



Thomas Becket
Secondary



St. Gregory's
Primary



St. Mary's
Primary



The Good Shepherd
Primary

Thomas Becket Catholic School Special Educational Needs and Disability (SEND) Policy

1. INTRODUCTION

Values and Principles

At Thomas Becket Catholic High School we welcome all students including those who have special educational needs and/or disabilities (SEND). We encourage high expectations of everyone in our school community and work hard to support one another in recognising that Christ's love is at the foundation of all we do. The promotion of progress and achievement of individual students is founded on the belief that:

- All students are valued equally and form an integral part of the school and should be taught in a context appropriate to their individual needs.
- We are a Catholic community, a learning community, a listening community and believe all students should be loved by us and know that they are loved regardless of needs or disability.
- A broad balanced and inclusive curriculum, taught in a well-resourced and supportive environment, which provides a range of stimulating and appropriate experiences that will enhance students' self-esteem and promote success.
- All students have the right to benefit from the range of personal, social and extracurricular activities.
- Students should be introduced to and continue to become familiar with a wide range of skills for life.

The school seeks to raise achievement and remove barriers to learning on the mutual understanding that SEND is a whole school matter. That all teachers are teachers of students with SEND.

This policy is written in line with the requirements of:

- The Equality Act (2010)
- Section 69 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Section 6 of the SEND Code of Practice (2015)

The objectives of the SEND policy are as follows:

- To ensure the needs of students with SEND are identified, assessed, provided for and regularly reviewed.

- To ensure all students have access to a broad, stimulating and balanced curriculum and are able to fulfil their potential.
- To provide adequate and efficient support and resources for all students with SEND.
- To enable students with SEND to make the best possible progress in their achievement and attainment.
- To recognise that partnership with parents/carers plays a key role in enabling students with SEND achieve their potential.
- To guarantee that students with SEND are provided the opportunity to express their views and are fully involved in decisions which can impact on their education.
- To promote effective partnership and involve outside agencies when appropriate. To meet the requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).

Monitoring and Evaluation of this Policy

The success of the school's SEND policy is judged against the objectives set out above. Annual success criteria will be reviewed by the School Governors and the Academy Trust and will evaluate the successful implementation of the policy and the effectiveness of the provision made. The head teacher, governors and the trust will set new success criteria.

The named SEND Co-ordinator for the school is Mrs Salma Shah. A member of the School Governance Committee takes a special interest in SEND, although the School Governance Committee as a whole is responsible for making provision for students with SEND. The School Governance Committee has agreed with the Local Authority (LA) admissions criteria that it does not discriminate against students with SEND and its admissions policy has due regard for the guidance provided in the SEND Code of Practice (2015) which accompany the SEN and Disability Act 2001. Parents/carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

For further SEND related information, please see the Thomas Becket Catholic School SEND information report and Local Offer

The school does not have a special unit/resource base.

Definition of Special Educational Needs and/or Disability (SEND)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age.”

(SEND Code of Practice, 2015, p.94)

A child *may* be identified as having SEND where progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Not all students with disabilities have SEN and not all students with SEN meet the definition of disability but this policy covers all of these students.

The SEND CoP (2015) identifies four broad areas of difficulty, although it is not unusual for a student to experience difficulties in more than one area.

1. Communication and Interaction including;

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning including;

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

3. Social, Emotional and Mental Health difficulties including;

- Mood disorders e.g. Anxiety, Depression etc.
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment Disorder

4. Sensory and/or Physical needs including;

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

NB. The above is not an exhaustive list.

Identification and assessment of students with SEND

The school is committed to the early identification and assessment of SEND as it is a vitally important part of the remedial process. Listed below are a number of ways in which a student's needs may be identified:

- Information from either the primary or previous school which is passed to the SENDCo/Heads of Year (HOY).
- KS levels / progress based on data collections
- The school's own baseline assessments
- Teacher referrals
- HOY referrals
- External agencies may inform the school about a forthcoming admission of a student with SEND.
- Parent referrals
- Student self-referrals

Initially the Teacher and SENDCo will discuss the student's needs as detailed in the referral after which a meeting will be scheduled to both inform and hear the views of all those concerned. Further assessment in form of screening/testing maybe required, this is to be performed by the either the SENDCo or the LA's Specialist Teacher/Assessor/Educational Psychologist depending on the nature of the suspected need. After which a decision will be made as to whether or not the student is placed on the SEND register.

A student can be added to the SEND register at any point in the academic year, once on the register their progress is reviewed every term (approx. 12 week) upon which a decision is made as to whether they are to remain on the register.

SEND Support and provision

The school takes a traditional systematic approach to provision based on the DfES National Strategies; Three Wave Model of Intervention (DfES, 2006).

Wave 1 Provision

Quality First Teaching (QFT) is personalised/differentiated according to an individual's needs and is the first step in responding to students who may/have a SEND. Lesson planning and schemes of learning are designed to move students from where they are to where they need to be. Effective intervention is based on the use of data and students' progress is vigorously monitored and tracked. Wave 1 intervention is delivered by the classroom Teacher as part of their responsibility to ensure that all students in the class succeed. Examples of this level of intervention may be in the form of:

- Inclusive seating plan.
- Additional support from support staff.
- Differentiated resources.
- Personalised feedback and learning targets.
- After school/holiday subject specific catch up sessions.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff."
(The SEND Code of Practice, 2015, p99)

Wave 2 Provision

Is specific, additional and time limited intervention provided for some students to help accelerate progress to enable them to work at or above age related expectations. This form of intervention is often targeted at a group of students with similar needs. These interventions are tracked and then reviewed every term to assess progress and impact.

Wave 3 Provision

Is targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. Provision at Wave 1 and 2 will continue but in addition there will be an increasingly individualised tailored programme which might include:

- Referral to external agencies for diagnostic assessment and work with an individual.
- One to one intervention out of a lesson.

In line with SEND CoP (2015) here at Thomas Becket School SEND support arises from the four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. The four stages of the cycle are:

- **Assess**
- **Plan**
- **Do**
- **Review**

In some instances the school may request a Statutory Assessment or apply for High Needs Funding from the LA when, despite an individualised programme of sustained intervention the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set out in the EHCP.
- Established through parental / pupil consultation.
- Set out in an Action Plan.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support as specified.

EHCP's must be reviewed annually. The SENCO will organise these reviews and invite:

- The student's parent/carer.
- The student if appropriate.
- The HOY, Teacher or TA.
- The SEND case officer for the school from the LA.
- Any other person the SENCO or parent/carer considers appropriate and necessary.

The aim of the review will be to:

- Assess the student's progress in relation to the objectives in the EHCP.
- Review the provision made to meet the student's need as identified in the EHCP.
- If appropriate to set new objectives for the coming year.

The SEND Code of Practice (2015) describes adequate progress as:

- Similar to that of students of the same age who had the same starting point. Matching or improving on the student's previous rate of progress. Allowing the attainment gap to close between the student and students of the same age.

Roles and Responsibilities

Provision for students with SEND is a whole school priority. However, some key individuals and groups have particular areas of responsibilities. The SENDCo has a critical role to play in ensuring students with SEND within school receive the correct support. In line with the recommendations in the SEND Code of Practice (2015) the SENDCO is responsible for:

- Overseeing the operation of the school's SEND policy, SEND action plan, SEND development plan and SEND Self Evaluation.
- Keeping the Head Teacher informed about provision, students' needs and changes to statutory requirements.
- Supporting the identification for students with SEND.
- Maintaining and sharing the SEND register.
- Co-ordinating provision for students with SEND.
- Monitoring and tracking the progress of all students with SEND.
- Liaising with and advising Teachers and Teaching Assistants on the graduated approach to SEND support. ▪ Providing relevant SEND CPD to staff.
- Liaising with parents/carers of students with SEND
- Liaising and working collaboratively with outside agencies when appropriate.

Heads of Year / Form Tutors:

- Should be aware of the additional needs of students within their year or tutor group.
- Monitor the progress of the students and raise concerns as needed.

Subject Leaders:

- Should monitor with the help of the SENDCo the progress of students with SEND within their subject area and ensure that appropriate intervention is in place.
- Identifying SEND related CPD needs within the department.

Subject Teachers:

- Identify pupils of concern and liaise with SENDCo.
- Monitor the progress of all students in their class including those with SEND.
- Familiarise themselves with the specific needs of the students they teach.
- Plan and differentiate accordingly.
- Directing the work of the TA where available.

Teaching Assistants:

- All teaching assistants are managed by the HOD.
- Work in the classroom as directed by the subject Teacher/TA plan.
- Familiarise themselves with the specific needs of the students they work with.
- Keep the subject Teacher and SENDCo informed of progress and concerns.

Working in partnership

The SEND CoP (2015) describes the principles that should be observed by all professionals working with children and young people who have SEND. The first two include;

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making

With Parents and Carers

The school believes that all parents/carers of students with SEND should be treated as equal partners. In line with the CoP (2015) we ensure parents/carers are involved in the decisions made regarding their child's education.

We do so by:

- Informing parents/carers of changes to their daughter's SEND status.
- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Participation in creating and setting targets for their child.
- Parents/carers are invited to attend SEND Progress Review meetings, Early Help Meetings, and Annual Review meetings.
- Investigate any concern parents might have regarding SEND.
- Working effectively with external agencies supporting children and their parents/carers.
- Attempts made to ensure all information provided is accessible and communication aids provided where needed.
- Making parents and carers aware of the support services available to them within the local area.

With the student:

The SEND CoP (2015) as a school we recognise the importance of student voice and place it at the heart of all SEND matters. All students have the right to be involved in making decisions and where appropriate are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- Identify their learning needs and strategies that are effective.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.
- Attend SEND related meetings.

Admissions arrangements:

No pupil will be refused admission to school on the basis of their SEND unless we are unable to meet that need. Pupils with Education Health and Care Plans (EHCP) are allocated places at the Area Placement Panel. Further additional consultation between the LA, parents/carers and teachers may take place

To ensure that all parties agree the provision. Pupils with EHCP's who reside in other LAs are admitted to the academy if the "home" LA agrees to support the EHCP. Pupils without EHCP's are admitted to the school according to the school's Admission Policy, which is available on request.

Glossary

- **CoP:** Code of Practice
- **CPD:** Continuing Professional Development
- **ECHP:** Educational Health Care Plan
- **HOY:** Head of Year
- **KS:** Key Stage
- **LA:** Local Authority
- **SEND:** Special Educational Needs and Disabilities
- **SENCo:** Special Educational Needs Co-ordinator
- **TA:** Teaching Assistant