



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY



We will work and learn through faith, prayer and trust in God.
We will be guided by the teaching of his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves
and one another.

We will build a community where
all have the confidence to make
the choices which will enable us
to become the best we can be.
We will work to treasure creation
with wisdom and wonder.

This policy was ratified by the Governing Body
on.....
Signed.....
Chair of Governors

Definition:

The Special Educational Needs Code of Practice 2014 defines Special Educational Need as:

A student or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has 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.

A student or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Special educational provision, health provision and social care provision

- Special educational provision, for a student aged two or more or a young person, means provision that is additional to, or different from, that made generally for others of the same age in
 - a) mainstream schools in England,
 - b) maintained nursery schools in England,
 - c) mainstream post-16 institutions in England, or
 - d) places in England at which relevant early years education is provided.
- Health provision means the provision of health services as part of the comprehensive health service in England continued under section 1(1) of the National Health Service Act 2006.
- Social care provision means the provision made by a local authority in the exercise of its social services functions.

The Special Educational Needs (SEN) Code of Practice 2014, for 0 to 25 years, identifies four broad areas of Special Educational Need Types

1. Communication and Interaction
2. Cognition and Learning
3. Social emotional and mental health
4. Sensory and/or physical disability

Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty (SpLD)</p> <p>This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments</p>

	<p>A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD</p>	<p>cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need Sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
<p>Social, emotional and mental health (SEMH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as:</p> <ul style="list-style-type: none"> • problems of mood (anxiety or depression), • problems of conduct (oppositional problems and more severe conduct problems including aggression), • self-harming, • substance abuse, • eating disorders or physical 	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Children and young people who have SEMH, need very clear boundaries in the classroom and clear processes which offer support when needed. Use the Year Leader system, which includes access to counselling and outside agencies.</p> <p>Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly.</p>

	<p>symptoms that are medically unexplained.</p> <ul style="list-style-type: none"> • Attention deficit disorder (ADD), • Attention deficit hyperactive disorder (ADHD), • Attachment disorder, • Autism or pervasive developmental disorder, • An anxiety disorder, • A disruptive disorder or, rarely, schizophrenia or bipolar disorder. 		
<p>Sensory and/or physical needs (S/PD)</p>	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability 	<p>Children and young people with a visual impairment or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment.</p> <p>Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.</p>

1.0 Aims and Objectives

- 1.1 The Governing Body, Principal, SEN Department and teaching staff will do their best to ensure that the necessary provision is made for any student who requires support
- 1.2. The staff and governors in the school are aware of the importance of identifying and providing for those students who have special educational needs.
- 1.3. The staff will ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources
- 1.4. The SENCo will work in liaison with the Local Authority, outside agencies and specialist schools to ensure that all provision for students with SEN matches their need

2.0 Responsible Persons

- 2.1 The Governors responsible for SEN are Mrs. B. Kent and Mrs. A. Morgan.
- 2.2 Principal - Miss T. Ellis. The Principal has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Principal will inform the Governing body and work closely with the SENCo.
- 2.3 The person co-ordinating the day to day provision of education for students with special educational needs is Mrs. R. Coombs (SENCo). The SENCo has the responsibility of the day to day implementation of the SEN policy. The SENCo will:
 - Liaise with and advise fellow teachers
 - Manage the team of learning support assistants
 - Co-ordinate provision for students with special educational needs
 - Oversee the records on all students with special educational needs
 - Liaise with parents of students with special educational needs
 - Contribute to the in-service training of staff
 - Liaise with external agencies including the LA's support and psychology services, Connexions, health and social care services and voluntary bodies and attend fortnightly Locality Board meetings.
- 2.4 The SEN Administration Co-ordinator is Mrs. J. Bartlett.
- 2.5 Students who require SEN support will work with our Learning Support Assistants (LSAs). Learning Support Assistants (LSAs) within the department are deployed to support in lessons according to the requirements as outlined in a student's Education and Health Care Plan (EHCP). In addition, they are allocated to work alongside each SWS, and liaise with teaching staff and AKSL in order to produce appropriately differentiated resources. In addition, they also lead on small group interventions for students with a focus on literacy, numeracy and social skills. The 'Bright Sparks' facility provides wonderful accommodation to support students across the four areas of need.

Our Department

Mrs. K. Jones – Numeracy HLTA US
Mrs. M. Bromley – Numeracy HLTA US
Mrs. J. Matthews – Literacy HLTA MS
Mrs. P. Paddock – in-class support LSA US
Mrs. D. Boucher – in-class support LSA LS

Mrs. K. McLachlan – SEMH LSA MS/US
Mrs. R. Ray – SEMH LSA LS
Mrs. C. Shepherd – in-class support LSA MS
Mrs. M. Thornhill – in-class support LSA MS/US

3.0 Admission and Inclusion

3.1 “Every teacher is responsible and accountable for all students in their class, wherever or with whoever the students are working with” (NASEN, 2014). As such, Our Lady and St Chad Catholic Academy adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for SEN students and they are afforded the same rights as other students. This includes both those students with an EHCP and those who require SEN Support.

4.0 Access to the Curriculum

4.1 The National Curriculum will be made available for all students. Where students have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

4.2 The school will make provision for students with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the students' special educational needs, the action taken and the outcomes.

4.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

4.4 The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this the Graduated Approach to teaching.

4.5 Schemes of work and planning for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

5.0 Providing the graduated approach for students who require SEN Support

5.1 The school offers a differentiated curriculum. When a student fails to make progress and shows signs of difficulty in some of the following areas, acquiring literacy and numeracy, presenting persistent behaviour, emotional and social difficulties, has sensory or physical problems or communication or interaction difficulties, the school will offer additional SEN Support in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/LSA
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

If a student does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services.

6.0 Levels of Support

Students who are identified as SEN will no longer be categorised by School Action, School Action + or students with a Statement. Instead the SEN register will identify students as those with an Educational, Health and Care Plan (a statement) and those without (SEN Support)

6.1 Provision

Most students will have their needs met through quality first teaching (QFT.) Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools ongoing cycle of assessment for learning. When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEN register under one of the four SEN categories. At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

All students - QFT	SEN Support (students without an EHCP)	SEN EHCP
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Use of writing frames ICT access. Spelling banks for subject specific words. Structured school and class routines Epraise Implementation of behaviour policy Use of positive language to promote self esteem Time out facilities Modified/adapted resources Desk slopes / Magnifiers Overlays / Use of coloured paper	Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Behaviour Management Group intervention for behaviour and emotional support. Sensitive seating plans 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention Communication and support from external agencies. Support in line with individualised advice from an external agency including Health Plans.	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)

The provision required for each pupil will be specific to that students needs and where possible school will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers.

7.0 Identification and Assessment – a graduated response

7.1 If progress is still not achieved despite SEN Support, the student may be assessed with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

7.2 Identification of students with special educational needs will be undertaken by all staff through the SENCo. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, students will be referred to the SENCo for diagnostic testing to construct a profile of the student's strengths and weaknesses.

- 7.3 The progress of students with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Reviews will be held termly

Additionally, the progress of students with an EHCP will be reviewed annually, as required by legislation.

8.0 Liaison

8.1 The school will actively seek the involvement of parents in the education of their son/daughter. It is recognised that it is particularly important with students who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

8.2 Parents will always be kept informed about the special educational needs experienced by their son/daughter in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service

8.3 Parents will always be informed when an external agency becomes involved with their son/daughter. Regular liaison is maintained with the following external agencies:

- Alternative Education Provision
- Assessment and Education Provision team
- Autistic Spectrum Team
- Student Adolescent Mental Health Service
- LACE Team
- Parent Partnership
- Education Welfare Service
- Educational Psychology Service
- SEN Support Services
- Social Care
- The Hearing Support Service
- The Vision Support Service

9.0 Student Participation

The school will work to ensure that students are fully aware of their individual needs and the targets in their EHCP. Steps will be taken to involve students in decisions which are taken regarding their education.

10.0 Evaluating Success

10.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the students' EHCP reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual student need
- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Improved behaviour of the students, where this is appropriate
- Student attendance
- Number of exclusions
- Consultation with parents
- Students' awareness of their targets and achievements

Policy updated by R.Coombs

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