

# BROWNEGE ST MARYS CATHOLIC HIGH SCHOOL



## DISABILITY/SPECIAL EDUCATION NEEDS POLICY

Approved by Governors (Name):

Date:

(Committee):

Signature of Head Teacher/Chair of Governors:

Date:

Date of next review:

Policy devised/amended by (Alison Bradshaw):

Date: February 2017

## **Brownedge St Mary's RC High School and Sports College**

### **Special Educational Needs and Disabilities (SEND) Policy Document** **Version 1 / February 2017**

#### ***Mission Statement***

*"If we love others, we live in the light"*  
*1 John 2:10*

St Mary's Roman Catholic High School and Sports College exists to help all pupils to discover their physical, intellectual, social, moral, cultural and spiritual talents, to recognise them thankfully as God's gifts and to develop them to their full potential. We encourage all children to 'Let their light shine'.

The school seeks to prepare pupils, through the experience of being part of a safe, caring Christian community in school, to take their place in later life as committed members of the church and caring members of society.

#### **1. Aims of the Policy**

Brownedge St Mary's Catholic High School recognises its place at the heart of the community as a key agency in Every Child Matters. We recognise that a child who thrives is more likely to learn. We strive to give pupils every opportunity to tackle barriers to learning and to discover their talents. We aim to fully include all pupils in all areas of school life as far as possible, regardless of any special difficulties they may have. We focus on better outcomes for every child, personalising learning with outside support where available. We engage parents as partners in their children's learning and development. We aim to contribute to every child's sense of wider well being. We consider all pupils equal in terms of their entitlement to a broad and balanced curriculum, and to a wide range of extra-curricular activities. It is our aim that all pupils leave the school fully functionally literate and we fully engage with the SEN Code of Practice with the ethos of there being 'a stronger focus on high aspirations and on improving outcomes for children and young people.'

#### **2. Definition of Special Educational Need**

The new SEN Code of Practice (COP): 0 to 25 years states the definition of 'special educational needs' remains the same i.e. children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, or if they have a disability which hinders them from making use of educational facilities generally provided. (For a fuller definition, please refer to the SEN Code of Practice).

In the light of the new SEND reforms and the COP, the four categories of need have changed. 'Behavioural, emotional and social difficulties' (BESD) has been removed as a sub-category and replaced with 'social, emotional and mental health'. Behavioural difficulties in themselves are no longer seen as an SEN, but rather as symptomatic of a possible unmet SEN. Pertaining to this, we now do not have a definitive SEN register but we do have group lists for those with behaviour and/or emotional needs. These are categorised as Additional Need (AN). The pupils who have a Statement of SEN and/or an Educational Health Care Plan (EHCP) still remain on the SEN register along with Pupils who require SEN support (K) which is SEND support/provision additional to or different from the educational provision made generally for children of their age in maintained schools in the area.

## **Staffing of the SEND department**

The Senior Leadership Team (SLT) link for the SEND department is Sarah Goldson (Inclusion). The SEND department is led by Mrs Alison Bradshaw, Special Educational Needs and Disabilities Coordinator (SENDCo)/Specialist teacher: dyslexia/Teacher of English. The SENDCo is also qualified to assess for access arrangements /exam concessions. She is assisted by Mrs Maxine Tyrer, Deputy SENDCo/TA Coordinator. Mrs Alison Gray is the literacy specialist HLTA and is the Springboard Coordinator. A team of Teaching Assistants (TAs) work in the department and across the school with the aim of fully supporting all SEND pupils and those on the AN list.

The Intervention team is also part of the SEND department colleagues include: Sandra Watson Senior Intervention Officer and David Smythe Intervention Officer/ASC specialist.

Some TAs are linked to departments: Kathryn Hunter: English; Melanie Baines: Maths; Alison Daniels: Science; Anna White: Humanities; Sharon Smith: RE. The other TAs are used to support pupils around school and specialise in certain areas: Stuart Hunt: Physical Difficulties (PD); Susan Parkinson: Medical/ASC; Zoe Warburton: Pastoral; Natalie Close: library and pupil support/mentor

Mrs Bradshaw coordinates the implementation of the SEN COP regarding pupils who have SEN/AEN (Additional Educational Needs). She advises and encourages all members of teaching staff to take responsibility for teaching SEN pupils in their specialist area; striving for effective differentiation as the SEN COP stipulates that all teachers are teachers of SEN children and the children have the right to this first class quality teaching (Wave 1).

Mrs Tyrer assists and oversees the day to day work of the team and manages the implementation of the SEN Code of Practice. Mrs Tyrer also assists with day to day management, preparing and leading pupil Annual Reviews, and co-ordinating outside agency work. Mrs Tyrer ensures that SIMs is updated regularly with any new/additional information. Mrs Gray coordinates the implementation of the Springboard group and she leads literacy/numeracy programmes throughout the school. Mrs Gray ensures that the Reading Ages and Literacy targets for pupils are up to date and accessible on SIMs. The SENDCo coordinates the counselling the school counsellor by close liaison with Heads of Houses, the Intervention Team and SLT to deliver counselling as and when necessary; regular reports are written.

Pupils with medical needs are given care plans if appropriate (please see separate Care Plan Policy). There are specialist Teaching Assistants who run the Homework club in the mornings and afternoons, before and after school. Teaching Assistants are specialising in taking Booster groups and Social/Life Skills groups. We have a TA who leads the Multi-Skills Club with takes place during morning registration. Mrs Goldson is the member of the Senior Leadership Team who is linked to the SEND Department and takes on an advisory role. There is also a school governor with special responsibility for SEND matters.

### **3. Resources**

The SEND department works from the very busy base of the Extended Learning Centre (ELC), which is used for multi agency work, meetings, literacy and numeracy programmes as well for private study, Lunch and Homework Clubs. The Classroom

F3 is used as a classroom for the Springboard group. The SENDCo has an office on the ground floor of the ELC where meetings etc can also take place. The School Nurse also holds weekly drop-in sessions in the counselling situated in the main building. Referrals can also be made for the School Nurse using the School Nurse Referral Form.

The ELC houses the materials used by the department to support SEND pupils. It includes books, worksheets and games as well as computers and a wide range of educational software. A staff library of professional reading materials is kept in the main school Staff Room. The SEN area in Teacher Shared also holds information including strategy sheets.

The school has three disabled toilets, each of which is regularly serviced and fully equipped to support the personal care needs of physically handicapped pupils and staff. There are three lifts in school and five Evac chairs which are available to evacuate children and adults with mobility problems from the school in case of emergency.

SEND funding is now delegated and is included in the whole school budget (Notional SEN). Pupils Statements of SEN above a Band D are converted to EHCPs and have varying amounts of 'top-up' funding. Our additional funding for special needs is predominantly spent on additional specialist teachers to allow SEN pupils to be taught in very small teaching groups of between 10 and 12 pupils. This allows for greater differentiation of work and also for more teacher attention to be paid to pupils in class. It also funds the post of the Deputy SENCo. In addition to this, all staff are regularly trained in matters relating to special needs. There is a rolling programme of training in the use of the Evac chair. Staff have also been trained in behaviour management and safeguarding. Subject specialists are encouraged to attend courses relating to SEN matters within their own subject area.

Pupils with dyspraxia and/or motor difficulties attend a Multi Skills club at least twice a week. This club runs before school so that pupils do not miss any lesson time.

Our counsellor comes into school on Tuesdays and Wednesdays. Pupils can be referred in a variety of ways including: SLT, SENDCo and Heads of House using the SEND/Intervention referral form.

#### **4. Identification and Review.**

Pupils with SEN are identified as early as possible, ideally before entry to the school in Year 7. Liaison is carried out by the SENDCo and Deputy SENDCo and the person in charge of transition; Catherine. Primary schools are visited each year with a view to identifying and making provision for pupils with special needs in good time for their arrival at the school. Pupils with Statements of SEN are admitted as a matter of priority if their first choice of high school is Brownedge St Mary's if we are confident we can meet the child's needs.

Pupils are placed in bands of differing ability in core subjects on entry to the school, which is quality assured by Catherine Godbold (SLT), using CAT test results, KS2 SAT test results and teacher assessment. During the first half term of Year 7 pupils are screened for reading and spelling scores. Any pupils with apparent difficulties are interviewed by the SENDCo and, if necessary, appropriate programmes are put in place. Any intervention is put in place at the earliest convenience.

Pupils can be referred to the SENDCo for screening at any time during their school career if parents or staff feel that there are concerns. Staff are asked to complete a referral form for any pupil they wish to refer.

If a pupil is entered onto the SEN register parents will be informed as a matter of course and information will be shared on a regular basis. Reviews of Statemented pupils and pupils with an EHCP, take place on an annual basis, but parents/carers can request an early review at any time if there are concerns. Reviews of pupils who have additional needs and/or a concern generally take place at annual Parents Evenings however if parents are concerned a more 1:1 approach can be set up wherever possible. Teachers contribute to pupil annual reviews using the advice sheet produced by the department. Pupils are encouraged to contribute to their reviews using advice sheet by suggesting targets and attending the meeting. TAs also complete an advice form and use the RAG rated target sheets when pupils are monitored in class.

We judge our successes on the number of SEND pupils who achieve their target grades at KS3 and KS4. We also aim that every pupil should attain a functional reading age by the end of Year 11. We monitor the number of SEND pupils pursuing post 16 education. We also value the pupils' own perceptions of their progress and sample their views. We have an excellent record of involving pupils in outside visits and school productions. SEND pupils assist in showing the school to visitors and contribute to the writing of the Accessibility Plan and the SEND Development Plan. We are keen for pupils to feel that their needs have been met and their wishes taken into account. We work in partnership and collaboration with parents and outside agencies to ensure that this is the case.

## **5. Inclusion**

Pupils' needs are addressed on a flexible basis at all times. The emphasis is on personalised learning. The curriculum for each SEND pupil is designed and adapted according to individual needs and wishes. All pupils are encouraged to follow a full curriculum unless there are strong reasons for considering a reduced or altered curriculum.

## **6. Partnership and Liaison**

The SENDCo, Deputy SENCO and the team, work with a wide range of outside agencies, both statutory and voluntary, to support our pupils to the best of our professional ability. Some of these agencies are:-

CAMHS (Child & Adolescent Mental Health Services)

School Nurse

Educational Psychologist

GRIP (Group Intervention Panel)

YPS

Physiotherapy

Occupational Therapy

School Health Team

Lancashire Parent Partnership

Lancashire Education Inclusion Service

Lancashire Education Medical Service

Downs Syndrome Society

Moor Hey School

The Coppice School

Social Services  
NASEN  
County Cluster  
Local Cluster

## **7. Complaints**

The school operates an 'open door' policy and parents are always welcome to discuss any worries or concerns at the earliest opportunity. The SENDCo is keen to meet parents who are concerned about their child, and is available most evenings after 3.00 pm by mutually convenient appointment.

Inevitably there will be times when parents will have concerns about their child in school. The school is keen to try and resolve any differences amicably. Complaints relating to a child's special needs should be addressed in the first place to the SENDCo or Head teacher. If the complaint cannot be resolved, then the LEA complaints procedure should be followed. Details of this are available from the School Office.

Under the SEN and Disability Act 2001 parents can also request the services of an independent disagreement resolution service, details of which are available from the School Office.

Policy revised February 2017  
Alison Bradshaw  
SENDCo