



SPECIAL EDUCATIONAL NEEDS POLICY

COLLEGE MISSION STATEMENT

Saints Peter and Paul Catholic College is a community where all are valued as children of God with gifts and talents to develop and share with our world:

Inspired by the Spirit of God we strive to:

- **Be a community where we always behave in a way which respects the dignity of each person.**
- **Provide a learning culture which challenges all to achieve their potential.**
- **Promote the growth, health and wellbeing of all through high quality enriching experiences in a safe and secure environment.**
- **Support all members of the College community and celebrate their achievements.**
- **Nurture the journey of faith and discovery of each individual; enabling all to take their places in our diverse society as confident Christian citizens, alive with the love of God.**

This policy has been written by the College's Director of Support Faculty (SENCO) with the SEND Governor and in liaison with the Senior Leadership Team. It should be read in conjunction with the Equal Opportunities Statement of Values and the Admissions Policy.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations.

Introduction

Special Educational Needs Policy

Definition

The Education Act 1996 says that a student has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the student either:

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Governor: Geoff Golson

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- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for children of the same age in a mainstream college

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream college.

Aims

To identify, guide and provide for students with special educational needs and disabilities (SEND) in order to raise aspirations and expectations through a focus on outcomes; so students are given every opportunity to exceed their potential and make a successful transition to adulthood.

Everyone at Saints Peter and Paul Catholic College is committed to providing an education that meets the needs of all students and in ensuring that every student has every possible opportunity to be included in all aspects of college life. We recognise that many students, during the course of their time in an educational setting, may have special educational needs. The college will, within their limitations, strive to meet these needs as fully as possible.

Objectives

- To identify early, any possible SEND
- To implement the support, strategies and provision required to enable the student to fully access, participate and achieve in lessons
- To work within the guidance provided in the SEND Code of Practice, 2014
- To work within a student centred approach
- To provide all staff with access to training and advice to support high quality learning and teaching

Definition of SEND including what it is not, and other factors that may affect progress and attainment

Students have a special educational need if they have a learning difficulty that calls for special educational provision to be made for them.

Children may have a SEN if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age.
- have a disability that prevents or hinders them from making use of educational facilities

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SEND Support

Where expected progress is not made by a student, it will be necessary to implement a graduated response to meet the needs of the individual so they are given every opportunity to make progress. This will be a four staged approach with the student, at the centre of the provision, in liaison with the parent:

Stage 1 Progress Tutor / Subject Teacher



Stage 2 Progress Leader / Director of Faculty



Stage 3 Support Faculty involvement



Stage 4 External / Specialist Support

The SENCO

The SENCO (Director of Support), the Senior Leadership team and Governing Body will determine the strategic development of the SEND policy.

The SENCO will:

- Oversee the day-to-day operation of the policy
- Track the progress of students with SEND
- Co-ordinate the provision for students with SEND
- Liaise and offer advice to all staff
- Liaise with parents and external agencies
- Make a contribution to CPD

The SEND Governor will:

- Ensure the quality of SEND provision in the College
- Have regard to the Code of Practice when carrying out these responsibilities
- Be fully involved in developing, monitoring and subsequently reviewing the SEN policy
- Report annually to the Governing Body on the College's SEN Policy and on the allocation of the SEND College's budget to ensure the correct support and provision is in place to meet students' needs.

Subject Teachers will:

- Work within the statutory Teachers' Standards
- Meet the educational needs of all in the classroom, by delivering high quality, and appropriate learning and teaching where students can meet and exceed targets

Support staff will:

- Be deployed to support students' needs in the classroom, to deliver 1:1 and small group interventions
- Support and guide the progress of students with SEND

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For further information please read the Autistic Spectrum Disorder Provisions and the Accessibility plan.

Provision

Provision made by the college:

- Full-time education in classes, with additional support by subject teachers through a differentiated curriculum
- In-class support
- Support/Interventions from specialists
- KS3 Greenhouse (Nurture Class)
- Years 7 & 8 Enhancement curriculum
- Year 9 Support Pathway
- KS4 Support Pathway
- KS4 Employability Pathway

Our approach to identification/transition

- We identify students with possible SEND early through transition with partner and non-partner primary colleagues during Year 5/6.
- Through the 4 staged system of academic and pastoral guidance and support and SEND drop-in days
- When there is a concern for a particular child, the classroom teacher, parent, student or anyone involved with the child can initiate the first steps of a graduated approach to identifying SEND.
- Through monitoring the college's data collections / full reports

If a student is identified as requiring SEND support on transition, on joining the college at a later date or at any point during their education, students will be assessed using:

- Current Data collection
- Previous data / reports
- Teacher comments, recollections and observations
- Standardised reading / spelling / comprehension/ numeracy / handwriting / processing assessments
- In class observations
- Specialist / additional assessments (if graduated and appropriate) linked to the four areas of need
- Student voice
- Parent voice

Student Voice

Students' views are sought every term through directed conversations with a member of the Support Faculty. All students with an Education, Health and Care Plan, Statemented and Enhanced funding have a learning meeting every term through SEND Drop-in days to discuss

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progress (both successes and any areas for development). Students' views are sought at the Annual Review and Annual Enhanced funding meetings.

Our partnering approach to involving parents/carers

- Data collection (reports) sent to parents 4 times per calendar year
- Student passports shared with parents and staff and views sought (once per year or more reflecting a change in need)
- Through the Annual Review / Enhanced Provision reviews (once per calendar year or more reflecting a change in need)
- SEND Drop-in days (3 times per year)
- Home/ College diary (lesson by lesson, daily or weekly, based on need)
- Student planners (when applicable)
- Parents' evening (once per year)
- Parent voice (once per year)
- Consultation evenings

Working with external partners

The college may involve specialists, in consultation with parents. Specialists can help with the identification of SEND and advise on personalised provision and intervention.

Record keeping, monitoring and data management

A provision map (SEND register) is held on all students with SEND. Their needs, provisions, reasonable adjustments and data are tracked, monitored and updated at least 3 times per year. Student data / levels / grades are stored on SIMS. The progress of students with SEND is monitored after every Data Collection (4 times per year).

Monitoring student progress

Teachers will make regular assessments of students to identify progress and any areas where the student is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Equals or improves upon the student's previous rate of progress

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Students with medical conditions

For more detailed information read the Supporting Students In College With Medical Conditions Policy.

Safeguarding

For more detailed information read the Safeguarding And Child Protection Policy.

Staff Training

The college will continue to develop whole staff (Teaching and Support) and Governors through the Wednesday CPD programme.

Appropriate staff will attend courses on SEND delivered by the Local Education Authority, national conferences and other INSET to develop knowledge, skills and specialisms.

The College's appraisal system will assist in highlighting training needs of all teaching staff in relation to SEND.

Requesting EHC needs assessment

Please go to: <http://localoffer.haltonchildrenstrust.co.uk/index.php/education-health-social-care-plan/> or contact the Director of Support.

Complaints process

Should students or parents / carers like to discuss any concerns with the College, please speak to the child's teacher in the first instance. For more detailed information read the College's Complaints Procedure.

Halton's SEND Local Offer

Halton's SEND Local Offer provides a user-friendly one-stop shop for children and young people with a Special Educational Need and/or Disability, their parents and professionals to quickly find out about information, support and advice available across education, health and social care from ages 0 to 25 and how to access it.

Please see Halton Local Authority's Local Offer:
<http://localoffer.haltonchildrenstrust.co.uk/>

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