SEN/D Policy

2022/2023

Approved by:	FGB	Date: 12th July 2022
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SLT Lead:	Greg Prout	
Signed:		

PART 1:   Overview

1.1   Introduction

1.1.1   St George Catholic College is in the Trusteeship of the Roman Catholic Diocese of Portsmouth and maintained by Southampton City Council Local Authority. Our school leaders and governors are entrusted by the Bishop with the ministry of school leadership and will always act in recognition of the love of Christ for all members of our College community and one another.

1.1.2   We share a vocation for the common good in our world and we are committed to working together as a family. All of our policies and procedures are formed to enable all members of our St George family to be safe and cherished, feel happy and fulfilled and be treated fairly in a positive environment founded on mutual respect and shared values. This policy is part of the foundation that enables everyone to **aspire to be all that God has created us to be.**

1.1.3   *At St George, all students irrespective of ability, race, gender or need are respected and valued as individuals... This is reflected in the College organisation and curriculum structure, its assessment and rewards systems and the arrangements made for careers education and work experience. Students with SEND are integrated and included fully into the life of the College as a whole, including its social and cultural activities.*

1.1.4   *The College believes that the needs, right and entitlements of individual students are the focus of both educational and social environment and that the family and the College community should work together.*

1.1.5   *'At St George we ASPIRE to become all that God has created us to be'.*

1.2   Definition of Special Educational Needs and Disability (SEN/D):

1.2.1   Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

1.2.2   Students have *difficulty accessing the curriculum* if they:
- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability§, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

1.2.3   Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. Where appropriate, such gifts and talents are embraced and encouraged through the provisions made for their specific need.

1.2.4   Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Where potential SEN/D is identified the school's SENCO, Progress Leader and Inclusion Lead, as appropriate will contact the parents*, inform them and invite them to discuss the provision being put in place for their child. Staff will be informed and provided with information, strategies and advice, as part of the Student Support Information.

1.2.5   Lack of adequate progress may be indicated by:
- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.

- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.
§ See 'definition of disability' at end of this policy.

1.3 Curriculum Support [Provision] is achieved by:

1.3.1 Identifying and assessing individual student's needs.
1.3.2 Reporting of students' needs to all members of school staff.
1.3.3 Providing an appropriate curriculum, considering;
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.
1.3.4 Delivering an appropriate curriculum, taking into account;
- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.
1.3.5 Providing learning support through;
- Curriculum development
- Support teaching
- Bespoke training
- INSET
1.3.6 Using outside agencies where necessary and appropriate.
1.3.7 Monitoring individual progress and making revisions where necessary.
1.3.8 Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
1.3.9 Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
1.3.10 Liaison with SEN/D governor and annual reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
1.3.11 Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1   SEN Coordinator:

2.2   Roles and Responsibilities:
2.2.1   The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

2.2.2   **Governing Body:**
- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher, sets objectives and priorities in the school development plan, which includes provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Ensuring the policy is reviewed annually and published on the website.

2.2.3   **The Headteacher:**
- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

2.2.4   **SEN Coordinator:**
- Disseminating information and raising awareness of SEN/D issues throughout the College.
- Is responsible to the Headteacher for the management of SEN/D provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEN/D.
- Keeping accurate records of all students with SEN/D.
- Collating, reviewing and monitoring Student Support Information for those with SEN/D and others, as required.
- Monitoring departmental delivery of the SEN/D Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.

2.2.5   Being responsible and accountable for the whole-school SEN/D resources and sharing with the Headteacher, and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEN/D.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).

- Being involved in preparing the SEN/D report, which the Headteacher forwards to the Governors.

2.2.6 Subject Leaders:
- Departmental practice to include the writing of EHC plans according to the school's SEN/D Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D are purchased from college capitation.
- Raising awareness, of college responsibilities towards SEN/D.

2.2.7 Other Staff:
"All teachers are teachers of special needs"
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Student Support Information is considered in lessons.
- Monitoring progress of students with SEN/D against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SENCO.

2.2.8 Teaching Assistants
- Support students with SEN/D and the wider school population.

2.2.9 Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets.
- Assist with devising individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.2.10 Other staff
- Communicate SEN/D issues to and from the College.
- Raise awareness of SEN/D issues at Departmental / College meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements
2.3.1 Admission arrangements are outlined in the school prospectus.

2.4 Inclusion
2.4.1 Our inclusion ethos is explained in our philosophy at the beginning of this policy.

2.5   Complaints Procedures

2.5.1   Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed.

2.6   Monitoring and Evaluation of this Policy

2.6.1   The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Evidence of progress towards targets, such as subject knowledge and skills assessments and key stage 4 levels and outcomes.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with professionals, such as subject SEN/D representatives, leaders, governors and outside agencies.
- Having a positive and effective partnership with parents
- Feedback from school staff and outside agencies
- Number of complaints received.

PART 3: Identification, Assessment and Provision

3.1   **Identification**
3.1.1. The school uses the **graduated response** as outlined in "The Code of Practice (2014)" plus subsequent amendments in May 2015. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area.

3.2   **New Intake Students in Year 7.**
    a)   **Primary Liaison**
        Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty/physical disability" and who is on SEN Support or has an EHC plan referred to the SENCO. Contact is then made with the primary school.

        The LA notifies school about students who are transferring with EHC plans in the spring of their Year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. The transition coordinator attends cluster primary schools during year six. Additional staff visits to primary schools and student visits to St Goerge are planned, as appropriate once transition information has been received. Relevant information is collated and disseminated to teaching staff before transfer.

    b)   **Initial Screening Tools used as deemed appropriate**
- KS2 or CAT tests
- Reading, spelling, writing tests
- Lucid Lass screening
- Lucid Exact
- Lucid Recall
- Boxall Profile
- Tests planned by the SENCO as identified

3.3   **Screening in Other Year Groups**
3.3.1 Screening tests are administered when required.

3.4   **Individual Assessments**
3.4.1 Individual assessments are used to identify both supportive learning strategies and appropriate targets. Tests such as Star Reader, Access Reading and Schonell Graded Word Spelling are used, with the information made available to members of staff though SIMS and SEND area.

3.5   **Staff Observation**
- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken from other professionals.

3.6   **Referrals by Parents or Carers**
- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.7 **Graduated Response**

3.7.1 Teaching students with SEN/D is a whole school response. The four-part cycle of Assess, Plan, Do, Review is used as a Graduated Response to SEN/D. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at St George learn and progress through these differentiated arrangements.

3.7.2 Monitoring of progress will be carried out by the class teacher and used to inform future differentiation with whole class planning.

3.7.3 The student's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making adequate progress at this level of intervention.

3.7.4 SEN Support may result from:

- Low Numeracy / Literacy scores
- Judged as working below age related expectations for Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents
- Appropriate results on a screening assessment

3.7.5 Provision from within the school's resources is identified to help meet the student's needs.

3.7.6 Provision to support the student may include:

- Additional adult support e.g. a Teaching Assistant
- Additional learning programmes such as Literacy and Numeracy
- Smaller teaching groups
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy or Literacy booster classes, where appropriate.
- Practical support with organisation and communication
- Emotional Literacy support
- Social Skills support
- Additional staff training.

3.7.7 The responsibility of these students remains that of the class teacher, in consultation with the SENCO, Progress Leader and Inclusion Lead, as appropriate. Additional interventions may result in the student having targets aimed at addressing a particular need. These targets should be transferred into lessons and responsibility to do this rests with both students and staff.

3.7.8 Monitoring and reviewing is carried out on at least a termly basis. The subject teacher/ SENCO/ Progress Leader/Inclusion Lead – as appropriate, will look at the monitoring information and may adjust the provision for the student.

3.7.9 As part of the **review** process, SENCO/Progress Leader/ Inclusion Lead and/or school colleagues, in consultation with the parents/carers, may conclude that despite receiving additional and different support, the student continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek advice from external support services.

3.7.10 Advice and/or involvement being sought from external support services. This support may include:

- Specialised assessments
- Advice on strategies and targets
- Direct work with the student
- Staff training

3.7.11 Should assessments identify that a student requires resources over and above the school's SEN delegated budget, the school may apply to the Local Authority (LA) for additional resources and to request an EHCP assessment. Monitoring and reviews will continue to take place.

3.7.12 If a student fails to make adequate progress with this advice from external support services, and has demonstrated a significant cause for concern, the school and /or parent/carer may decide to request that the LA undertakes an Education, Health and Care assessment. This may lead to the student being provided with an EHCP.

3.7.13 The school is required to submit evidence to the LA. A judgment about whether or not the student's need/s can continue to be met from the resources normally available to the school will be made by the appropriate panel. This judgment will be made using the LA's current criteria for making an Education, Health and Care assessment.

3.7.14 Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

3.7.15 If an EHCP is granted, there will be an Annual Review, chaired by the SENCO , to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the student.

3.7.16 Safeguarding, including the social and emotional wellbeing of students is of paramount importance and all members of the school community play their part. Keeping children safe in education, with or without SEND, is at the heart of our practice. This includes bullying, as no one deserves to be a victim of bullying and the school responds promptly and effectively to issues.

3.7.17 Children and young people with SEND may have additional needs that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. Some children may be vulnerable because they:

- have additional communication needs
- may not understand that what is happening to them is abuse
- may need intimate care or are isolated from others
- may be dependent on adults for care.

3.7.18 Representatives from the Leadership, Pastoral and Trinity Team's meet weekly to monitor and review vulnerable students to aid early identification of need and to plan support and intervention. For bullying, a restorative approach is used to support reparation through individual and small group work for victims and bullies.

3.8 **Student Support Information and Reviews**

3.8.1 The strategies that will be employed at Stage 3, Stage 4 and for students with EHC plans are recorded on the Student Support Information.

3.8.2. Student Support Information can include:

- Thoughts and feelings of the student
- Access Arrangement information
- Advice on teaching strategies
- Background information
- Concerns
- Additional provision to be put in place

3.8.3 Student Support Information is completed with the student's input and is communicated to all staff who support the student's learning and also to the parents or carers through review day meetings.

3.8.4 Student Support Information is reviewed and updated, but also form part of the formal review process following consultation with teaching staff and parents. Prior to review, teaching staff provide details where at least expected progress has not been achieved. These details will include a mix of the following:

- Outlining the steps have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Smaller steps of progress
- Future concerns / targets

3.8.5 **Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by the College's and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.8.6 **Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and in conjunction with EHC Plans, provision for students with SEN/D is regularly reviewed and revised.

3.8.7 It is the responsibility of individual department at the college to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Learning Support Team.

3.9 **Provision of Curriculum Support**

3.9.1 The Learning Support Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:
- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO and Learning Support Team can assist with:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with St George Catholic College inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at St George Catholic College.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.10 Allocation of Resources

3.10.1 The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

3.10.2 **Capitation:**

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

4.1.1 The SENCO liaises closely with other members of the Senior Leadership Team and Progress Leaders and Inclusion Lead. Information and concerns are always discussed with the appropriate member of staff.

4.1.2 College systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

4.2 Parents

4.2.1 St George actively seeks to work with parents / carers and values the contributions they make:

- Parents may, at any time, make an appointment through the school office to speak with the school's SENCO, Progress Leader, Inclusion Lead or appropriate member of the Learning Support Team.
- Parents are invited to discuss their child's progress and we will encourage parents to make a full contribution towards their child's targets and/or Annual Review.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Parents are invited to attend Mentoring Day afternoons/evenings each term, where their child's progress is discussed with the form tutor.
- Effective communication is achieved through regular contact with home either through letters, emails, telephone calls or the student's planner.
- Parents can access the school's SEN Information Report on the school website or request a paper through the reception.
- New parents can attend the Open Evening in the autumn term prior to transfer.

4.3 Students

4.3.1 St George Catholic College acknowledges the student's role as a partner in his / her own education:

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.
- Students share their views on what is important for staff to know to help them learn.

4.4 External Support

4.4.1 The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by St George Catholic College include *(this is not an exhaustive list)*:

- The Educational Psychologist
- Southampton/Hampshire specialist teachers
- The Virtual School
- The Child and Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer
- Ethnic Minority Service
- Speech and Language Service/Therapists

- Occupational Therapy
- Physiotherapy
- Southampton Advisory and Outreach Service (SAOS)
- Southampton Information Advice & Support Service
- The Building Resilience and Strength team (BRS)

4.5   Between Schools

4.5.1   The SENCO liaises with other SENCOs:
- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' and HUB meetings.
- On the transfer of a student with SEN/D.

4.6   Transfer Arrangements

4.6.1   All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

4.6.2   Additional induction days are arranged as required for all students with SEN/D and vulnerability factors.

4.6.3   The records of students who leave at the end of Year 11 are kept and stored in school.

4.6.4   Documentation relevant to the last Review is forwarded to Post 16 placements.

4.6.5   *Definition of Disability*

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Social and emotional difficulties Mild dyspraxia Minor speech impairment Moderate learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature