

St Richard's Catholic College

Special Educational Needs and Disabilities Policy

St Richard's Catholic College has adopted the ESCC Policy



The Policy was approved by the Governing Body: September 2022

Chair of Governors: _____

The Governing Body will review the policy in September 2023

Special Educational Needs and Disabilities Policy

<i>Name of School:</i>	St Richard's Catholic College
<i>Address</i>	Ashdown Road Bexhill on Sea East Sussex TN40 1SE (01424) 731070
<i>Telephone number:</i>	
<u><i>Email and web addresses:</i></u>	
<i>Principal:</i>	Miss Doreen Cronin c/o pa@strichardscc.com
<i>Special Educational Needs Co-ordinator (SENCo):</i>	Mr Ian Smith mrsmithi@strichardscc.com
<i>Learning Support Co-ordinator:</i>	Mrs Kirsten Britt mrsbritt@strichardscc.com
<i>Year 7 TA/Co-ordinator:</i>	Mrs Nikki Campbell mrscampbelln@strichardscc.com
<i>Year 8 TA/Co-ordinator:</i>	Mrs Pauline Kerrigan mrskerriganp@strichardscc.com
<i>Year 9 TA/Co-ordinator:</i>	Mrs Julie Di Mascio mrsdimascioj@strichardscc.com
<i>Year 10 TA/Co-ordinator:</i>	Mrs Kathryn Lea-White mrsleawhitek@strichardscc.com
<i>Year 11 TA/Co-ordinator:</i>	[Position vacant at time of writing]
<i>Chair of Governors:</i>	Mrs Alison Horan ahoran@strichardscc.com
<i>SEND Governor:</i>	Mr Richard Parker-Harding rparker-harding@strichardscc.com
<i>Designated Teacher for looked after children:</i>	Mrs Emma Dann mrsdanne@strichardscc.com
<i>Designated Safeguarding Lead:</i>	Mrs Deborah Bligh mrsblighd@strichardscc.com

Introduction

This policy sets out our approach to supporting children with Special Educational Needs and Disabilities (SEND). For more information about how we support children with SEND please also see our [SEND 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 SEND](#).

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

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

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

The policy is divided into sections as follows:

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

1. Our approach to teaching children with SEND

We set high expectations for all pupils, whatever their prior attainment. We use assessment to inform setting of academic 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 complete 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.

2. Leadership and Management of SEND

The SENCo

Our SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, 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 SEND receive appropriate support and high quality first teaching.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the [SEND Code of Practice 2015](#).

In particular, the Governing Body ensures that:

- arrangements are in place in the school to support pupils with medical conditions;
- an [SEND information report](#) is published annually; and
- there is a qualified teacher designated as a SENCo for the school.

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

The Governing Body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements, and publishes relevant information which includes specific and measurable objectives. Our SEND link governor is Mr R. Parker-Harding.

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

The areas of need that are described in the SEND 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 or disruptive behaviour. Other children with SEMH difficulties may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder/difficulties.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and/or physical disability (PD).

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

Provision is made to support pupils with identified needs, as required, to ensure they can access all areas of the school curriculum. Not all learners with an identified condition will automatically be placed on the SEND Register.

The SEND Register is for pupils who:

- (i) have an identified learning need, or multiple needs, and who also
- (ii) regularly need and receive support that is 'additional to' or 'different from' their peers.

4. **Identification and assessment of SEND**

A pupil has SEND 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 SEND 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.

Support is implemented with regard to the Assess-Plan-Do-Review model from the SEND Code of Practice. Pupils on the SEND Register have a Pupil Snapshot, which is produced by the Year Co-ordinator who meets with the pupil three times per year to review the Snapshot. Parents/carers are invited to contribute by a letter, phone call or email as appropriate, at each review point during the school year.

The review process for the Snapshot is:

1. Year Co-ordinator amends Snapshot to reflect recent actions, interventions and any changes relevant to the pupil.
2. Year Co-ordinator meets with the pupil to discuss the Snapshot to agree upon outcomes for the term ahead, and discuss and agree any changes the pupil requests.
3. Year Co-ordinator contacts parent/carer via phone or email to discuss the Snapshot and changes made since the last version.
4. The completed Snapshot is shared with the pupil and parents/carers, via post or email, and with school staff via the [Pastoral & SEND Drive](#).

We will assess each pupil's current skills and level of attainment on entry to the school. 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.

'Less than expected progress' 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 SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability; this is likely to indicate that the learning need is being accommodated within the classroom and expected progress, or better, is being made. In this circumstance, monitoring of their progress would continue via the Additional Needs register.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop; for example, social, emotional and mental health needs may change significantly over time. We are alert to emerging difficulties and aim to respond as early as is possible when notified of a concern, or a new additional need.

Where it is decided to provide a pupil with SEND support, they are placed on the SEND Register. The decision will be recorded in school documentation and we will formally notify parents.

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

Please note that difficulties related solely to limitations in English as an additional language are not SEND; and persistently disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We recognise that parents/carers 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.

An Additional Needs Plan (ANP) is used by the school when, despite the appropriate targeted support, a child continues to make little or no progress or continues to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies, or require an ANP in order to access this support.

While the ANP is not an SEND document, an ANP may be completed by the SENCo, another member of the SEND Department, a pupil's Pastoral Leader, or another member of staff. The ANP may be used for any pupil where difficulties arise, irrespective of any identified SEND.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment, which may result in the pupil receiving an EHC Plan.

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 school or by parents. In considering whether an EHC assessment (and, following this, an EHC Plan) is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND, 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 and this decision is made by the Local Authority, not by the school.

5. Involving children

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

We will:

- have regard to the views, wishes and feelings of children and support them;
- 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 wider outcomes, preparing them effectively for adulthood.

Pupils are involved throughout the Pupil Snapshot review process. All pupils with an EHC Plan also contribute to their Annual Review document, as do their parents/carers.

Pupils who are offered a mentor have the opportunity to state a preference for the member/s of staff they will be supported by.

6. Working in partnership with parents/carers

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;
- offer advice, support and guidance as appropriate to parents/carers, to help them support their child to achieve the best possible educational and other outcomes, including preparing them effectively for adulthood;
- liaise with, contact and meet the parents/carers of children regularly; and
- provide an annual report for parents/carers on their child's progress.

We welcome the views of all parents/carers of children with SEND, and offer a range of opportunities during the school year to meet with the SENCo and/or Year Co-ordinator. These include parent/carer consultation evenings, SEN drop-ins and coffee mornings.

In addition to this, a conversation or meeting can be requested by parents/carers at any time by contacting the SENCo or the pupil's Year Co-ordinator, Pastoral Leader or Form Tutor, as appropriate.

If there are any disagreements with parents/carers about SEND support for their child, we will work with them to try to resolve these.

If parents/carers have a complaint, they can use the school's complaints procedure. Details about this are available from the school office or on the school website:

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

7. 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 SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents/carers about the child's progress, expected outcomes from the support, and planning for required future provision.

Decisions and actions are reviewed, refined and revised as our shared understanding of the pupil's needs, and of what supports the pupil in making good progress and securing good outcomes, increases. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent/carer, 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 three times per year, via their Pupil Snapshot review.

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/carers, 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 Annual Review will also consider whether these outcomes remain appropriate, as they can be requested to be changed as part of the Annual Review if they have been met or are no longer applicable.

Emergency Annual Review meetings can be arranged if a review has already taken place, where there are new issues or issues not yet resolved which the school or parents/carers wish to address.

Parents/carers, a school representative, a health service representative and a Local Authority representative from the Assessment and Planning team may be invited to the review meeting as required, if appropriate or if requested by parents/carers.

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 or parents/carers;
- seek advice and information about the child and their progress towards their EHC Plan outcomes from their teachers and other staff working with them; 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. Parents/carers are included in this submission.

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

8. Transition

The majority of children with SEND will, with the right support, find work, be supported to live independently, and participate in their community when they reach adulthood. We encourage these ambitions from the beginning of their time at St. Richard's.

Our SEND 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, and offer interventions such as the Social Use of Language Programme, Anger Management and

supervised lunchtime support for all year groups.

We ensure that pupils from Year 10 are provided with independent careers guidance. For pupils with EHC Plans, reviews from Year 9 onwards 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. We also support visits to sixth-form colleges for pupils in Year 11 so pupils can experience the new settings and courses first-hand to support their chosen path after leaving St. Richard's.

9. Curriculum and learning environment

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

Teaching Assistant support is provided within departments, to ensure the TA has subject expertise and that pupils will not be withdrawn from a lesson to receive support in that subject in the vast majority of circumstances.

We offer an inclusive curriculum which ensures all learners have the opportunity to take part in all subjects, including a Modern Foreign Language. Additional Literacy, Numeracy and other academic interventions take place during the school day and are rotated to minimise disruption to subjects where possible.

At Key Stage 4, pupils who do not go on to study a Modern Foreign Language are able to access a choice of BTECs and other qualifications which achieve a GCSE equivalent grade. Individual arrangements of alternative or reduced timetables can be made for Key Stage 4, including part-time or full-time placements with external providers such as Plumpton College, The Workplace, College Central and East Sussex College, depending on individual circumstances.

We endeavour to 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 SEND, and appropriate 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 school;
- reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively; and as opportunities arise for further training to broaden the skills set of members of the department, these opportunities are shared. Training is disseminated to the team in weekly meetings, and Teaching Assistants are part of department teams so information can also be shared with teaching staff via departmental meetings.

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

11. Evaluating the effectiveness and impact of SEND 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 our SEND Information Report on the school 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 SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school 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 SEND 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 SEND department have received accredited training in Mental Health First Aid.

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 SEND 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 SEND 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 SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced figure.

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.

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 SEND 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
- 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 SEND 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
- SEND information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 2018

Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEND:

- [The SEND 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 SEND, please also see our SEND information report, which you can find [on our website](#).