



SPECIAL EDUCATIONAL NEEDS/DISABILITY POLICY

**St John Fisher Catholic
High School**

School:	St John Fisher Catholic High School
Date adopted by Governing Body:	January 2019
Signed (Chair):	Mr D Mallin
Signed (Headteacher):	Mrs A Rigby

Produced by:	Mr E Hanley
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Date to be reviewed:	Comments:
September 2019	

At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Special Educational Needs/Disability Policy.

“Learning Together as a Community in Christ.”

Date: February 2015.

Review: February 2016.

Policy Aim/Statement

To create a tolerant, accepting and inclusive community of thinkers and learners.

To ensure that students with Special Educational Needs and/or Disability (SEND) are able to:

- Build high self-esteem.
- Become self-confident and enthusiastic participants in whole school opportunities
- Achieve academic success that will reflect their strengths, talents and skills
- Work towards maximizing their independence as learners whilst accessing the right support and intervention in school.

The 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 February 2013;
- SEND Code of Practice 0-25 2014;
- School’s SEND Information Report Regulations 2014;
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014;
- Teacher Standards 2012.

1. Introduction

This policy aims to support inclusion for all of our students.

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it.

The staff and governors also work to ensure that all SEND (Special Educational Need and Disability) students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy supports all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

1.1 The St John Fisher Approach

At St John Fisher, our approach to students who have additional needs is underpinned by the school vision to have uncompromising aspirations for every individual and to be recognised as an exceptional and inspirational community of life-long learners. To this end, our whole school expectation is that students who have special educational needs and/or disabilities should participate, in so far as is possible, in the full range of learning and extracurricular activities that are on offer at St John Fisher.

2. Principles

2.1. School Admissions

No student is refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, we do not discriminate against disabled children in respect of admissions for a reason related to their disability.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority . The LA must comply with this request and name the school in the Statement/EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child;
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The SENCO along with a member of the Pastoral Team, in collaboration with parents and students, will ensure that full information is gathered to support effective transition to St John Fisher School.

We use our best endeavours to provide effective educational provision.

2.2 Student visits

Primary Liaison work is carried out with our associate Primary Schools under the direction Miss P Mawdsley (Assistant Head). All Year 6 students will visit the school in the summer term, where they will take part in a Bonding Day. Additional visits are organised for Year 6 students with SEND on request from the feeder school and or parents/guardians. For some students it may be necessary to establish a stronger link, to ensure that the transition from primary to secondary is as smooth as possible.

2.3 Parent/Carer Visits

At St John Fisher we value the partnership established between parents/carers and the school. It is our usual practice to provide opportunities to look round the school at the annual open evening and subsequent events. The SENCO will be available at the open evening to see parents/carers of prospective students, for tours and interviews regarding SEND at St John Fisher and how the needs of their child may be met.

2.4. This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014).

We seek to provide the structure for a student-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

- Ensure the Equality Act 2010 duties for students with disabilities are met,
- To enable students with special educational needs to have their needs met,
- To take into account the views of the students with special educational needs, • To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education,
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions,
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care, Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and the local learning communities
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Wigan Local Authority.

3. Identifying and supporting Special Educational Needs & Disabilities

3.1. Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her. This is namely provision **which is additional to or different from** that normally available in a differentiated curriculum. This may be ongoing or for a limited time.

We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;

c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010. The student support department works collaboratively with external agencies including CAMHS, Targeted Education Support Services, Speech and Language Therapist, Educational Psychologists, Paediatric Therapy Services and other professionals, in order to provide the best possible support package for students

3.2. Areas of Special Educational Need

Under the SEND Code of Practice 2014, students identified as having special educational; need (SEN) are considered within one or more of the following categories of need:

Social, Emotional and Mental Health Difficulties.

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Social, Emotional and Mental Health Difficulties include:

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Attachment Disorder

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)
- Colour blindness

4. A Graduated Response to SEND

4.1. Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

4.2. How we identify and support students with SEND

All students' attainment and achievements are monitored by their teachers who are required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers (data tracked at least termly), additional support is provided under the guidance of the subject teachers.

5. Monitoring and Evaluation of SEND

Students with Special Educational Needs/Disability are monitored and reviewed in the same way as all other students in the school. However, they are also reviewed by the SENCO or members of their team by:

Parent Evening – yearly meeting with SENCO in attendance.

Annual Review – As directed by the Statement/Education Health and Care (EHC) plans Regular monitoring of the quality of provision for all students, including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Where students continue to make inadequate progress despite support and high quality teaching, the class teacher works with the school's Special Educational Needs Coordinator (SENCo) to agree appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- 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 mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- 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 an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualized plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

5.2. Assess, Plan, Do and Review

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For students with low level special educational needs the cycle of **Assess, Plan, Do and Review** fits into the regular assessment and planning cycle for all students. For those students with more complex needs or for who a more frequent cycle needs to be employed additional reviews can be set.

5.3. Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student is removed from the SEND register.

6. Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the school or parents/carers consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on the behalf of Wigan LA and complete the appropriate paperwork for this process.

6.1. Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At St John Fisher School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child; • Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Understand procedures and documentation;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision- making; process about special educational provision;
- Are provided with relevant resources so they reinforce learning in the home.

6.3. Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all students to contribute to target setting. The school recognises that as stated in the Code of Practice "...children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability" (Chapter 1, CoP 2014)

6.4. Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

6.5. Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.

7. Training and Resources

7.1. Allocation of resources

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

7.2. Continuing Professional Development (CPD) for Special Educational Needs

- All staff at school have regular CPD when Quality First Teaching is addressed.
- The SENCO, SEN team and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND. Weekly informal drop in sessions are available for all staff.
- There is a lead teacher with differentiation and QFT as their research and training specialism, available to support teachers and TA's.
- Teaching assistants are engaged in training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

7.3. Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their students with SEND from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an Educational, Health and Social Care Plan.

7.4. Personal Budgets

Personal Budgets are only available to students with an Education, Health and Social Care Plan (EHCP). Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

8. Roles and Responsibilities

8.1. Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCO, all members of staff have important responsibilities.

8.2. Governing Body

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2014) to use their best endeavours to make sure that a child with SEND gets the support they need.

– this means:

- doing everything they can to meet children and young people's Special Educational Needs;
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO;
- inform parents/carers when they are making special educational provision for a child;
- prepare an SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

8.3. The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher keeps the Governing Body fully informed on Special Educational Needs issues. The Headteacher works closely with the SENCo and the Governor with responsibility for SEND.

8.4. SENCo

In collaboration with the Headteacher, Governing Body and SLT line manager, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs.

8.5. All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning.

This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

- Teaching assistants liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

8.6. Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision is planned and delivered in a coordinated way. For those students with an Education, Health and Care (EHC) plan this is used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. *Please see the schools Medical Policy for further details.*

8.7. Children in Hospital

The members of staff responsible for ensuring that students with health needs have proper access to education liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This enables optimum opportunities for educational progress and achievement.

9. SEND Information Report

The school ensures that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

10. Complaints Procedure

In the first instance, any concerns about issues relating to Special Educational Needs, as with other aspects of the curriculum should be dealt with by direct approach to the school, via the SENCO and SEN line manager.

If the matters are not dealt with satisfactorily the Headteacher should be contacted in order to try to resolve the problem.

If a parent is still not satisfied, a written formal complaint should be lodged with the Headteacher. It should be made clear that it is a 'formal complaint' and full details should be given in writing. Further details of these procedures may be obtained from the