



**Saint Paul's Catholic High School**

*Moving forward together. Achievement for all!*

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



**Journeying together with Jesus Christ, we learn to love and love to learn.**

Document Control	
Title	Special Educational Needs and Disability (SEND) Policy
Date	May 2023
Review	May 2024
Date to be considered by Governing Body	
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## **Special Educational Needs and Disabilities (SEND) Policy**

### **Introduction**

St Paul's is committed to providing the opportunity for all students to succeed and adheres to the principle that **'Every teacher is a teacher of SEND'**. The school will ensure effective and efficient provision for students with Special Educational Needs at the Academy and will focus on raising the aspirations and expectations for all students with SEND and positive outcomes for young people as opposed to measuring hours of provision/support.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)

You will find a copy of St Paul's SEND Information Report on our website.

This policy should be read in conjunction with the following:

- Behaviour for Learning
- Equality Access and Action Plan
- Anti-Bullying Policy

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four categories of Special Educational Need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical disability

## **School Arrangements**

St Paul's will:

- Identify 2 SENCo's who will oversee the SEND Policy
- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a 'whole student, whole Academy' approach to the management and provision of support for special educational needs
- Provide support, training and advice for all staff working with students with special educational needs
- Develop and maintain partnerships and high levels of engagement with parents
- Ensure access to the curriculum for all students

## **Roles and Responsibilities**

The SENCo is a qualified English teacher, has undertaken the National Award for Special Needs Co-Ordination and is a middle leader at the school. The SENCo leads on strategic and operational co-ordination and multi-agency links. The school has another qualified teacher who assists the SENCo, alongside working towards gaining the NASENCo qualification. The Assistant Head for SEND and Inclusion has an oversight and strategic lead of the SEND provision and line manages the SENCo's.

In addition, St Paul's has a team of SEND teachers and teaching assistants, who carry out in class support and some small group interventions. The TAs lead clubs before and after school in areas such as literacy and homework clubs etc. in the dedicated SEND area in school.

Provision for students with additional needs is a matter for all members of the school community.

All teachers and teaching assistants have a responsibility for assisting to meet the needs of students experiencing SEND. They should be aware of the school's procedure for identifying, assessing, monitoring and making provision for students with SEND. Each department must address, in schemes of work, the ethos of inclusion through differentiation in their curriculum.

The governing body in co-operation with the Head teacher determines the school's general policy and approach to the provision for children with additional needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The governing body are responsible for reviewing the SEND policy annually. The governing body has a designated member as the governor who has responsibility for SEND.

The Head teacher has a strategic responsibility for overseeing the provision for children with additional needs and keeping the governing body fully informed. The allocation of resources within the Academy will be based on an annual audit of need.

## **Admission Arrangements for Students with Special Educational Needs**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. St Paul's strives to be a fully inclusive

environment and, where appropriate upon transition, children with identified needs will be supported through liaison meetings with key staff from both settings.

## **Identification, Assessment and Provision**

Please refer to the definition of Special Educational Needs at the start of the policy for the school's approach to identifying students with SEND.

The below circumstances may impact upon a child's or young person's attainment and progress but will not automatically be identified as SEND: -

- Disability
- Attendance and punctuality issues
- Health and Welfare issues
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child

A student having behaviour issues will not necessarily be identified as SEND. In line with the SEND code of practice, any concerns relating to a child's or young person's behaviour will be viewed as an underlying response to a need that the Academy will work to identify and support.

### **A graduated approach: 'Every Teacher is a Teacher of SEND'**

#### **Quality First Teaching: 'The baseline of learning for all students'.**

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
3. Subject teachers remain responsible and accountable for the progress and development of the students in their class with SEND, including where students access support from teaching assistants or specialist staff.
4. High quality teaching, differentiated for individual students, remains the first step in responding to students who have or may have SEND. Additional intervention and support will not automatically be put into place to attempt to compensate for a lack of good quality teaching.
5. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
6. The SENCo's will be consulted as needed for support and advice.
7. Through the above actions it can be determined which level of additional provision the student will need.
8. If a student has recently been removed from the Inclusion Register they may also fall into this category as continued monitoring will be necessary.
9. Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school and contribute to their child's Pupils Passport if they have one.
10. The student is monitored if concerns are raised by parent or teacher but this does not automatically place the student on the Inclusion Register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

## **SEND Support**

Where it is determined that a student does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the school's Inclusion Register. The aim of formally identifying a student with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEND support the subject teacher, working with the SEND team, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. This analysis will be regularly reviewed to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Access Arrangements for Exams and Assessments**

Some students with Special Educational Needs and/or Disabilities may also receive Access Arrangements for their assessments and exams. This is to ensure that students with additional needs are not disadvantaged in accordance with JCQ guidelines. Information regarding Access Arrangements is passed on from primary schools or in some circumstances, students are assessed by teachers and learning support staff during Key Stage 3 and professional judgements are made to establish what Access Arrangements are needed. At the start of Key Stage 4, students in receipt of Access Arrangements are additionally tested by an external specialist. The results of these tests and the evidence from Key Stage 3 to show each student's 'usual way of working' forms the basis of the application for Access Arrangements with exam boards.

The SENCo/Academic Co-ordinator (senior TA) ensures that all staff are informed of those students with Access Arrangements in years 7 – 11 and also work with the Exams Officer in submitting completed Access Arrangement applications to the awarding bodies. They also timetable the rooming and invigilation for Access Arrangement candidates' exams

The school will take every available step to ensure that students with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Students who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- The Exams Officer should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.
- Should the student require any access arrangements this will be processed by the SENCo/Academic Co-ordinator and the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the Academy should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by the Academy.

The Access Arrangements provided may include:

- Alternative room
- 1:1 Invigilation
- Reader
- Scribe
- Laptop
- 25% extra time
- Regular breaks
- Prompt
- Coloured papers
- Enlarged print
- Provision for deaf students

## **Plan**

When it is decided to provide a student with SEND support, parents will be informed. Planning will involve consultation between subject teachers, Progress Leaders, SENCo's, Teaching Assistants and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought via combination of the Inclusion Register and individual Pupil Passports.

## **Do**

Subject teachers and Progress Leaders remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Teaching Assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the

student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo/SEND team.

## **Review**

Reviews of student progress will be made at regular academic data checks. The Review Process will evaluate the impact and quality of the support and interventions. The SENCo/SEND team will revise the support and in light of student progress and development; make any necessary amendments going forward, in consultation with parents and teachers.

## **Referral for an Education, Health and Care Plan:**

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCo and Progress Leader if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers/Teaching Assistants
- Progress Leaders
- SENCo
- Social Care
- Health professionals/other outside agencies

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from Education, Health and Social Care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the [Manchester's Local Offer Website](#)

Or by contacting the Information, Advice and Support (IAS) Manchester on:

Parent Confidential Helpline: 0161 209 8356 (Monday to Friday 10am-3pm)

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

## **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Manchester Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in the school and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place. For further information please contact the SENCo.



## **Access to the Curriculum for Students with SEND**

The school curriculum will be regularly reviewed by the Head teacher and the school Leadership Team to ensure that it promotes inclusion of all students. Students with SEND will be given access to the curriculum and offered specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual. Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND are provided both in the school and via external training providers.

The SENCo is responsible for:

- Keeping staff fully informed of the special educational needs of any students via the Inclusion Register and via regular staff updates including sharing progress reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Ensuring that individual or small group tuition is available where it is felt that students would benefit from this provision.
- Helping staff to set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Coordinates the statutory assessment for EHC plans.
- Monitor the progress of students with SEND.
- Tailor SEND provision to the needs of individual students.

## **Provisions and Resources**

In addition to Quality First teaching within the classroom and access to in class support from Teaching Assistants, the school has a range of provisions and resources that are regularly reviewed to reflect the changing needs of the SEND students.

### **New Horizon's KS3**

The New Horizon provision is a primary based model that seeks to support the transition from primary school to secondary. Students are identified through the primary school and information shared with the SENCO. This primary transitional model setting offers:

- Enhanced resource for moderate learning difficulties.
- Structure and learning in a smaller community.
- Established routines and tailored learning.
- Enhanced learning and environment with specially trained staff; SEND teachers,
- 1-1 support, specialised teaching assistants. Committed staff supporting students' barriers for learning.
- Creating complex student profiles of learning and emotional needs.
- A primary style curriculum and teaching method providing a nurturing secure provision which supports transition into a secondary school environment.
- Taught using stage not age approach, receiving a well- suited high quality of education.
- All learning is cross-curricular embedding new vocabulary and promoting use of new skills learnt across all subjects.

Overall New Horizon's provides a high-quality education which inspires independence and preparing for the future. Students will gain confidence to use and apply skills learnt to move from a nurturing environment to a more independent environment.

## **New Horizon's KS4**

New Horizons KS4 is a resource to support the needs of the students with SEND and those within the wider school to ensure that an inclusive provision is offered by Saint Paul's to all of its students. It aims to support students who are struggling to work within the larger mainstream school environment. The students working in this provision are often academically unable to access the curriculum without a high level of support. The provision aims to provide the curriculum in a smaller more nurturing environment, hoping to build confidence and self-esteem and deliver main school lessons, while addressing the needs of identified SEN students ensuring reasonable adjustments are applied and work is appropriate to students' academic ability. This includes qualifications that are more accessible and achievable, so that students attain, whilst still having opportunities to sit a selection of core GCSE's. The New Horizons provision can be accessed on a full-time or part-time basis and short-term or long-term, depending on the needs of the specific student. The curriculum will be set by subject teachers and teaching assistants. While accessing New Horizons, students will also have an opportunity to attend separate sessions, for example Speech and Language intervention or Social and Emotional Support. The following support is offered in New Horizons KS4 Provision:

- Curriculum support to ensure students can access learning set by their subject teacher
- Offers a flexible approach to learning
- Support on a 1-1 basis and small group
- Allows students opportunities to challenge themselves both academically and socially
- Support during unstructured times
- Literacy and Maths Interventions, e.g. Reading, Handwriting, Spelling and Catch Up
- Access to Speech Language and Communication Interventions
- Access to Physical and Motor Skills Interventions
- Assessment for Exam Access Arrangements
- Mentoring
- Support with college applications, CV and Key Stage 5 pathway
- Access to a range of attainable qualifications

## **Resourced Provision**

St Paul's is a Resourced Provision school in Autism and SLI, the provision is led by a qualified teacher with extensive knowledge and training in Autism and SLI. The wider SEND team and all teaching staff are Autism Level 1 trained to support. Support for the resourced Provision is also sourced from Speech and Language Team and Occupational Therapy team.

Resourced Provision Students are placed at Saint Paul's High School via Consult from the Local Authority. Students must have a diagnosis of Autism and have an Education, Health and Care Plan (EHCP) Students who are placed in the Resourced Provision are identified as needing specialist education provision. Placements are agreed according to the matching provision to needs descriptions for Manchester which included the following details:

- RP Lead (Qualified Teacher with Autism Training) supported by highly skilled support staff and external agency support
- Students needs are met at specialist level, but access to mainstream environment is still needed
- Students in RP follow their individual mainstream timetables with some personalised activities to support Education Health and Care Plan (EHCP) targets, emotional and physical needs.

- Specialist support is required to ensure the students can access mainstream opportunities
- Specialist staff to advise and model good practice for non-specialist colleagues
- Opportunities to work alongside mainstream peers
- Undertake a range of GCSE level or similar accredited courses
- Use of visual supports to develop independent learning
- Support at unstructured times
- Multi-agency planning and support when needed according to EHCP outcomes

We also offer these specialist interventions within the RP setting:

- Sensory Circuits
- Social Skills Groups
- Fine Motor Skills Team Building
- Independence Skills
- Specialist Careers Pathway
- Visuals to support independence
- Lego Therapy
- Zones of Regulation

Developing and delivering provision for SEND pupils across the school:

- Whole staff upskilling in teaching and learning strategies which allow all students to make at least good levels of progress
- Working with subject teachers to explore and develop tools to aid differentiation and curriculum development and design to promote inclusion.
- Support classroom use of

## **Well Being Provision**

Saint Paul's offers a wide variety of support to ensure the SEMH needs of our students are met. We work alongside outside agencies to ensure that we are offering bespoke and professional support to all the students at Saint Paul's. To support SEMH we offer the following:

- SEMH Mentoring on a 1:1 basis - this is done via the SEMH Lead and with the Pastoral Team.
- Real Love Rocks Programme - this focuses on health relationships, staying safe,
- Risk associated with Child Sexual Exploitation (CSE)
- Self-Esteem - both group work and 1:1
- Support around self-harming behaviours - we ensure a complex risk assessment is completed where needed to ensure students are kept safe in and around school and work closely with parents to continue this at home.
- Resilience Group work
- Anxiety Group Work
- Supporting Anxiety 1:1
- Dealing with Anger support 1:1

All students can self-refer to any of the provisions above and can do this either by speaking directly to the SEMH Lead or through their Progress Tutor/Leader or Pastoral Assistant. Parents and carers are also able to contact school and express an interest for this support for their child. The Safeguarding Team and Pastoral Team work closely together to ensure students who may need that extra support at that time receive this as soon as possible.

In addition, we work with a school counsellor who sees students on a one-to-one basis offering counselling and psychotherapy support. Students for this service are identified through the safeguarding and pastoral team and referred to be seen.

We also have a CAMHS Ithrive Practitioner who works with specifically identified children and offers support in the following areas:

- Psycho-Education
- Behavioural Activation
- Exposure Therapy
- Guided Self-Help
- Problem Solving
- Worry Management
- Sleep Hygiene
- Behavioural & Emotional Regulation Strategies

We work with Child Bereavement UK who attend school monthly and offer Bereavement Support to our students. This is done both one-to-one and as a group. We are also in the process of building a working relationship with The Proud Trust to offer support around relationships and identity and understanding diversity

## **Training**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. The SENCo attends relevant SEND courses and all Teaching Assistants are offered training opportunities as identified through the appraisal process. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the school Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All staff have recently completed the SEND Diploma as part of their CPD programme as well as autism level 1.

## **Partnership Working**

St Paul's continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

## **Partnership with Parents/Carers**

St Paul's believes that a close working relationship with parents/carers is vital. We aim to promote co-operation between parents and carers, the school and the Local Authority by:

- Ensuring all parents are made aware of the school's arrangements for SEND.
- Informing parents of their child's inclusion on the SEND Register and the reasons why.
- Inviting parents to all appropriate reviews.
- Operating an 'open door' approach between parents and the SEND team.
- Holding regular Parental Information Evenings.

We have introduced a key worker system through which every child is assigned a key worker from the SEND team, part of whose job is to remain in regular contact (at least twice a term) with parents and carers to ensure continuous communication is sustained.

## **Partnership with Students**

St Paul's encourages students experiencing SEND to participate in their own learning by:

- Attending Pupil Passport reviews and becoming involved in target setting.
- Endeavouring to incorporate their views in aspects of their education.
- Encouraging students to work independently and develop high self-esteem.
- Encouraging students to take responsibility for their own learning.

## **Evaluating, Monitoring and Reviewing the success of SEND provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students during the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice, and will include evaluation of individual Pupil Passports. A formal evaluation of the effectiveness of the School SEND provision and policy is carried out by the SENCOs in consultation with the Assistant Headteacher for Inclusion and the link SEND Governor termly. Information is gathered from different sources such as; student and parent surveys, teacher and staff surveys, parents' evenings, consultation evenings and report feedback forms.

## **Complaints procedure**

Any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs should be addressed in the first instance to the School SENCOs. If parents feel their child's needs are still not being met they should make an appointment to see the Head teacher. If, however, after this point parents are still concerned, they may contact the governor responsible for SEND or the Information, Advice and Support (IAS) Manchester who may allocate an individual parent supporter.