



Holy Cross

CATHOLIC HIGH SCHOOL

Special Educational Needs and Disabilities (SEND) Policy 2020

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 2020

Holy Cross Catholic High School is a mainstream secondary school. We believe that every teacher is a teacher of every young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all. This flows from our mission statement:

“I have come that they may have life and have it to the full” (John 10:10)

Introduction

The school SENDCO is: Mrs T Wilson. Email: admin@holycross.lancs.sch.uk or t.wilson@holycross.lancs.sch.uk
Also, Mrs Hardman, Assistant Headteacher, completed the National Award for SEN Coordination in 2015.

SEND Governor is: Mrs H Lunn

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Teaching and Learning Policy

This policy was created by the school's SENDCO with the SEND Governor, in liaison with the SLT, all staff, and parents of pupils with SEND, in line with the school's ethos and with the current legislative requirements.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age

Special educational provision may be triggered when pupils fail to make adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that their child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to the form tutor, specific subject teacher, or contact the Special Educational Needs and Disabilities Coordinator (SENDCO).

The school's **Local Offer** provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The Local Offer is available from the school's website:**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Policy Aims

At Holy Cross, we are committed to ensuring the pupils with SEND achieve their full potential, in a nurturing and happy environment. This is achieved through targeted and focused provision that builds confidence and self-esteem. We aim to raise the aspirations and expectations for all pupils with additional or special educational needs. We aim to do this by maintaining our Christian ethos, in a manner that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.

Policy Objectives

In order to ensure that children with SEND achieve their full potential, we will:-

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
- Ensure good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to all pupils with SEND, and promotes high standards of attainment and achievement
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils
- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make progress
- Provide a Special Educational Needs Co-ordinator(SENDCO) who will work with the SEND Policy
- Provide support and advice for all staff working with special educational needs pupils
- Develop partnerships with parents/carers in the education of their child and involve parents /carers and pupils in the review process
- Produce an annual SEND information report

Identifying Special Education Needs

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, identification of a Special Educational Need could be:

- Minimal or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- Working continues at levels significantly below those expected for a child of a similar age, resulting in poor attainment in some curriculum areas
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment

Should a pupil's barriers to learning persist, after a period of targeted intervention, the SENDCO will access external agencies for additional support. The school aim is to work in partnership with other agencies, in order to provide integrated support based on the needs of the pupil. The main external support agencies used by Holy Cross include (this is not an exhaustive list):

- Educational Psychologist
- Child and Mental Health Service (CAMHS)
- Young Peoples' Service (YPS)
- The School Nurse
- Independent Careers Advisor
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Inclusion Solutions (various independent specialist teachers)
- Key Youth Charity
- IDSS (Inclusion and Disability Support Service)
- Independent Specialist Teachers
- Inclusion Solutions

Factors which are **NOT SEN** but may impact on progress and attainment:

- Disability - under the Equality Act 2010, all reasonable adjustments will be made, so that pupils can access the curriculum
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying disruptive behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be considered as an underlying response to a need, which we at Holy Cross, will strive to recognise, identify clearly and take all the necessary steps to address the root cause.

The Graduated Approach to SEND Support: Assess-Plan-Do-Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of 'Quality First Teaching' which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012) and the Code of Practice 0-25 (2014)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention

- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the Pupil Passports, (which must be kept up to date and regularly evaluated) in the SEND folders in each department

Our Graduated Response at Holy Cross:



Assess:

What	Who	How
Initial concern	Parents, teachers or school staff	Professional dialogue Discussions with parents Learning walks and observations
Classroom and departmental adaptations and/or targeted support in class	Class teacher TA	Examples: Classroom positioning Coloured overlays Enlarged font Effective deployment of TA Discussions with Link TA
Targeted small group interventions	TA under direction and supervision of class teacher	Extra provision is recorded in SEND folders to contribute to Provision Map
Further information gathered	Teaching staff/ SENDCO/ Parents/ TA	Discussions with parents and colleagues Referral to Learning Support through Expression of Concern Form
Additional assessments and observations	SENDCO/ Specialist Teacher	Examples: WRAT4, Dyslexia Portfolio, DASH handwriting test

Plan:

What	Who	How
Parents informed of intention to make extra provision	SENDCO/ Head of Year/ SLT	Meeting or phone call
Pupil added to SEN Register	SENDCO	Added to SEN Support (K) if support to be provided is additional to the main curriculum If the SEND does not require additional intervention, pupil will be added to Monitoring List for awareness
Pupil Passport created for SEND Support pupils Learning Support to set SMART (specific, measurable, attainable, realistic, timed) targets	HLTA/ SENDCO	Departments to add bespoke targets and evaluations to their departmental folders Parents will be involved in discussions and evaluations

Do:

What	Who	When
1:1 or small group intervention for literacy, IDL, reading, writing, numeracy, social skills	TA in Routledge Centre	Once or twice weekly
Progress monitored and compared to targets set in Pupil Passports	TA	By monitoring and tracking progress through periodic diagnostic testing and comparisons
SENCO/ TA/ Teaching staff access appropriate CPD (Continuing Professional Development) to enhance understanding of specific difficulties	SENDCO/ TA/ SLT/ Teaching Staff	As required

Review:

What	Who	Notes
Pupil Passports reviewed within departments	Class teacher and Head of Department	As required
Provision, targets and progress reviewed in Learning Support	SENDSCO/ Parents/ TA	During Annual EHCP review and up to 3 times a year for EHCP pupils SEN Support pupils – at milestones or in completion of programmes- up to 3 times a year
Outcome	Next Steps	Issues arising
Progress made after intervention. Pupil is achieving in line with peers	Needs can now be met by classroom differentiation	Discussion with parents/TA/pupil, then removal from SEN Support to Monitoring List, or removal from Monitoring List
Progress is gradual but provision needs to continue	TA considers and amends targets. Other intervention considered	Parents informed Intervention amended or accelerated
Progress is slow despite the use of well-matched interventions	Specialist assessment referral made or considered. Advice from external agencies or specialist professions requested	Parents to be involved at all stages of decision making
Despite all school's best endeavours to meet their needs, the pupil has not made expected progress and is not accessing the curriculum	School should consider an application for an EHC Plan (Education, Health and Care Plan)	Meeting with parents, external agencies, pupil, TA, and request for statutory assessment of EHCP to be requested

Supporting Pupils and Families

The Local Authority's Local Offer (Regulation 53, Part 4) may be found at

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

This links back to the school's Local Offer which details how the school works with and supports families of pupils with SEND.

It also details other arrangements such as transition from primary schools, and transition to post-16 education or employment. The provision Holy Cross offers is detailed in our school's Local Offer, which you will find on our website: <http://www.holycross.lancs.sch.uk/>

All additional provision for all pupils, whether or not they have SEND, is carefully mapped by the SLT and SENDSCO, and the cost of such provision is calculated on a pro-rata cost of the allocated time for the member of staff who delivers the intervention, or on actual billed costs for external providers.

Occasionally, we may identify that we cannot meet the needs of a pupil through our own provision. In these circumstances, an assessment of the unmet needs is carried out, involving parents and all agencies involved in that pupil's care. As a result of this process, parents and a multi-agency team may decide that school should apply for a

Statutory Integrated Assessment of a pupil's needs ie apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The school's statutory SEN Information Report (Regulation 51, Part 3, section 69 (3)(a) of the Act) is available on the school website.

Pupils with special educational needs will be admitted to Holy Cross in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. We will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

Parents and carers are valued and their contribution, in terms of identification and support for pupils with SEND, is fully recognised. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents. Pupils' own thoughts and feelings towards any aspect of their SEND provision are always sought and valued.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a medical pass will be available for the pupils to show, and further details will be held in a secure location in the school office. When appropriate a photograph with emergency information is displayed in key areas eg the staffroom and the PE office.
- There are a number of first aid trained staff in school, and in the first instance, assistance is requested from the school office, by the pupil or by a representative of the pupil. Mrs Waller oversees all care plans, medical conditions, emergencies and first aid. She keeps all staff informed of changes to pupils' conditions and updates records as required. Further information about our support for medical conditions is available from the school office or in our Local Offer.

Monitoring and Evaluation of SEND

- The SENDCO reports annually on the efficient and effective use of resources for pupils identified as having SEND
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section (above)
- For pupils with an Education, Health and Care Plan, annual reviews are carried out in accordance with the appropriate legislation and the SEND Code of Practice
- The SENDCO tracks data for all pupils on the SEND register (using Sisra Analytics, Raise Online and Fischer Family Trust data) and uses this, in conjunction with information gathered from other sources, (learning walks, professional dialogue, discussions with pupils and parents etc), to inform the evaluation of the provision
- The SENDCO meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision

- As part of the School Development Plan, the SENDCO produces an annual action plan and updates progress against this on a half termly basis
- Parents, governors, staff and pupils are consulted annually about SEND provision, and their views are incorporated into the evaluation. This contributes to our active process of continual review and improvement

Training and Resources

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the Local Authority and is identified in the school budget statement. This amount is not ring-fenced
- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCO
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources
- The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and the rest of the staff
- All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCO is aware of relevant courses within the local area relating to SEND and advises as necessary
- The school's SENDCO regularly attend the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND and regularly attends local cluster meetings, to share good practice and discuss relevant SEND issues with SENDCOs in other schools and educational establishments
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENDCO or by specialist services working with particular pupils, eg Inclusion Solutions, NHS, IDSS etc
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures

Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities
- The SEND Governor is Mrs H Lund, who meets termly with the SENDCO, to discuss policy, SEND issues and budget. The SEND Governor reports SEND issues to the governing body, and challenges and supports the SENDCO
- The SENDCO is the school's "responsible person" and manages the school's special educational needs work. The Headteacher and the SEND Governor in liaison with the SENDCO will keep the Governing Body informed of the special educational needs provision made by the school
- The SENDCO is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Pupil Passport targets and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into further education or employment; liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND
- Teaching Assistants have an invaluable role in support those with SEND. They work under the direction of the class teacher to deliver targeted 1:1 or small group teaching, or under the direction of the SENDCO in the delivery of specific intervention

Storing and Managing Information

Documents relating to children with SEND are stored in a locked cupboard or a locked filing cabinet in school and/or on an encrypted electronic storage device. Some documents, such as Pupil Passports are held in locked areas within each department. Records relating to children who have left are stored safely in a locked storeroom for the period of time required.

No information will be shared with external agencies without the consent of the parent/carer.

Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor, and the Headteacher. Review of the policy will take into account:

- Additional needs should be recognised and provision made at an early stage on transition from Year 6 or soon after entry into school if transferring from elsewhere. Further identification of pupil needs should continue to take place throughout all years. This could be in the form of initial identification through assessment or modification of existing provision as needs change.
- Staff should be aware of and implementing provision for SEND. This should be indicated in lesson planning through appropriate teaching styles, resources and effective use of Teaching Assistants.
- Pupils with additional needs should make good progress. Monitoring and tracking will be as rigorous for SEND pupils as it is for all other pupils at the school.
- There should be evidence of the strategic use of outside agencies (IDSS, Educational Psychology service, CAMHS etc)
- Parents should be involved at all stages of their child's provision. Good communication should ensure that their views are heard and that they are regularly consulted regarding their child's progress
- Pupils should be fully involved in all aspects of SEND provision and their views consulted at all stages
- Pupils with additional needs make a successful transition to post 16 education/employment

Accessibility

- The school's Accessibility Plan is available from the office
- Further detail on the school's Accessibility Plan can be found in the school's Local Offer
- Anyone wishing to contact staff at school can telephone the reception 01257 262093, or can email admin@holycross.lancs.sch.uk. The enquiry will then be passed to the relevant person

Dealing with Complaints

- We are an open, welcoming school and encourage dialogue and discussion. However, if in the unusual situation that problems arise, and if a parent or carer has concerns about the provision of SEND, the complaint should be addressed to the SENCO in the first instance.
- If a satisfactory resolution is not achieved, then the complaint should be addressed to the Headteacher.
- If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor, Mrs H Lunn. The Chair of Governors, Mr S Sands, will be involved after other avenues to resolve the situation have been exhausted. If the complaint has still not been resolved, the parent may then make a representation to the LA. This procedure does not affect any statutory rights that parents may have.

- The family of a pupil with SEND always has the right to seek support from Lancashire County Council's Special Educational Needs and Disability Information, Advice and Support Services, SENDIASS, (formally Parent Partnership), in any discussion or review where they would like additional representation or advice. Information is available on the Local Authority website and in Lancashire's Local Offer.

Bullying

Holy Cross has a clear and effective Anti-Bullying Policy. This can be found on the school website.

All pupils with (or without) SEND are kept safe and their concerns are listened to. They can access the Routledge Centre (nurture centre) whenever they feel they need extra support. Further information on keeping our pupils safe can be found in our school's Local Offer.

Signed: *Mr I Gaughan* Headteacher
 Signed: *Mr S Sands* Chair of Governors
 Signed: *Mrs M J Hardman* Assistant Headteacher

Date approved by governors: Summer Term 2020

Review date: Summer Term 2021

Appendices

- SEND Code of Practice 0-25 (2014)
- Equality Act 2010
- Disability and Discrimination Act 1995
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Teaching and Learning Policy

Personnel involved in SEND issues:

Mr I Gaughan	Headteacher
Mr S Sands	Chair of Governors
Mr G Lindley	Deputy Headteacher
Mr P Morris	Assistant Headteacher Pastoral (DSL)
Mrs M Hardman	Assistant Headteacher (deputy DSL)
Mrs T Wilson	SENDCO
Mrs H Lunn	SEND Governor
Mrs P Waller	Medical Needs Coordinator and First Aid
Mrs M Watts	School Counsellor
Mr S Smith	Pastoral Coordinator and Work Related Learning
Mr P Dooley	Attendance Officer

Updated: Autumn 2020

Review date: Autumn 2021