

St Mary's College Crosby

Special Educational Needs and Disability Policy (P42)

Date of Policy – September 2020

Date of Review – September 2021

The SEND policy was written to comply with the statutory requirements 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 (September 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- KS4 Exam Guidance

Statement of intent

The College is committed to giving all pupils the opportunity to achieve the highest standards through a curriculum which combines breadth and balance with respect for individual talents and we have high expectations for all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The law states that schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. Provision at The College also follows guidelines outlined in the Equality Act 2010.

Aim

The aim of this policy is to ensure that pupils with SEND are identified, supported throughout their school life, enabling them to achieve their full potential.

Definition of Special Educational Needs (SEN)

"All children should be encouraged to live up to their potential and every child should be celebrated for his or her uniqueness. Always look at children as individuals first, and then consider their special needs." (Child Development, Carolyn Meggitt and Gerald Sunderland Heinemann Educational Publishers 2000).

The College defines children with a special need by the fact that they require additional help in one or more areas of development when compared with other children. However, a child with an additional need shares the same basic requirements as other children. They will need to feel welcome, have a sense of belonging, and feel safe both physically and emotionally.

The SEN Code of Practice defines SEN as the following.

‘Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them’.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) Have a disability that prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age, or would do so if special educational provision was not made for him/her.**

Special educational provision means:

‘Educational provision which is additional to or different from, the education provision made generally for children’.

Special needs may be grouped into the following categories:

- Communication and Interaction – SLCN (speech, language and communication needs), ASD (autistic spectrum disorder)
- Cognition and Learning – when children learn at a slower pace than their peers, even with appropriate differentiation. SpLD (Specific learning Difficulties)
- Social, Emotional and Behavioural – ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactive Disorder)
- Medical/Physical/Sensory – vision impairment, hearing impairment and physical disability

A child may have a need in one or more of these categories.

Objectives

Whole school:

- To help all pupils at the College to achieve full access to the curriculum
- To encourage all members of the College, teachers and pupils, to develop an awareness of and respect for individual differences and alternative ways of learning
- To monitor progress of pupils with Learning Difficulties and Disabilities
- To provide advice and guidance to pupils, parents and teaching staff as appropriate

Learning Support Department:

- To provide appropriate material resources and specialist teaching to support pupils with Learning Difficulties and Disabilities who attend lessons in the Department
- To develop a partnership with parents in order to foster a positive approach to learning outside school time
- To maintain close links with parents on the academic and pastoral progress of pupils with Learning Difficulties and Disabilities

Responsibilities

The School Special Education Needs Co-ordinator liaises with teachers, pupils, parents, the Examination Officer and outside agencies regarding SEND issues.

The Principal of the College has overall responsibility for all areas of the Learning Support provision and keeps the Governing Body fully informed of SEND issues.

SEN Governor will:

- have regard to the SEN Code of Practice when carrying out their duties towards all pupils with special educational needs
- do their best to ensure that necessary provision is made for any pupil who has special educational needs
- report annually to the Governing Body on the policy's effectiveness

Learning Support Coordinator:

The Learning Support Coordinator is responsible for:

- Teaching pupils with Learning Difficulties and Disabilities
- Offering advice and help to pupils with Learning Difficulties and Disabilities
- Liaison with Teaching Staff regarding the identification and monitoring of pupils with Learning Difficulties and Disabilities
- The day to day operation of the School's Learning Support policy
- Overseeing records of pupils with Learning Difficulties and Disabilities
- Liaison with the Registrar regarding the level of provision on offer for new pupils with Learning Difficulties and Disabilities
- Liaison with parents of pupils with Learning Difficulties and Disabilities regarding Academic Support lessons and external assessment
- Liaison with external Educational Psychologists
- Liaison with appropriate external agencies for information and support of pupils with Learning Difficulties and Disabilities
- Liaison with the Examination Officer about extra time arrangements for internal and external examinations
- Learning Support Department budgeting
- Learning Support Department timetabling

All teaching staff - responsibilities

All teaching staff are responsible for:

- Being aware of a Learning Difficulty and Disabled pupils' individual needs
- Ensuring they have the up-to-date knowledge about the implications of Learning Difficulties and Disabilities and implementing appropriate strategies in their classroom teaching
- Positively reinforcing Learning Difficulty and Disabled pupils in the classroom

Admission Arrangements

Admission to St. Mary's College is by entrance examination. Candidates sit an English, Maths and Verbal Reasoning examination. Offers are made on the basis of these results, combined with an interview.

In the case of pupils with a Learning Difficulty or Disability, additional time or such other reasonable provision as the School thinks appropriate will be given in the entrance examination if this is recommended in a recent specialist report.

Assessment after Admission

The parents of all new entrants are sent a letter requesting whether they do not want their child to be screened for specific learning difficulties. A reply slip is included and all returns are kept on file. The Learning Support Coordinator asks those pupils with known learning need to send in to school any information regarding any history of learning difficulties, along with evidence of assessments and provision. All pupils who have been identified as having a learning need are included on the learning support register, a copy of which is sent to every member of staff and updated at appropriate intervals. Each pupil will also have a 'pupil profile'.

It is inevitable that some pupils will be admitted, to the school, whose learning difficulties have not been identified. It is not until the level of work becomes more complex that the specific weakness is highlighted. This is often the case at 6th Form level.

Continuum of Provision to Overcome Barriers to Learning

The school adopts a graduated response in order to help pupils with SEN and recognises there is a continuum of special educational needs.

Stage 1 – School Support

Pupils who are not making adequate progress are placed in the 'school support' category. The following types of support are provided to enable progress, gain confidence and / or assist in the achievement of success:

- Differentiated materials
- Technical support (hearing / visually impaired)
- Numeracy intervention
- Literacy intervention
- Small teaching groups

Stage 2 – SEN Support

Pupils who have not made satisfactory progress will move along the continuum to 'SEN support'. This will follow a four stage cycle: Assess, Plan, Do and Review.

Stage 3 – Enhanced Provision

If it is deemed that a pupil needs further support, through agreement of the pupil, parent/carer, learning support coordinator and external agencies a referral may be made.

Stage 4 – Education Health and Care Plan

For a small number of pupils it may be necessary to consider whether to ask the LA to initiate a statutory assessment.

External Support

Including:

- Educational Psychologists
- Speech and Language Therapists
- School Nurse
- CAMHS

English as an Additional Language

St Mary's College is committed to making appropriate provision for teaching and resources for students for whom English is an additional language. The College will recognise individual students' needs, recognise the skills they bring to the College and ensure equality of access to the curriculum.

The College follows the five new codes, A to E, when assessing EAL pupils.

Monitoring and Evaluation

The progress of pupils with a special educational need will be carried out by assessing:

- Feedback from staff
- Feedback from parents
- Feedback from the pupils themselves

We will endeavour at all times to have an open and frank relationship between parents, pupils and St. Mary's College teaching staff.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

The School Offer

The purpose of the school offer is to enable parents to see more clearly what provision is available at the College to meet their child's need. Visit our website <https://stmarys.ac/> to view this document.

Partnership with Parents

The College believes that parents have a critical role to play in their children's education. All staff have an important role in developing positive and constructive relationships with parents.

Parents are encouraged to discuss any problems or concerns with the school, with child's teacher initially. If the problem is not resolved then the parent may raise the concern with the Head of Year, Learning Support Coordinator or Principal as appropriate. If the problem is still not resolved, then the parent may take their complaint to the governors.

Transition Arrangements

The learning support coordinator will visit primary schools of those pupils with special educational needs prior to the pupils joining the College. Year 6 pupils may attend more than one induction day if it is felt that this would benefit the transition to secondary school.

Date of last Policy review – September 2020

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