.

Managing student's needs on the SEN Register

See section above 'A graduated approach to SEN support' for information on how student's needs are **identified, delivered and reviewed**.

An in-depth system of provision mapping has been put in place by the SENCO which runs alongside the whole school tracking system, enabling us to effectively track and manage students' progress and ensures a personalised learning programme is established for each child.

The subject teacher holds the responsibility for evidencing progress in lessons. The SENCO ensures appropriate provision and support is in place to support students where required and implements additional intervention where required. This is in the form of – in class support, homework support, access to 1:1 support with HLTA in basic numeracy, literacy, social intervention for example, and access to external agencies for specialist support.

All students who have an EHCP have an annual review which parents and students are invited to attend. This is also attended by external specialists if required. It is the schools legal duty to meet the requirements set out in the EHCP. Where additional funding is provided through LA High Needs Block, the SENCO liaises closely with the School Business Manager to ensure external specialist provision is provided and legal requirements prescribed in EHCP's are met.

ALL students on SEN Support or Education, Health and Care Plan are monitored as an on- going process; with parents invited to be fully involved in order to ensure their needs are managed appropriately.

Opportunities for this include:

- *Termly progress reports and annual written reports,*
- *Parent Drop In,*
- *Annual Consultation Day,*
- *Parents evenings / Options Evenings,*
- *Careers meetings,*
- *Regular phone calls,*
- *Regular progress meetings with pastoral leaders and SENCO.*

Criteria for exiting the SEN Register

Students who make satisfactory progress in subject attainments and in literacy and numeracy attainments are taken off the SEN register and monitored (O) by the Achievement Coordinator and SENCO. Parents and students will be involved in these discussions. If at any time the student starts to regress they will be assessed and interventions put in place as necessary.

Supporting Students and Families

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 Student 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 students with EHCP's 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 may also take place each term,
- A copy of the Student 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.

Supporting students with medical conditions

Administration:

- All parents are requested to provide any medication to the school office, which is clearly labelled and detailed regarding administration and dosage etc...
- Where necessary Care Plans are drawn up through consultation with parents and the School Nurse. The Care Plans are held on SIMs and a register of students with medical conditions is stored on firefly.

Training:

- A First aider is available at all times in school if support is required. It is the first aider who will make the decision as to what action should be taken, e.g. call an ambulance. Parents are contacted straight away,
- All relevant staff receive training to deal with students particular needs. This is either through whole staff training from the school nurse or information disseminated by key staff within school. Personal Emergency Evacuation Plans (PEEP's) and Care Plans are available to relevant staff on SIMs.

Services and support available to students:

- Students have access on a weekly basis to the school nurse, in addition to any specific services for additional needs (when required) including speech therapy, mobility officers, counselling, MIND, CAMHS, Educational Psychologist etc...

Within curriculum time all students have personal, social, and health education delivered across subject areas and where required additional personal relationships support is provided for individuals from specialist staff within school.

Monitoring and Evaluation of SEND

All students receiving specialist intervention are monitored in order to quantify impact, track progress and focus on students meeting academic expectations taking into account their starting point.

Personalised Intervention Programmes are put in place with individual targets set – this is documented on Student Passports.

Personal Education Plans (PEP's) are put in place for Children Looked After (CLA).

Interventions are followed up and continued if necessary in order to be of benefit in the long term and not just one off 'stand-alone' programmes. All interventions are documented in student files and will be included on the school provision mapping.

Where involvement in specialist interventions has resulted in students making the desired progress, less support has been required. This can be evidenced on provision mapping & in individual reports in student files.

If specialist programmes have been established to support behavioural needs, impact can be analysed by tracking referral records, monitoring cards and traffic light report cards.

Other examples of intervention programmes and monitoring include:

1:1 literacy and numeracy at registration, Reading Buddies, vocational opportunities, social skills, attendance, mentoring, SEND service – VI, ASD, behaviour, social development...

The SENCO is 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 also judges 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.

Training

Regular information is provided for all staff by the SENCO. This has included: updates on new legislation, support in reviewing Student Passports and strategies for supporting children in the classroom.

Additional specialist training can be requested in relation to specific learning needs (dyslexia), autism, attachment difficulties, speech and language (delivered by SEND specialists).

Weekly meetings and sharing of good practice takes place within the Learning Support Department and includes: literacy training, strategies to support SEN students who may also have English as an Additional Language, sharing ideas on what works well in the classroom when supporting individual students.

All staff have received training and guidance by the school nurse including epilepsy, nut allergies, diabetes and use of a defibrillator. Training for all staff is a high priority within school and is scheduled as part of the whole school INSET programme on an annual basis.

The SENCO and HLTA meet with Achievement Co-ordinators on a regular basis to discuss progress and apply appropriate interventions when required.

Updates by the SENCO are provided on a weekly basis by email and /or staff briefings and a 'Learning Support Top Tip' is provided to all staff.

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.

The HLTA in consultation with the SENCO will provide an induction programme for new LSAs. 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.

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 EHCP 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 2018 consists of:

- SENCO (Mrs Catherine Cartwright)
- Specialist HLTA (Mrs Angela Hamilton)
- Level 3 Teaching Assistants x1
- Level 2 Administrative Teaching Assistant x1
- Level 2 Classroom Support Assistants x3.

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 Education Needs and Disability Service (SEND) and other appropriate providers. This applies to high banding EHCP students.

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 Mrs Tina Gethings who will meet regularly with the Headteacher (Mr Callagher) and the SENCO (Mrs 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 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 and for EHCP students to ensure the school is meeting the requirements of the code of practice and EHCP's.

Mrs Hamilton (HLTA) with the aid of Mrs Finley (Admin Support Assistant) is responsible for co-ordinating the work of the team of Learning Support Assistants (LSAs) employed within the Learning Support Department (which is overseen by the SENCO).

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. In addition, other students with SEN will benefit from support at times within lessons and in unstructured time.

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 Needs 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, to review and monitor the progress made by students in their subject area together with the effectiveness of resources and other curriculum material.

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.

The designated teacher with specific safeguarding responsibility is Mr D Callagher, the Head Teacher. The SENCO is the designated teacher with responsibility for Children Looked After (CLA).

Storing and Managing Information

Local Authority guidance is followed on retention of school records. School meets these requirements and records are subsequently kept, stored and destroyed in line with the regulations.

Data Protection and Freedom of Information policies are in place and are reviewed bi-annually. These meet all requirements under the 'Confidentiality Policy' required by the Local Authority.

Reviewing the Policy

The SEN Policy and information report will be reviewed on an annual basis and in line with the SEN Code of Practice 2014. Consultation with Governors, staff and parents will take place when required.

Accessibility

The school will follow the SEN Code of Practice (2014) to ensure disabled students have access to all curriculum teaching/facilities and will liaise with the Lancashire Special Education Needs and Disability Service (SEND) for specialist teacher involvement, information and training.

At Christ the King we pride ourselves in providing a full education for all students. We are committed to meeting the Special Educational Needs of students and ensuring that they make progress.

It is the policy of the school that all students, regardless of their ability or needs, have full access to the life of the school.

The following information provides details of how we ensure accessibility & Inclusion:

- Accessibility Plan in place (school website),
- LA Environmental Audit completed January 2014. Recommendations have been provided,
- Ramped access (also mobile ramp),
- All parking spaces are accessible for wheelchair users,
- Disabled toilet and shower on lower floor,
- Upstairs classrooms are not wheelchair accessible (3 storey in parts),
- Facility to relocate and timetable individual students timetables to downstairs classrooms in order to access full curriculum (in exceptional circumstances),
- Support staff will accompany and assist students with physical disabilities around school if necessary to comply with health & safety regulations,
- All learning support classrooms, offices etc... are on the ground floor and in a very accessible part of the school,
- Furniture in classrooms and the dining room is accessible to all students but tables and chairs are not height adjustable. Furniture is positioned in order to provide as much access as possible given the space available,
- All information including letters sent home, policies, procedures etc... can be made available upon request with modifications e.g. language translations, font size and style, background colour, braille, audio format,
- Specialists within school including two EAL Support Assistants
- Specialist EAL support staff communicate with parents and families with limited English,
- HLTA, Attendance Officer and pastoral staff communicate on a daily basis with parents who have additional needs via home visits and phone calls,
- All teaching staff are responsible for providing resources, displays etc... which are accessible to all students,
- Specialist equipment is provided where required. For example, modified equipment in PE, access to laptops for students with specific learning difficulties,
- Personalised timetables for individual students are put in place in extreme circumstances. For example, reduced GCSE options to allow for 'catch up time',
- Exam Access Arrangements in place.

Dealing with 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. The SENCO will inform the parents about SEND Information, Advice and Support (SENDIAS) and how to make representations to the LA.

Bullying

See school Anti - Bullying Policy on the parent section of the school website.

The policy outlines the safeguarding needs in place for students and how as a school we promote independence and build resilience in students learning.

Appendices

Links to documentation referred to in this policy:

1. SEN Policy,
2. School Offer,
3. Medical Policy (*to be added once guidance from the Local Authority has been received*),
4. Anti-Bullying Policy,
5. Accessibility Plan,
6. Local Offer.

In addition to information within this document and on the school website; parents can also contact the school by:

Phone: 01772 252072

Email: reception@ctk.lancs.sch.uk