


# Special Educational Needs and Disability Policy

## Ellesmere Port Catholic High School



<b>Approved by:</b>	Mr J Coucill, Chair of Governors 
<b>Lead of Review:</b>	Mrs V Marsland, SENCO
<b>Last reviewed on:</b>	July 2021
<b>Next review due by:</b>	July 2022

## **Status**

Statutory

(As part of the Children's and Families Act 2014, this policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years June 2014).

## **Named Personnel**

**SENCO:** Mrs V Marsland

**SEND Governor:** Mrs A Ryan

## **Definition**

A child or young person has SEND if a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she has:

- significantly greater difficulty in learning than the majority of others the same age or
- 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 or mainstream post-16 institutions.

## **Disabled children and young people**

People who have SEND may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a considerable overlap. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

It should be noted that this definition of learning difficulty does not apply to students that have learning difficulties solely because his/her language is different from the language in which he/she will receive his/her education.

## **Purpose**

Ellesmere Port Catholic High School values the abilities and achievements of all its students and is committed to providing for each student the best possible environment for learning.

## **Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years June 2014 3.65 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 (June 2014)

- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **Aims**

- To ensure that every student achieves the expected outcomes set out in the Every Child Matters agenda: to be healthy; to be safe; to enjoy and achieve; to make a positive contribution to our community; to enjoy social and economic well-being.
- To ensure that all SEND students receive their full entitlement to a high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum, so that they can reach their full potential and enhance their self-esteem.
- To educate SEND students, wherever possible alongside their peers within the mainstream classroom setting, with learning support assistants supporting students in mainstream lessons as necessary and within available resources.
- To promote intellectual, emotional, social and physical development, in order that students can develop as a valuable member of society both now and in the future.
- To identify and assess students with SEND as early and as thoroughly as possible, full involving parents and students in the early identification, assessment and delivery of SEND.
- To encourage, promote and seek close co-operation between all agencies concerned for a multi disciplinary approach to education.
- To stimulate, promote and maintain student enjoyment and interest in his/her own education and ensure that students with SEND take part in all school activities.
- To work in partnership with parents at all stages. The support of parents and students is crucial if an intervention is to be successful. All targets set for students are shared with students and parents/carers as well as all reviews of progress against these targets.
- To conduct regular reviews of student progress, ensuring that parents of SEND children are kept fully informed of their child's attainment and progress.
- To ensure that all school staff are aware of each student's needs so that such needs can be met in all school settings.
- To provide support and INSET programmes for all staff involved in the care and teaching of students with SEND, to ensure that students' needs can be met in the mainstream setting.
- To ensure that no student is discriminated against, in any area of school life, on the basis of his/her ability.
- To embed dyslexic-friendly classroom strategies into the curriculum to foster a culture that recognises a 'dyslexic-friendly classroom is a pupil-friendly classroom' and good for all learners

## **Objectives**

- Educational provision is achieved through integration into the mainstream school. The school uses its best endeavours to make sure that a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND. Sensitive and creative adaption of the curriculum may be required. This can be done by adopting appropriate teaching methods and resources which are sensitive to the area of SEND. One of the key roles of the SEN department is to raise awareness with staff of these issues and to support them to deliver the curriculum to maximum effect.

- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. School's arrangements for assessing and identifying pupils is agreed and set out as part of the Local Offer.
- The school regularly reviews and evaluates the breadth and impact of the support offered and accessed, in conjunction with reviewing the provision that is available locally through the Local Offer. The school has a duty to collaborate with other local education providers to explore the most effective way to meet student's needs.
- The school has a duty under the Equality Act 2010 towards individual disabled children and young people to make reasonable adjustments, including the provision of auxiliary aids and services to prevent them from being put at a substantial disadvantage.
- The SEND department offers advice to subject teachers and other departments on employing differentiated teaching methods and resources. Also working with subject teachers, parents and students in developing interventions and approaches to enhancing student self esteem.
- The SEND department ensures that subject staff are fully informed of the SEND of any students in their care. Information is shared with staff on a confidential basis via the SEND register. This information is updated and monitored regularly.
- Lessons are conducted in a secure, supportive and disciplined manner. Students and staff interact in a manner that demonstrates mutual respect.
- All staff use reward systems, e.g. direct verbal praise, achievement points, praise via monitoring letters home, postcards; encouraging students to work to their full potential and to experience a sense of achievement.
- Health and safety is always of great importance. Where necessary students will be supported by a TA in accessing subjects such as Science and CDT to ensure their health and safety.
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.
- Research continues to show that multi-sensory teaching and learning strategies used to support dyslexic students are of real benefit to all learners. The SEND department will continue to share strategies with staff to embed in their teaching.

### **Roles and responsibilities of headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

COP 6.4 – The quality of teaching for pupils with SEND, and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school

- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- a SEND governor representative is appointed to work alongside the SEND co-ordinator.
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the *SEND Code of Practice* (June 2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, in order to play a major part in school self-review and are fully aware of the Local Offer and its implications
- appropriate staffing and funding arrangements are established, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **SEND Governor** is responsible for:

- working alongside the school's SENCO
- ensuring that the school's policy is reviewed annually
- reporting back to the full governing body after discussions with the SENCO
- supporting the school in its work with children with SEND

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy and ensuring procedures are followed
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- publishing on the school website the SEND information report.
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information

- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with the SENCOs in primary schools to help provide smooth transition for students
- taking part in Local Authority SEND moderation.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion, for providing an appropriately differentiated curriculum incorporating dyslexic-friendly classroom strategies.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving appropriate feedback to parents of pupils with SEND.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

#### **Arrangements for monitoring and evaluation of effectiveness of provision**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- data analysis for pupils on the SEND register
- monitoring of procedures and practice by the SEND governor(s)
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success.

## Additional Information

### Identification and Assessment of SEND

A student's needs may become apparent through:

- Admission procedures. This process usually starts through liaison with our primary feeder schools. One of the Assistant Head teachers who is in charge of transition and is SENCO visits our feeder schools to meet teachers prior to transition.
- Teacher observation
- Parental concerns
- Student raising concerns about themselves or their progress
- GP consultation
- Further specialist assessment made by SEND department or external agency.

It is recognised that SEND may manifest themselves at any stage during a student's time in school. These needs may be temporary or long term.

Students who give cause for concern are screened using a range of assessments according to the nature of the concern. Staff have a responsibility to identify students in their groups whom they feel have any unidentified SEND and refer to the appropriate Head of Year/Subject Leader who will then refer to the SENCO if appropriate (using the Record of Concern sheet – Appendix 1). Any health concerns raised are referred to the School Health Service.

### Provision

Under the Code of Practice June 2014 all levels of support are to be called- SEND support

#### Level 1- Previous School Concern (SC)

Concerns raised by parents, teachers or support staff. School staff prepare a record of concern sheet (which can be found in the SEND Register), including with this evidence of difficulty. This information is brought to the attention of the Special Needs Co-coordinator (SENCO) who will consider the need for further assessment at this stage. Details will be displayed on the SEND Register and progress monitored over an agreed period of time.

#### Level 2- Previous School Action (SA)

A child's rate of progress has been identified as inadequate, despite strategies and appropriate support being put in place. If not already completed a concern sheet should be filled in. If assessments were not carried out at the School Concern stage then this may be required now following discussion with parents. Details of any additional needs should be put on the SEN register along with successful strategies. Regular and frequent monitoring of the child's progress will show whether this level of provision is adequate.

#### Level 3- Previous School Action Plus (SA+)

In the event that the support offered at the School Action stage does not enable satisfactory progress, the SENCO may seek referral, guidance or support from external agencies in order to diagnose SEND, provide advice and give guidance and support for those working with the child. This advice, guidance and support should be incorporated into targets set for the pupil that can be reviewed. This information should be shared with parents and progress monitored closely. Targets should be prepared by the SEND department for all students at this stage and can be located on the school network in a secure area. In other cases students that require additional specialist equipment are placed on the register at this level as are those where regular advice and visits from a specialist service is provided.

## **Level 4 - Statement of SEND/Top up Funding to become EHC plans**

If significant cause for concern remains despite the strategies outlined in the child's targets and progress tracker and the involvement of outside agencies, the school or parents can request an EHC (Education Health Care plan). This may result in the issuing of an EHC. An EHC must be reviewed annually to ensure that it remains appropriate and continues to meet the needs of the child. School staff/external agencies involved with the child are invited to attend the Annual Review and to contribute a written report if appropriate. Parents and children must give their opinions and comments.

### **Types of Intervention:**

Intervention within these levels of SEND may include:

- Differentiation of activities and materials for curriculum access
- Appropriate setting and review of targets
- Targeted support by Teaching Assistants, under guidance from the SENCO
- Individual tuition to support with area of SEND by specialist teacher, external agency staff or TA's
- Access to ICT or other specialist equipment/materials as necessary and available
- Opportunity to attend appropriate group work sessions as deemed appropriate by SENCO e.g. anger management, social skills groups, dyslexia support, extra literacy or numeracy
- Access to areas during unstructured times of the school day e.g. the Learning Support Hub which is staffed in a closely supervised environment and the Connect Hub which is an area where targeted interventions take place.

### **The Graduated Approach**

#### **Target setting - Assess, plan, review, do**

Following advice from relevant staff and external agencies, targets are drawn up and implemented as much as possible in the classroom. A student's targets are held on the school intranet for staff to see. Outside agencies, students, parents and the SENCO monitor and review progress each term. Students with staff are required to complete a Pupil Centred Plan to show that they are aware of their targets and understand when they are successful in reaching their targets. The Pupil Centred Plan will include information about the following:

1. The short term targets set for the student
2. The actions (including teaching strategies and provision to be used)
3. The outcomes of the action taken

#### **Timetabling**

Where students are withdrawn from lessons for individual tuition, the SENCO will liaise with subject teachers to ensure key subject content is covered. In some cases a student may need to be withdrawn from a subject on a longer term basis. Here the main priority is to maintain access to a broadly based curriculum.

#### **Exam procedures**

In exam conditions students should be enabled to show what they know and what they have learned rather than what they are unable to do. When this is approved by the exam board, extra time is allowed wherever a student's reading or writing speed is significantly below his/her chronological age or level. In some cases students may sit their exams with a TA in order for exam questions to be read aloud and/or answers scribed, as appropriate.



## **Access and Special Facilities**

Ramps provide wheelchair access to the ground floors of EPCHS and a lift enables students with limited mobility to reach upper floors. 'Evac Chairs' allow emergency evacuation from upper floors for students with mobility problems. Adjustable seating and benches/work areas allow access to all the curriculum for students with some physical disabilities.

There are currently two disabled toilets, one fitted with an electric hoist and a basic changing bed to provide access for students with severe disabilities.

## **Involvement with External Agencies**

EPCHS supports a multi disciplinary approach to maximize the provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Parents are informed in order that they can fully understand the measures school takes. Parents are always required to give their consent for the SEND department to consult with relevant professionals and other agencies. Parents are encouraged to discuss any problems or concerns with the school.

The SEND Department at EPCHS currently works with the following services:

- Assessment and Monitoring Team
- Behaviour Support Service
- Blacon Adventure Playground
- Cheshire Autism Team
- Child and Adolescent Mental Health Service (CAMHS)
- Drug Intervention Service Cheshire (DISC)
- Educational Psychology service
- Educational Welfare Service
- Medical Needs Service
- Physiotherapy
- Police School Liaison Officer
- RESPECT (Fire and Rescue Service)
- Social Care
- Specialist teams within Cheshire West and Chester supporting students with visual impairment and hearing impairments
- Occupational Therapy
- Speech and Language Therapy Service
- Young Carers
- Youth Inclusion Support Panel (YISP)
- Youth Offending Service Early Intervention (YOS)
- Youth Offending Team (YOT)

## **Monitoring and Assessment of the Progress of SEND Students**

SEND students' progress is monitored and assessed through:

- The analysis of student tracking data and test results for individual SEND students in comparison to Fisher Family Trust data and teacher target grades. Termly monitoring of progress made in English, Mathematics and Science (tracking data taken from subject teachers).
- Year 7 assessments of reading, spelling and phonological awareness are carried out on all students. Those students who required additional input are referred onto relevant programmes.
- Those students attending group work sessions completing baseline assessments and comparisons made to these later measuring self esteem, self worth and self confidence.
- Verbal feedback from staff, parents and students.
- Person Centred Plans are drawn up and targets set for some SEND students. These targets refer specifically to areas of SEND. Progress is monitored termly and new targets set accordingly.

Students are directly involved in the drawing and reviewing up of the targets using Improvement Plans.

- The monitoring of classroom practice

If it is felt that even with external agency advice and support any students needs are not being met the local authority may carry out an assessment to examine further what an individual child's special educational needs are and how they can be supported. This may result in a EHC plan being allocated to ensure the student's needs are adequately met at EPCHS.

## **SEND Staff & Qualifications**

### **SENCO**

Mrs V Marsland, B.A (Hons) P.G.C.E, NASENCO

### **Behaviour Intervention Manager**

Mrs A Hughes, Uni. Cert in ASC, N.N.E.B, ELSA

### **Specialist Dyslexia teacher**

Mrs S Guest, P.G.C.E, MA Education Dyslexia, AMBDA, PATOSS.

### **SEN Administrator**

Mrs S Butler

### **Reading Champion**

Mrs D McHugh

### **Teaching Assistants**

Mrs E Blyth

Mrs G Williams

Mrs A Harding

Mrs A Ault

Mr R Stubbs

Mrs S Stratton-Symes

Mrs N Holding

Mrs A Dean

Mrs L Hilliard

Mr S Clark

Mrs P Jarvis

Mr Y Benbouia

Mrs C Cheng

Miss L Collins

**Inclusion and Diversity  
Registration of Concern 2020 – 2021**

<p>Name of pupil</p>  <p>Form</p>	
<p>Person who is raising concern</p>	
<p>Date concern raised</p>	
<p>Reason for concern/ noted observations</p>	
<p>Actions</p>	