

SEND Policy

All Hallows RC High School



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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

The underlying philosophy of All Hallows' SEND policy is inclusion. We adopt a whole school approach, where every teacher is a teacher of special or additional needs, with the responsibility for supporting the inclusion of SEND children into the school community in its widest sense'.

We believe All Children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals with fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further education or higher education training.
- Have access to a broad and balanced curriculum
- Will have high expectations set by teachers that are deliberately ambitious
- Experience lessons planned to address potential areas of difficulty and remove barriers to pupils achievement

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is NICOLA JACKSON. Ms Jackson is our Director of Inclusion and as such is on our Senior Leadership Team. All Hallows also has an Assistant SENDCO – Nicky White.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor (Mary Peat) will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher (Mrs A Cavanagh) will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teachers will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We work closely with primary schools and Post 16 providers to ensure that effective transition takes place. We aim to attend the annual reviews of students with EHCs in their primary school so that we can ensure a smooth transition on entry. We may offer additional transition sessions for those students who may need it.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We offer a range of interventions which may include the following:

- Literacy and numeracy
- Lexia
- Touch typing
- Speech and language
- Social Skills
- Anger management

Interventions are implemented where it is deemed appropriate for the individual child and based on feedback from screening tests/ advice from external agencies.

We also offer the following specialist areas in the school:

Learning Support Centre (LSC)

The LSC provides short-term teaching and support programs tailored to the needs of pupils who need help in improving their behaviour and attitude to learning at KS3 and KS4.

There is a balance between, on the one hand, a curriculum program, where each pupil follows their timetabled lessons and on the other, effective guidance based support which helps pupils to improve their SEMH following a program of Cognitive behaviour Therapies (CBT) delivered by a trained therapeutic counsellor. We are an Emotionally Friendly School, and all programs completed are validated and recommended by the EP service.

After consultation with subject teachers and sharing of successful strategies to manage pupil behaviour, pupils are integrated slowly, with TA support back into lessons. Regular target setting

and monitoring mechanisms ensure that pupils are successfully integrated back into mainstream lessons.

Curriculum Access Unit (CAU)

From primary school SENDCOs, transition mentor information and meetings attended since year 5, pupils are identified as requiring further intervention on numeracy, social skills and literacy, before they can be successfully integrated into all mainstream lessons. Up to 12 pupils undergo intensive literacy and numeracy support in a caring and supportive environment.

The CAU is also a form base for vulnerable pupils at Key Stage 3. It is also a base for Reading Recovery and lunchtime intervention.

Aquinas Centre

This is the Enhanced Resourced Provision for students with Speech and Language Difficulties and Moderate Learning Difficulties. Pupils are placed in this provision through the SEND Local authority team in consultation with the school. Students attending this provision must have an EHC plan specifying their primary need as one of those mentioned above. Pupils in this provision may spend a lot of their time in this area for their learning. Pupils are integrated into mainstream lessons following a review meeting with parents to ensure that appropriate support is in place at home and in school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a large number of teaching assistants who are trained to deliver a wide range of interventions such as ELKAN, social skills, reading.

Teaching assistants are deployed to departments and the SENDCO identifies where support is best utilized. Teachers will then ensure that within the lesson the teaching assistant supports students in the most effective and appropriate way. Students are not assigned a 1:1 teaching assistant however they may work 1:1 on particular tasks or activities depending on teacher requirements or the SENDCO discretion.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist who is able to work with staff, pupils and parents.
- SEND Consultant
- Secondary Inclusion Service
- Learning Support Service.
- EMTAS for both Traveller and EAL pupils

- Connexions Officer
- SEND Caseworker
- Autistic Spectrum disorders Team (ACE)
- School Health Professional
- Social Services (Families and Care Team)
- Community Physiotherapist
- Occupational Therapy
- Speech and Language Therapy
- Visual Impairment Service
- Hearing Impairment Service
- Oakwood High School
- Broadwalk + Clifton – outreach work
- Newpark – advice and outreach work
- School Nurse

This is not an exhaustive list.

We will consult any service that may be relevant.

5.9 Expertise and training of staff

Our SENDCO has 10 years experience in this role and has completed the National Award for SENDCOs. The SENDCO also holds the Level 7 OCR diploma in Assessing Specific Learning Difficulties and is currently undertaking a Masters Degree in Senior Leadership in Education. The assistant SENDCO also holds the NASENDCO qualification.

We have a team of 11 full time teaching assistants and 8 teaching assistants who also hold additional responsibilities within the school. In the last academic year, staff have been trained in ELKLAN, behavior management, autism awareness and mental health awareness.

We have a full time SEND teacher working within the Aquinas Centre who is suitability trained to work with students who demonstrate Speech language communication difficulties and moderate learning difficulties.

We use specialist internal staff for counselling and mental health difficulties and also have an external agency working within the school offering Caritas counselling.

5.10 Securing equipment and facilities

We have a suitable budget that ensures we are able to provide resources and equipment for students with SEND to allow them full access to the curriculum. Where a child needs specialist resources or equipment we may request additional funding from the local authority to support this in the form of the Education Health and Care plan, demonstrating the graduated approach and the efficient use of school resources.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after a set number of weeks/sessions depending on the intervention e.g. 6 week programme.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) e.g. Year 7 trip to PGL.

All pupils are encouraged to take part in events that are carried out in school

No pupil is ever excluded from taking part in these activities because of their SEND or disability. Additional support for pupils with SEND or disability attending these trips can be provided in consultation with parents and teachers, where appropriate.

Where appropriate, adaptations are made to ensure that a child with SEND or a disability can access the classroom environment and have the resources and support to access the learning. This is done in consultation with the child, parent, teacher and other professionals (where appropriate)

The accessibility policy can be found on the school website under 'policies'.

Pupils with SEND or disability apply for a place at the school through the Local Authority admissions process. Those children with an Education, Health and Care plan will need to apply through the Local Authority SEND team.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The school has received 'Emotionally friendly school' status which recognises a school when they offer a range of support for students within their social and emotional development.
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. Please refer to the school Anti- Bullying Policy available on the school website for further information.

5.14 Working with other agencies

We adapt a graduated response model in which we increase the level of support according to need and progress, using the, assess, plan, do, assess review cycle. Movement is determined by the following:

- feedback from pupils' teachers
- insufficient or significant progress on that stage
- need to involve outside agencies
- results of screening test that may highlight a concern
- a request from parents/carers for EHCP assessment
- on advice from outside agency

When we identify pupils making less than expected progress given their age and individual circumstances we place them on the SEND list. We then follow Salford LA recommendation to Identify support Intervention Bands (SIB) A, B and C as part of our graduated response model. (This replaces SA, SAP, STAT/EHCP). The chart below explains this model.

Progress is characterised by that which:

- 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

5.15 Complaints about SEND provision

Complaints about SEND provision will normally be directed in the first instance to the class or subject teacher, who may then refer them to the SENDCO. In the unlikely event of a matter not being resolved by the SENDCO or PPL, parents should then refer the matter to the Headteacher. A formal complaint can be made in writing to the chair of governors in the event that a matter remains unresolved, having already been referred to the Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Information regarding the support services for parents of pupils with SEND can be found in the school SEND information report available on the school website under 'policies'.

5.17 Contact details for raising concerns

You may wish to raise a concern with your child's form tutor or class teacher in the first instance. You can also raise a concern to any of the key staff below:

Ms N Jackson	SENDCO
Mrs N White	Assistant SENDCO
Mr C Reid/ Miss H McHale	Yr 7 Pupil Progress Leader
Miss L Buckley	Yr 8 Pupil Progress Leader
Miss L Gibbons	Yr 9 Pupil Progress Leader
Mrs A McAvoy	Yr 10 Pupil Progress Leader
Mr D Goodfellow/Mr J Shadwell	Yr 11 Pupil Progress Leader
Mrs A Bartley	Social Inclusion officer
Mrs M Done	Assistant Headteacher (Designated Safeguarding Lead, line manager for SENDCO)
Mrs A Cavanagh	Headteacher
Mrs M Peat	SEND governor

5.18 The local authority local offer

Our contribution to the local offer is: publishing information regarding the Enhanced Resourced Provision with a direct link to the school website to access the SEND information report and SEND policy.

Our local authority's local offer is published here:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Child protection and safeguarding

8. September 2020 COVID- 19 addendum for SEN policy:

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals.

It is necessary, in light of the Covid-19 pandemic, to make some adjustments to the SEN policy. These adjustments are set out below:

The SENDCo working alongside the local authority will keep risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.

Coronavirus (COVID-19) makes it more difficult for school to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school.
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

Schools will ensure that parents are informed of services for additional support, for example around anxiety, mental health and behaviour.

Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as educational psychologists , SALT) who provide advice and information for SEN pupils. The SENDCo is liaising with these services and passing advice and guidance onto staff and parents. School will provide differentiated learning for those SEN pupils attending. Coronavirus (COVID-19). School will endeavour to provide differentiated learning for pupils who are not attending settings full time in person.

In view of the extended time out of school for some of our pupils and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case by case basis. This means that although we have a thorough, detailed risk assessment, we are aware that adjustments may need to be made to accommodate the needs of children for whom the new school year is more of a challenge. This may impact what support a child is offered during the school day and what additional resources might be offered in order to ensure each child feels safe and happy.