

St Benedict's Catholic College



Special educational needs and disabilities policy

Date reviewed	September 2022
Date of next review	September 2023

Special educational needs and disabilities (SEND) policy

Aims

In providing for children with special educational needs and disabilities we aim to:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-college approach to the identification of and provision for students with special needs and disabilities throughout the college.
- Involve parents/carers in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all students and ensure a policy of integration into all activities of the college.
- Comply with the 2014 Code of Practice.

Our aim as a college is to create a Christian community where each individual can develop their relationship with God, while also ensuring that each child is given the education necessary to allow them to move on appropriately. We try to ensure that all young people in our care have a love of learning, developing their abilities and gifts in such a manner that they are inspired, encouraged and empowered to fulfil their potential. Each young person will be at a different stage of development and therefore the emphasis is always on the needs of the individual.

Key staff

Principal - Mrs Jo Santinelli
Special educational needs and disabilities co-ordinator (SENDCo) – Ms Abi Baty
Deputy SENDCo – Miss Emma Smale

Foundation learning teacher - Mrs Debbie Cudmore
Dyslexia teacher - Ms Samantha Watts

Inclusion statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Identification and assessment of special educational needs

The Code of Practice recommends a Graduated Approach to the identification and assessment of special educational needs and disabilities (SEND). The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.



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The 4 stage graduated approach

High quality teaching	The teacher plans for the activities to be given to the students at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations then they may be identified for 'catch up'.
SEND support required - specific interventions	Those that are under achieving but will make progress with some provision in/out of class, e.g. one to one or 'catch-up'. Where a student does not make expected progress within 6 weeks a provision map or learning passport may be written.
External referral	Outside agencies are consulted and support the college in allocating resources where expected progress is not made in an academic year.
Educational health care plan (EHCP)	A child receives specific support, usually in class, funded in part by the local authority.

SEND support

The triggers for intervention through SEND support could be the teacher's or others' concerns, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the college;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

External referrals

The college SENDCo along with other assessing professionals should be involved in considering whether to proceed to an external referral. Final decision will rest with the SENDCo.

Professionals, such as a GP or the LA should be provided with up to date information about the student, including all previous interventions and learning passports.

At this stage external support services, both those provided by the local authority and by outside agencies, will usually see the student in college if that is appropriate and practicable, so that they can advise teachers on targets and accompanying strategies.

The triggers for external referral:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at attainment levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.



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- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the student's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Interventions put in place previously have had little or no impact on learning or progress.

Progression to statutory assessment

If after advice from the Educational Psychologist (EP) or other professionals, the college and parents/carers consider that help is needed from outside the college's resources the SENDCo completes the form requesting statutory assessment by the local authority.

The request is forwarded to the case officer for the college, who with the Panel will decide whether to proceed with statutory assessment.

Should the panel decide against statutory assessment it is then up to the college to look again at provision for the student and to formulate new strategies and learning passports.

If the panel agrees to proceed with statutory assessment the SENDCo prepares further documentation about the student, which is sent to the Statutory Assessment Service where, in consideration with similar documents from other involved professionals, an educational healthcare plan is completed.

The SENDCo is then responsible for drawing up a learning passport to meet the objectives set out in the EHCP. This learning passport will be reviewed at least every six months. Other key staff, e.g. academic or pastoral lead, will have a key role.

The EHCP must be formally reviewed at least annually. The annual review is chaired by the SENDCo and includes input from the student, parents/carers, college and other professionals, if appropriate.

Monitoring and evaluating provision

If a student makes no progress or is below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENDCo, about whether the student needs to go on the SEND register and a student learning passport is completed highlighting the provision strategies to be used to support this student. If there is a particular concern that the student is not making any progress then a learning passport is to be written with the student and the parents/carers and a provision map may be created.

If the class teacher has concerns regarding a student in another area, such as sensory, behaviour or communication, then any causes for concern should be discussed with the SENDCo. The SENDCo is responsible, with support from subject teachers, form tutors, academic lead, pastoral lead and principal, for deciding whether a learning passport or further action is to be taken.

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Student learning passport/individual education plans (IEP)

Strategies employed to enable the student to progress may be recorded with a learning passport and individual education plans which sets out targets and teaching strategies that will support the student in making progress. These strategies and interventions are additional to those that students will receive through the normal differentiated curriculum.

Learning passports should focus on up to three or four key individual targets and should include information about:

- the short term SMART (Specific, Measurable, Achievable, Realistic, Timed) targets set for or by the student
- the teaching strategies to be used

Individual education plans (IEPs) should include:

- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the learning passport is reviewed)
- the views of the parent/carer and child

Student passports and IEPs should be continually kept under review as a working document and should be shared with learning support assistants (LSAs) and teaching staff.

An electronic copy of the learning passport and IEP is attached to the college's information management system.

SEND files

The College has a list of students on the SEND register and this is available to all staff via the SIMS data system.

Individual SEND files

Each student has their own electronic Edukey Provision Map which contains everything that concerns that student, including provision maps, learning passport and IEPs. Teachers can access relevant documents via Edukey Provision Map.

Partnership with parents/carers

We aim to promote a culture of co-operation with parents/carers, the college, local authority and others. We will do this through:

- Ensuring all parents/carers are made aware of the college's arrangements for SEND including the opportunities for meetings between parents/carers and SENDCo.
- Involving parents/carers as soon as a concern has been raised. This may be done at a parent/carer consultation or by personal appointment with the appropriate teacher/form tutor/academic lead.
- Providing access to the SENDCo to discuss the student's needs and approaches to address them.
- Supporting parents/carers understanding of external agency advice and support.
- Undertaking annual reviews for students with EHCPs.



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During parent/teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a student has been identified as having an SEND need, the parents/carers need to be informed that there is a concern. If the student has a provision map then the parent/carer should be shown it and the provision being used explained. Targets that are set should also be shared with the parent/carer.

If the student has an EHCP then the parent/carer must be invited to a learning passport meeting where the needs of the student are discussed and targets are drawn up together, so that the parent/carer knows what is expected of the student, college and parent/carer.

From this point parental/carer involvement becomes more formal with written invitations to meetings, including annual review meetings.

Roles and responsibilities

The SENDCo

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the college's SEND policy;
- Monitoring data to identify SEND students and report back to the principal throughout the year during regular fortnightly meetings and a termly written report (which is shared with governors);
- Co-ordinating provision for students with special educational needs;
- Liaising with and advising fellow teachers to ensure the SEND policy is carried out;
- Overseeing the records of all students with special educational needs;
- Liaising with parents/carers of students with special educational needs;
- Co-ordinating the work of the Deputy SENDCo
- Working with LSAs on planning, supporting and recording students' progress;
- Working with HLTAs on planning, supporting and recording students' progress;
- Contributing to the continuing professional development of staff;
- Liaising with external agencies including the local authority's support staff and educational psychology services, health and social services and voluntary bodies;
- Chairing annual review meetings, attending planning meetings and being available for learning passport meetings as appropriate;
- Attending relevant training to keep skills and knowledge up to date;
- Planning interventions to be used in college;
- Reviewing and updating the SEND policy yearly.

The role of the governing body

In particular, the governing body has a legal duty to:

- Do its best to ensure that all students with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of college life;
- Ensure that parents/carers are notified of a decision by the college that their child has special educational needs;
- Establish an SEND policy which is publicly available and can be easily understood by parents/carers; and review that policy on a regular basis;
- Take opportunities to meet and talk with parents/carers of SEND children;



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- Keep informed about developments in the area of special educational needs, nationally, locally and within the college;
- Ensure sufficient funds are allocated within the budget.

The SEND Governor should:

- Ensure that all Governors are aware of the college's SEND provision, including the deployment of funding, equipment and personnel;
- Ensure that the SEND Code of Practice is followed;
- Meet the SENDCo on a termly basis to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis;
- Observe at first-hand what happens in college both inside and outside the classroom to ensure that SEND students are actively involved in all aspects of college life.

The role of the Principal

The responsibilities of the Principal include:

- Involvement with parents/carers as partners in the learning process;
- Determining the pattern of work, timetable and role of the SEND Coordinator;
- Dealing with queries or complaints from parents/carers (in accordance with the complaints and compliments policy);
- Liaising with the SENDCo on a regular basis;
- Liaising with the local authority with respect to policy and enactment;
- Ensuring that the SEND policy is implemented as described;
- Involvement in how children with SEND are integrated within college as a whole;
- Involvement in strategy meetings as appropriate
- Ensuring that the legal requirements of current legislation are met within the college;
- Keeping the Governing Body well informed about SEND within the college;
- Ensuring that the college has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education;
- Ensuring the SENDCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date;
- Giving the SENDCo sufficient resources of money, time, space and administrative back up to fulfil the role, reflecting the responsibilities included in it.