



ST. CHAD'S CATHOLIC AND CHURCH OF ENGLAND HIGH SCHOOL

SPECIAL EDUCATION NEEDS POLICY

Written by: K Wilson/M Knapper	Date: November 2020
Approved by: I.E.B	Date: 5 th . November 2020
Next review: 05/11/2021	

Contents

1. Key contacts
2. Mission statement and values
3. Introduction
4. Definition Of Special Educational Needs
5. Aims of the School's SEND/Inclusion Policy
6. Identification and assessment of pupils with SEN
7. Referrals for the assessment of Special Educational Needs
8. Complaints procedure
9. Review of SEN Policy
10. Complementary Policies and Procedures
11. SEN and school terminology explained

ST. CHAD'S CATHOLIC AND CHURCH OF ENGLAND HIGH SCHOOL

SEND POLICY

November 2020

Key Contacts:

SEND Governor: I.E.B
Deputy Head teacher: Mrs D Burke
SENDCo: Kate Wilson

At St. Chad's School, our SEND/Inclusion policy and practice are firmly embedded in our Mission Statement and Values:

St Chad's Catholic and Church of England High School is a fully inclusive, faith centred, welcoming Christian community guided by the example of Jesus Christ.

We work together in order to nurture, value, and support all members of our school family.

We promote loving, respectful relationships, lasting friendships filled with laughter and a secure learning environment for all staff and students.

Together we will seek to realise our potential with pride, ambition and positivity.

The Special Needs Department supports students who are identified with Special Educational Needs and Disability (SEND). St. Chad's school believes that students should enjoy their time at the school and that learning should be at the heart of all it does. These objectives can only be met, it believes, when both the teaching and the expectations of staff and pupils are of the highest order. In everything we do we believe in Love, Respect, Charity and Community.

Introduction

The SEND/Inclusion Policy has been devised with regard to the new Code of Practice for pupils with Special Educational Needs and Disabilities (SEND) which came into effect on September 1st 2014. The Children and Families Act of 2014 puts children, young people and their parents at the centre of decision making, giving them access to opportunities and more choice over the support they receive.

This is reflected in the Local Offer.

Click her to see Halton Local Offer www.halton.gov.uk/localoffer.

Definition of Special Educational Needs.

The 1996 Education Act provided a legal definition of special educational needs as 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'

A learning difficulty means that the student either

- Has significantly greater difficulty in learning than the majority of children of the same age.

Or

- Has a disability which prevents or hinders them from making use of educational facilities which are provided for children of the same age in a mainstream school.

The new Code of Practice 2014 identifies four areas of special educational need.

- **Communication and Interaction.** Children and young people who have difficulties communicating with others. This would include children with speech, language and communication needs as well as children with difficulties on the Autistic Spectrum.
- **Cognition and Learning.** Children and young people who learn at a slower pace than their peers even with appropriate differentiation. This would include children with moderate learning difficulties and specific learning difficulties such as dyslexia or dyscalculia.
- **Social, Emotional and Mental Health Difficulties.** Children and young people with social and emotional and mental health difficulties may not be able to make full use of the educational opportunities available to them for a variety of reasons. . They can present as withdrawn, disruptive, challenging, anxious or depressed. This would also include children with disorders such as attention deficit disorder and attachment disorder.
- **Sensory and Physical Needs.** Children and young people who require specialist provision because they have a physical or sensory difficulty. This would include children with a visual or hearing impairment.

Aims of the School's SEND/Inclusion Policy

- To ensure that all students feel safe, secure and nurtured in St Chad's High School and have every opportunity to be included in all aspects of school life
- To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum including Key Stage 3 and Key Stage 4 programmes of study, so that they can reach their full potential and enhance their self-esteem
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education
- To identify and assess pupils with SEN as early and thoroughly as is possible and necessary

- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies and professionals involved. The support of parents and pupils is crucial if intervention is to be effectively implemented.
- To ensure when necessary reasonable adjustments to the schools policies and practices to allow all children access to school life and children with special needs are not treated less favourably
- To ensure the SEND Code of Practice 2014 and the Disability and Discrimination Act 1995 are implemented effectively across the school.
- To ensure all teachers seek to improve levels of educational achievement and attainment for all pupils with SEND.

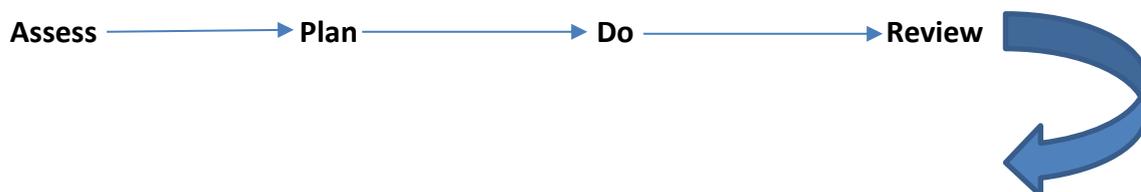
Identification and assessment of pupils with SEN

The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

The school understands that information from Primary Schools and other high schools for mid-year entry, is vital in identifying students with SEND. A thorough handover is undertaken to ensure we know everything we can about our new students and so plan effectively interventions and support.

Assessment procedures will follow the same process;



On entry to St Chad's High School, all students will undertake the Cognitive Ability Tests. This allows the school to identify students who show discrepancy in their scores in relation to their peers or discrepancy in their own range of scores which might indicate Specific Learning Difficulties.

The SEN team will complete WRAT tests with children when they start in year 7 or join us later in the school year if this information isn't available. The WRAT (Wide Range Achievement Tests) accurately measures the basic academic skills of word reading, sentence comprehension, spelling, and maths computation.

Along with KS2 SATs scores, individual departments may also complete baseline assessments to provide a build up a picture of student's strengths and weakness.

Based on this information, the SEN team will plan support packages for students and monitor progress.

Teaching staff enter data on student progress on a termly basis. This data is analysed by the SEN team and SENCO. Interventions are reviewed and adapted if appropriate

St Chad's High School set students according to ability. All students are placed in teaching groups in relation to their ability in each subject area.

All students receive aspirational targets in relation to their progress in each subject area over each year group.

Referrals for the assessment of Special Educational Needs

(Parents to be fully informed and involved in discussions)

Referrals for school assessment for Special Educational Needs can come from:

- Parental request
- Pupil self-request
- Subject teacher request
- Pastoral request
- Health advisor or GP request
- SEN team decides to investigate further need following information on transition, testing on entry, interviews with parents, professionals and staff

Referrals will be analysed and assessed, a support plan determined in conjunction with parents/carers and student. Plan will be actioned and then reviewed with student and parents/carers fully involved in the process.

Children will be identified as having SEND if they can be characterised by progress which:

- 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
- widens the attainment gap

St. Chad's High School believes in quality first teaching completed by subject specialists and supported by quality teaching and support staff.

All teachers will:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.

Complaints

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school:

Stage 1: The complaint is dealt with at class teacher level, so, if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. Curriculum Team Leader (CTL) can support colleagues in facilitating these meetings. The complainant must be listened to and all points they raise addressed. If the matter remains unresolved it moves to stage 2.

Stage 2: The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution and the matter remains unresolved it moves to stage 3.

Stage 3: The Head teacher should become actively involved. If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures.

It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Schools are likely to find it beneficial to make sure everyone adheres to the procedure described since allowing a complaint to come in at Stage 3 inflates its seriousness. The school is committed to developing positive working relationships with all parents, guardians and families.

Review of SEN Policy

St Chad's High School Special Educational Needs Policy will be reviewed annually. Pupil and parent voice will play a major part in the provision of SEN at school. The policy will be reviewed by the SENCO and presented to Governors.

Complementary Policies and Procedures

SEND provision is one strand of the complex procession to motivate and support pupils to achieve their potential. This policy overlaps with other policies and complements the range of practice described in detail in a range of documents. Reference will need to be made to the following to understand the teaching/learning and support framework established in St. Chad's School.

1. Numeracy policy.
2. Literacy policy.
3. Attendance policy.
4. Exclusion policy.
5. Safeguarding Policy.
6. Behaviour Management Policy

Special Educational Needs and school terminology

- | | |
|-----------|---|
| 1. SEND | Special Educational Needs and disabilities |
| 2. SENDCo | Special Needs and Disability Co-ordinator |
| 3. LA | Local Authority |
| 4. EP | Educational Psychologist |
| 5. CAMHS | Child and Adolescent Mental Health Services |
| 6. PPC | Pupil Progress Co-ordinator |
| 7. CTL | Curriculum Team Leader |
| 8. KS2 | Key Stage 2 |
| 9. KS3 | Key Stage 3 |
| 10. KS4 | Key Stage 4 |
| 11. ISP | Individual Support Plan |
| 12. IBP | Individual Behaviour Policy |
| 13. CATS | Cognitive Attainment Tests |
| 14. WRAT | Wide Range Achievement Test |
| 15. PSP | Pastoral Support Plan |