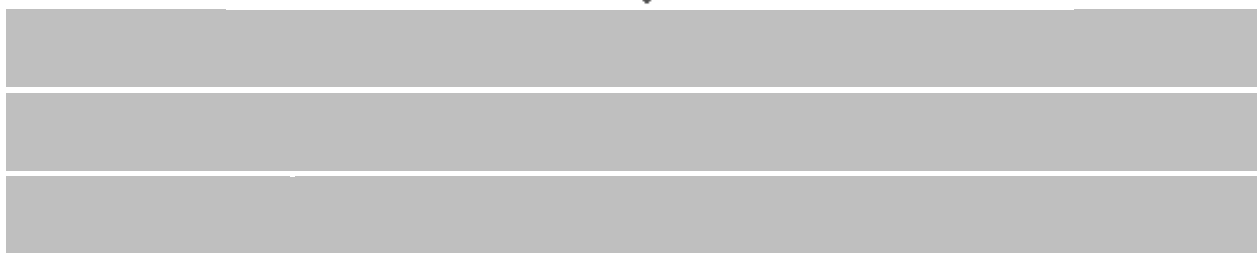
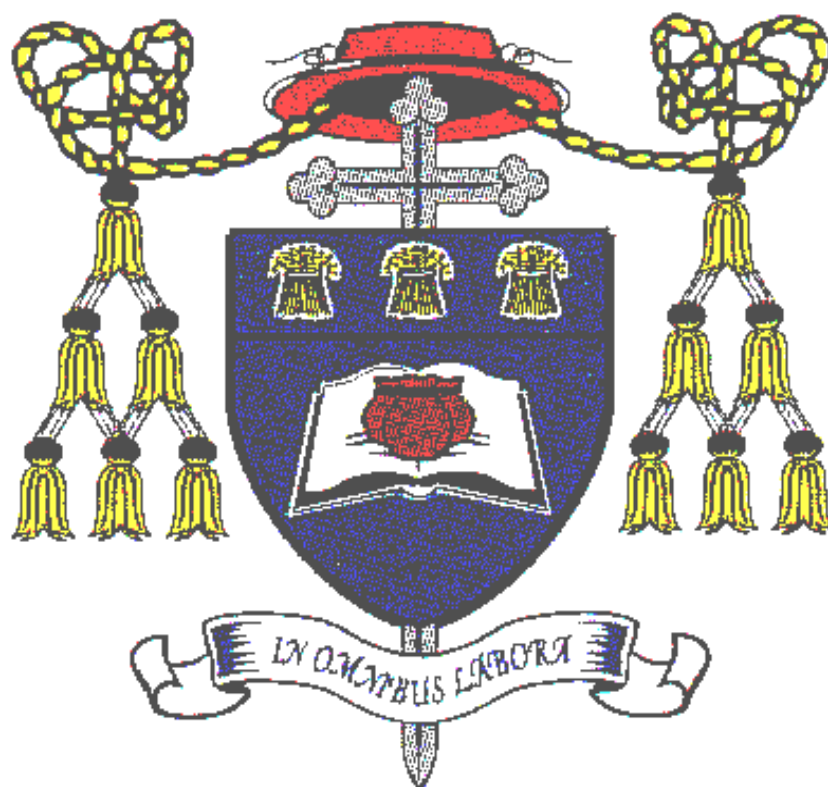


SEN policy, Information Report and contribution to the Local Authorities Local Offer.

St. Nicholas Catholic High School



Version Control

Current version	Previous version	Summary of changes made

Policy Impact Statement	
Policy:	
This Policy has been implemented:	
Fully	
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	See Version Control Above
To its implementation?	

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

As a Catholic school, 'who' our students become is as important to us as 'what' they become. Gospel values permeate all the work undertaken in the school and students are encouraged to recognise the importance of education in their own fulfilment as valued individuals for the betterment of society.

Special Educational Needs

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are achieving a considerably lower level than usual within the national expectations for their age, a decision may be made to request a formal assessment for an EHC Plan (Education Health Care Plan).

On gathering all relevant advice about a student's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

Wherever possible students with SEND are taught in mainstream lessons and follow the usual timetable for their teaching group. In order to facilitate this they may be supported by a Teaching Assistant in addition to the differentiated provision provided by the teacher. Where it is judged to be more effective, the student may be withdrawn from certain lessons (agreed in consultation with parents and the student) to facilitate small group teaching or 1:1 teaching.

All class teachers have a summary of the needs of each child with SEND for effective learning. They are also supplied with a list of SEND students in the "class" and additional SEND information where appropriate e.g. characteristics of dyslexia, etc. They will also have access to the child's student profile.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010
- At St. Nicholas Catholic High School we set high expectations on the progress for all students.
- In our school a special educational need is defined in accordance with the 2015 SEN Code of Practice.
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's Statement of Special Educational Need or EHC (Education, Health and Care Plan). Even in these cases, the necessary intervention is put in place to encourage an inclusive education

3. Definitions

SEND refers to a Special Educational Need and Disability. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age. Similarly, the child might have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

AN refers to an Additional Need, not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.

ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASC

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Physical Disability

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Joanne Milborne j.milborne@st-nicholas.cheshire.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is Jenny McQuade – (c/o clerk of governors) K.Johnston@st-nicholas.cheshire.sch.uk

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Mr Richard Woods r.woods@st-nicholas.cheshire.sch.uk

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Identification can come in many forms including; transition information passed on from previous schools, KS2 SAT's results, Baseline tests, from feedback and referrals from staff, learning walks, pupil premium interventions and self-referrals from students, P- Scales, Teacher Assessments, Screening Tests, Teaching Assistant assessments, reading/spelling phonological awareness tests and behaviour observations. A range of diagnostic tests are also used as appropriate.

St. Nicholas Catholic High School follows the SEND *Code of Practice 2014*: graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

The four key actions are:

Assess: The subject teacher, Subject Leader, Year Leader and SENCO should clearly analyse a student's needs before identifying a child as needing SEN support. The assistant SENCO will coordinate and monitor any concern raised by a member of the school community.

Plan: Cares and concerns must be notified whenever it is decided that a student is to be provided with SEN support.

Do: The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

The approaches to teaching pupils with SEN at St. Nicholas Catholic High School include;

- Quality First Teaching which means high-quality inclusive teaching, where all the learner's needs are catered for and are a part of school and classroom planning and target-setting. Teachers are required to
 - Identify pupils in their class with SEND

- Look up the pupils on the SEN register for a brief outline of needs and strategies to be implemented in teaching and class work.
- Look if pupils have a one page profile, print it, have it in their planner and refer to and implement strategies wherever possible in lessons.
- Additional adult support where appropriate, to complement the work of the teacher.
- Reduced class sizes where appropriate and the use of small group work
- Personalised provision where appropriate through targeted, time –limited programmes
- Personalised provision through adapted resources and interventions

Students receive a differentiated curriculum and those who fail to make the expected progress are initially identified by subject teachers and Subject Leaders who will put in place intervention strategies.

The school has a system whereby any member of staff can raise concerns/issues with the SENCO or about a child with potential SEN or other barrier to learning. The SENCO will arrange for assessment of the child's needs. In order to support staff, the SENCO will offer weekly clinics to advise staff on techniques to ensure all SEN students make at least good progress. The school also has a T&L Hub which includes a section on best practice for the teaching of SEN students.

We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

Students who fail to make sufficient progress after Quality First Teaching interventions have taken place will be monitored by the Assistant SENCO and SENCO who will also involve the parents and carers.

At the stage, an action plan will be drawn up with the consultation of the parents/carers where possible. Where necessary advice may be sought from external agencies to inform effective interventions. The Student Profile format in use allows for close monitoring of progress towards short-term outcomes, agreed with student and parents/carers, which are reviewed termly. If a student fails to make the expected progress advice may be sought from external agencies which may include social and well as educational services. At this stage, an SEN may be identified.

We will assess key pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

5.3 Consulting and involving pupils and parents

The school works in partnership with parents of students in accordance with guidance in the 2014 SEN Code of Practice: 0 to 25 Years.

- If a teacher has an initial concern about a student's progress parents/carers will be informed. If appropriate, they will also be invited to discuss this with the teacher at the

- earliest opportunity and be made aware of strategies in place to help their child.
- If a decision is being considered to move a student on to the Special Needs Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child. At this stage parents will be told about Parent-Partnership Service
- Parents’/carers’ views will be sought when a student’s profile is drawn up and suggestions as to how targets can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents’ comments are sought prior to the review report being drafted and incorporated into the final report.
- Pupil’s views will be sought and taken into account during the review process and at other key times throughout the year, ie at reviews.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- We invite parents of SEND students to visit the school during Year 5 and meet the SENCO at this stage to discuss their child's needs.
- Where possible the SENCO will attend the Year 6 transition review for those students who have an EHCP. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. in addition to the transition days undertaken by all students.
- SEND students that are moving between key stages will have transition reviews in conjunction with annual reviews in Year 9.
- SEND students will have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support they need in moving to post-16 education.
- School invites vulnerable students to attend summer school before they officially join the school in September.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

5.7 Adaptations to the curriculum and learning environment

To enable access to the curriculum for students with SEND, the school provides:

- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment
- Teaching Assistants
- Specialist teachers
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school was built in the 1950s and it has, over the years, improved the accessibility of the school for students with SEND.

These include:-

- Installing lifts in the main building and the sports hall making all facilities accessible.
- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles.
- Installing two disabled toilets.

- Specialist room to support a student with specific needs.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

There are facilities for small group/individual teaching in the Learning Support Room, LINK and LINK 2. All members of the school community, including students, are invited to inform the school of any disability they have. The Autism Resource is divided into two rooms. These rooms are for teaching and supporting the students during unstructured times.

5.8 Additional support for learning

We have 15 teaching assistants in the mainstream school and 6 in our Autism Resource centre who are trained to deliver interventions

Teaching assistants will support pupils on a 1:1 basis when an intervention is specific to them

Teaching assistants will support pupils in small groups when being in a group is crucial, for example Social Skills

5.9 Expertise and training of staff

Our SENCO has 5 Years' experience in this role and has worked as a Special Needs teacher in various Special Schools across the North of England for 14 years. She has work extensively with pupils who have moderate learning difficulties, ADHD, ASD and Dyslexia.

We have a team of 13 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have a part-time dyslexia specialist teacher who works with our severely dyslexic pupils and 5 Learning Mentors, one for each year group, who support pupils with their social, emotional and mental health needs.

We use specialist staff for Precision teaching, 1 to 1 consolidation, typing skills, handwriting skills, social skills, homework support for SEN pupils, literacy and numeracy support

5.10 Evaluating the effectiveness of SEN provision

The provision and progress of students with SEND are evaluated on using summative and formative procedures. In lesson teacher will use AFL and homework tasks as measures of achievement and progress. On a termly basis through the student tracking procedures operated in the school. This will identify whether the interventions implemented for a specific student are having the desired impact.

The effectiveness of the provision and progress of students with SEND is reviewed by the SENCO using external and internal data sets for comparison, e.g. Raise Online, Fischer Family Trust etc. the impact of the intervention is reviewed after 8-12 weeks.

The effectiveness of the SEN department is also reviewed through analysis of outcomes, observation of lessons and other provision, student voice and feedback from parents and carers. This is then reported to SLT and the Governing Body.

We also evaluate effectiveness of SEN provision by:

- Using pupil questionnaires
- Using provision maps to measure progress

- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and lunch time clubs

All pupils are encouraged to go on our Year 7 residential trip(s) to The Conway Centre and the Year 10 retreat to Savio House and Soli House.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of
- Club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired students)
- Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- The Autism Team
- The SEN Assessment and Monitoring Team
- The School Nurse and specialist Nursing services
- Education Welfare Service
- Information, Advice and Support Service (formerly known as Parent-Partnership)
- Special Schools
- Specialist Inclusion Services
- Children and Adolescent Mental Health Service (CAMHS)
- Family Case Workers
- Primary Schools
- Childrens' Social Care
- Local Authority
- Other high Schools
- Young Peoples Services (connexions)

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

CHAPs <http://www.cheshireautism.org.uk/>

IAS jasservice@cheshirewestandchester.gov.uk

VISYON <http://www.visyon.org.uk/>

YPS CWAC youngpeoplesservice@cheshirewestandchester.gov.uk

5.16 Contact details for raising concerns

If you need to raise concerns about your child's SEN needs please contact first their form tutor and subject teachers. If you don't get a satisfactory response then please contact the SENCO. All can be reached on the school phone number 01706 706000

5.17 The local authority local offer

Our local authority's local offer is published here: 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.

<http://www.westcheshirelocaloffer.co.uk>

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities>

<https://worcestershirelocaloffer.org.uk>

6. Monitoring arrangements

This policy and information report will be reviewed by Joanne Milborne **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Reviewed by: Student Welfare & Progress Committee	Date: 28 th September 2017
Ratified by Governing Body	Date: 7 th December 2017
Review of Policy Due By	Date: September 2018