

St Richard's Catholic College

SPECIAL EDUCATIONAL NEEDS POLICY



The Policy was adopted from East Sussex County Council and approved by the Governing Body in September 2019

Chair of Governors: _____

The Governing Body will review the policy in September 2020

Special Educational Needs Policy

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Introduction

This policy sets out our approach to supporting children with Special Educational Needs (SEN). For more information about how we support children with SEN please also see our [SEN information report](#), which is updated annually.

There is information about the support that the Local Authority and other services provide in the [East Sussex Local Offer for SEN](#).

Other school policies that include information that may be important for pupils with SEN are:

*Pastoral Care and Behaviour Management Policy
Equality Scheme and Action Plan
Friendship and Anti-Bullying*

These can be found [on our website](#).

The policy is divided into sections:

1. Leadership and Management of SEN
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEN
4. Involving children
5. Working in partnership with parents
6. Assessing and reviewing outcomes
7. Transition
8. Our approach to teaching children with SEN
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEN provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving Specialists
15. Funding for SEN
16. Data Protection

1. Leadership and Management of SEN

The SENCo

Our SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans (EHC Plans).

Our SENCo, Mr Ian Smith, provides professional guidance to colleagues and will work closely with staff, parents and other agencies. He has achieved the National Award in SEN Co-ordination. Our SENCo is aware of the provision in the Local Offer and works with professionals, providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality first teaching.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the Governing Body ensures:

- arrangements are in place in school to support pupils with medical conditions
- an SEN information report is published annually
- there is a qualified teacher designated as a SENCo for the college

In addition, our Governing Body works with the SENCo and Principal in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the college.

The Governing Body also ensures that the college meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

Our SEN link governor is Mr R Parker-Harding.

2. The categories of special educational needs that are provided for in our college

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those identified as being on the Autism Spectrum.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)** – these difficulties may manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Other children with SEMH difficulties may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD).
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs are welcomed as part of our college community.

3. Identification and assessment of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely that they require and receive provision that is additional to or different from what is normally available to pupils of the same age.

In identifying a child as needing SEN support, the subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

A plan will be implemented having regard to the Assess-Plan-Do-Review model from the Code of Practice. This is the adapted version of the cycle which is used in the college by the SENCo and other Pastoral Leaders:

Assess	Plan
What is the current situation?	What outcomes do you want to achieve?

Do
What actions / provisions will be put in place to support progress towards these targets?

Review
What progress has been made?

We will assess each pupil's current skills and level of attainment on entry to the college. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress that:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; and/or
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

We are alert to emerging difficulties and aim to respond early when notified of a concern, or a new additional need. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEN support, the decision will be recorded in college records and we will formally notify parents. We are required to make data on the levels and types of SEN within the college available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. For example, a pupil no longer receiving the same level of SEN support, who is achieving in line with expectations, may be removed from the college's SEN register. In this circumstance, monitoring of their progress would continue via the Additional Needs register.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

We recognise that parents know their children best, and we listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

In East Sussex, an Additional Needs Plan (formerly known as a School Based Plan) is used when, despite the appropriate targeted support, a child continues to make little or no progress, or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment.

The purpose of an EHC Plan is to make special educational provision to meet the needs of the child, in order to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at college level.

This request can be made by the college or by parents. In considering whether an EHC Plan is necessary, the Local Authority will consider the evidence of the action already being taken by the college to meet the child's SEN, giving particular regard to reports from outside professionals, and the financial implications on the school of their needs being met. An EHC needs assessment will not always lead to an EHC Plan.

4. Involving children

We are committed to involving children with SEN in decisions about their learning.

We will:

- have regard to the views, wishes and feelings of children;
- provide children with the information and support necessary to enable full participation in decision making; and
- provide children with the help and guidance needed to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

5. Working in partnership with parents

We are committed to working in partnership with parents and carers.

We will:

- have regard to the views, wishes and feelings of parents/carers;
- provide parents/carers with the information and support necessary to enable full participation in decision making;
- support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- meet with the parents/carers of children; and
- provide an annual report for parents/carers on their child's progress.

We welcome the views of all parents/carers of children with SEN, and offer a space in the college newsletter for parents/carers to share their unique perspectives with the wider school community.

If there are any disagreements with parents/carers about SEN support for their child, we will work with them to try to resolve these. If parents/carers have a complaint, they can use the college's complaints procedure. Details about this are available from the college office or on the college website:

<https://www.strichardscc.com/about-st-richards-catholic-college/school-policies>

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support, and planning for required future provision.

SEN support takes the form of a four-part cycle: Assess, Plan, Do and Review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. From September 2019, every pupil on the college's SEN register has an Additional Needs Plan, with a personalised Assess – Plan – Do – Review cycle built in.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least once per year.

Reviewing an EHC Plan

EHC Plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed every 12 months.

All reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes remain appropriate, as they can be changed as part of the Annual Review, or sooner as needed. Emergency annual review meetings can be arranged if a review has already taken place, and there are new issues, or issues not yet resolved, which the college or parents/carers wish to address.

Parents, a college representative, a health service representative and a Local Authority social care representative will be invited to the review meeting as required, if appropriate or requested by parents.

Before the meeting we will:

- arrange a mutually convenient date with all parties;
- request the parents/carers' views in good time;
- seek the pupil's views, with support from their Year Co-ordinator;
- seek advice and information about the child; and
- send out any advice or information gathered to all those invited in advance of the meeting.

We will then prepare and send out a report of the meeting to everyone invited within two weeks of the meeting taking place, and submit this to the ISEND team at East Sussex County Council.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with PEP meetings.

Annual Reviews will usually take place at the following points during the school calendar:

- Year 11: term 1
- Years 9 and 10: term 2
- Years 7 and 8: terms 3-4

7. Transition

The majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the beginning of their time at St. Richard's.

Our SEN support includes planning and preparation for the transitions between phases of education, Key Stages, year groups and preparation for adult life. We will agree with parents/carers and pupils the information to be shared as part of this process.

We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

We ensure that pupils from Year 10 are provided with independent careers guidance. For pupils with EHC Plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs. The SENCo and Year Co-ordinator provide input on which pupils would benefit from additional careers advice or careers interviews.

8. Our approach to teaching children with SEN

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are ambitious and highly aspirational.

We deliver high quality first-wave teaching that is differentiated and personalised, and meets the individual needs of the majority of children. This includes the provision of differentiated homework tasks, which the pupil should be able to attempt independently.

Some children need educational provision that is additional to or different from this, and we use our best endeavours to ensure that such provision is made for those who need it.

9. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes. This will include reasonable adjustments for a disabled child, special educational provision for a child with SEN and support for pupils for whom English is an additional language.

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the college, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEN, and the progress made by pupils is a core part of the college's performance management arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact.

We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We publish an SEN Information Report on the college website, which is updated at least once per year.

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships.

Pupils with SEN engage in the activities of the college together with those who do not have SEN, and are encouraged to participate fully in the life of the college and in any wider community activity.

13. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

The SENCo works closely with Pastoral Leaders and other members of the Pastoral Care Team, including Year Co-ordinators, to provide support for pupils' emotional needs. Members of the SEN department have received accredited training in Mental Health First Aid during 2018-19.

14. Involving Specialists

We work with parents/carers and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

We will involve a specialist where a child makes little or no progress over a sustained period, or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents / carers are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

Where a child is looked after by the Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

15. Funding for SEN

We have an amount identified within our overall college budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget, including any resources targeted at particular groups, such as the Pupil Premium.

The Local Authority provides additional top-up funding for some pupils who have an EHC Plan, where it is decided at the County level that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. An EHC Plan does not necessarily provide for additional funding to meet the required provision.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC Plan where the parent or young person is involved in securing that provision.

16. Data Protection

EHC Plans and other SEN documentation, including Additional Needs Plans and Pupil Snapshots, are kept securely so that unauthorised persons do not have access to them. EHC Plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child.

See our Data Protection policy for more information. This can be found [on our website](#).

Appendix: Legislation and policies

Statutory policies for schools

Schools are required to have the following policies in place:
(DfE advice published February 2014)

- Accessibility Plan
- Admission Arrangements
- Behaviour Principles written statement Child Protection policy and procedures
- Complaints procedures
- Early Years Foundation Stage
- Equality Information and Objectives statement
- Data Protection
- Health and Safety
- Home-school agreement document Published School Information School Behaviour
- Relationships and Sex Education
- Supporting pupils with Medical Conditions

Relevant but non-statutory policies include:

- Friendship and Anti-bullying Policy
- Pupil Premium
- Teaching and Learning

Listed below are the regulations and legislation that are relevant to this policy:

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: Governing Body functions: Section 29
- Children with special educational needs but no EHC Plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 1998

Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEN:

- [The SEN Code of Practice, 2015](#)
- [Letter from Edward Timpson, Children's Minister about the SEND reforms, November 2014](#)
- [SEND Support: Easy-read Guide for Children and Young People, December 2014](#)
- [SEND: Guide for Schools and Alternative Provision Settings, September 2014](#)
- [SEND: Managing the 2014 Changes to the System, August 2015](#)

Other Government guidance

- [Preventing Bullying: Guidance for schools](#)
- [SEND First-tier Tribunal](#)
- [National Award for SEN Co-ordination: Learning Outcomes](#)
- [Preparing for Adulthood: Access to Work Fund](#)
- [Supporting Pupils with Medical Conditions at School](#)
- [Working Together to Safeguard Children](#)
- [Mental Health and Behaviour in Schools](#)

If you have any questions about this policy, please contact the SENCo as detailed above.

This policy sets out our approach to supporting children with special educational needs. For more information about how we support children with SEN, please also see our SEN information report, which you can find [on our website](#).