

**TRINITY CATHOLIC COLLEGE  
& SIXTH FORM**

**SPECIAL EDUCATIONAL NEEDS POLICY**

**Policy Reviewed & Adopted by: TRINITY CATHOLIC COLLEGE & SIXTH FORM**

**Date: June 2018**

**Next Review Due: June 2019**

"An inclusive learning community living out Gospel values"

**This policy should be read in conjunction with the school's Supporting students with Medical Conditions Policy, Anti-Bullying policy and the SEND Information Report on the school's website.**

## **OUR VISION**

At Trinity Catholic College we value all of our students. We believe that all children have an equal right to an education which enables them to develop fully their individual, social, emotional and academic potential. Our strong Catholic ethos underpins our SEN provision and enables us to ensure all our children achieve their ambitions. We provide our SEN learners with a support plan of pupil passport to complement the personalised quality first teaching they already receive. This coincides with early identification for specific interventions to allow maximum progress. Furthermore, we have high expectations of all our students to ensure they leave Trinity Catholic College equipped for the bright future which awaits them.

## **Aims of School SEND Policy and Provision**

- To ensure that all students have access to a broad and balanced curriculum including educational visits and extracurricular activities where possible.
- To provide provision for students with SEND matches the nature of their needs
- To record and monitor the outcome of the provision provided for students with SEND
- To ensure that SEND students are involved, where practical, in decisions affecting their SEN provision
- To consult and work in partnership with parents of students with SEND
- To consult and involve outside agencies whenever necessary
- To integrate students with SEND into the life of the school providing additional support as needed to achieve this
- To provide a graduated response to SEND needs

## **Definition of Special Educational Needs**

Students have special educational needs if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

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

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. However, these four broad areas of need give an overview of the range which are planned for:

- Communication and interaction, including ASD, Asperger's Syndrome and Autism.

- Cognition and learning, including MLD, SLD and PMLD.
- Social, emotional and mental health including ADHD, ADD and personality disorders.
- Sensory and/or physical, including visual impairment, hearing impairment and physical disability.

### **Definition of Complex Needs**

Trinity Catholic College adopts the following definition of Complex Needs: Students with complex needs have conditions that co-exist. These conditions overlap and interlock creating a complex educational profile. The co-occurring and compounding nature of complex learning needs requires a personalised learning pathway that recognises student's unique and changing learning patterns. Students who present with a complex needs have a combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.

### **Identifying Special Educational Needs**

Special Educational Provision may be triggered when students fail to achieve expected progress, despite having had access to a differentiated programme which could include Support Plan or Pupil Passport, specialised assessment, assessment against guided group provision and additional support academically or socially. Parents and Carers and Staff will be informed that the child has special educational needs and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Work is significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent social and emotional difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

### **Roles and Responsibilities**

**SENCO- Amber Storey**

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**SEND Leadership Team Link – Simon Withers**

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The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **Governing Body:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's SEN policy and approach to meet the needs of students with SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing regarding SEND.

#### **SEN Coordinator:**

- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring student's Support Plan or Pupil Passports.
- Monitoring departmental delivery of the SEND policy.
- Being responsible and accountable for the whole-school SEND resources.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising colleagues in school.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Identifying students for screening process.
- Co-ordinating provision for students.

#### **Subject Leaders Across the Curriculum will Ensure:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources are available for students with SEND.
- Ensuring quality first teaching from all staff in their department.

#### **Other Staff – “All teachers are teachers of special needs”.**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring student's needs are well considered during all lessons.
- Monitoring progress of students with SEND against targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENCO.
- Be fully aware of a student's SEN status (K or E) and what obstacles this may cause in relation to their learning.

### **Teaching Assistants:**

- Support students with SEND and the wider school population.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor progress against targets in conjunction with the class teacher.
- Assist with developing support plans for students and supporting information documents development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in the classroom, under the direction of the class teacher.
- Support SEND students on Educational visits and all other students where possible.
- Jointly plan with teachers, where appropriate.

### **Admission Arrangements for students with SEND**

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard to the Code of Practice. Admissions arrangements for students with SEND, (but without an Education, Health and Care Plan), are not formally different from those of other students. Upon application to Trinity Catholic College, parents are asked to identify if or not their child has a special educational need. During this time the SEND department will liaise with the student's previous school to ascertain as much information as possible to allow for a smooth transition to Trinity Catholic College. This may include:

- Observations of student
- Multi Agency meetings
- Meeting with student and parents
- Student visits to Trinity Catholic College
- Assessment from the Learning & Language Team

At this point Trinity Catholic College will plan to meet the needs of the student in order for them to make maximum personal and academic progress.

In the case of a student in possession of an Education, Health and care Plan, the placement recommendations of the last Annual Review will be taken into account.

### **Allocation of Resources/Funding Streams**

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs through Higher Needs Funding matrix.
- Delegated and designated budgets.

### **Identification, Assessment, Provision and Review**

#### **Identification**

The school uses a **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

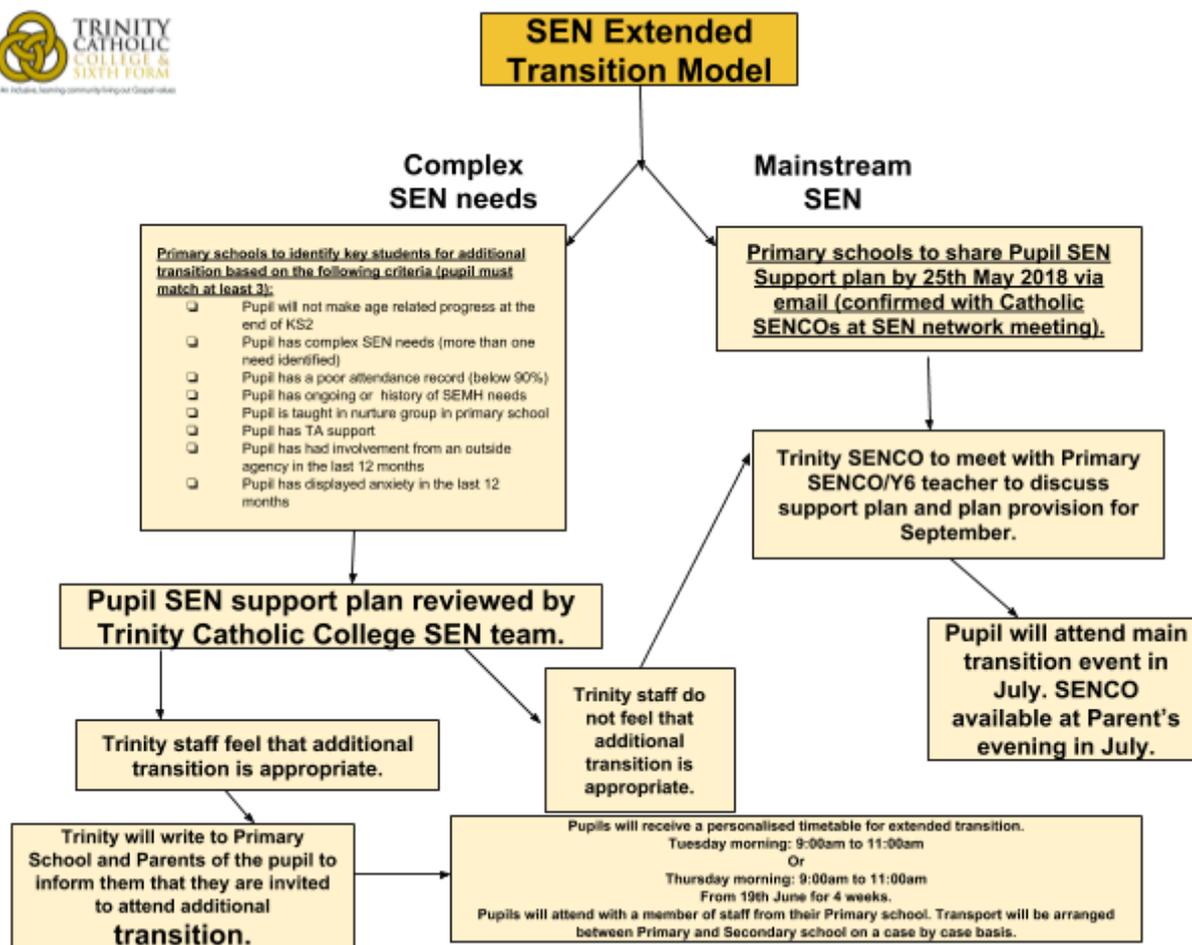
## New Intake Students in Year 7

### a) Primary Liaison

- Primary schools are visited/contacted throughout the year prior to transition. Any student identified as having SEND need is referred to the SENCO.
- The LA notifies the school about students who are transferring with EHC plans in the first half term of Year 6 where possible. The SENCO attends their Annual Review in Year 6 to ensure a smooth transition is made. At transition, the SENCO becomes the LEAD professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

### b) Initial Screening

- KS2 tests.
- Accelerated reading comprehension and WRAT4 single word spelling.
- CATS
- Maths progress test screening for all students



Additional to this parents are encouraged to consult with the SEND department and, where appropriate, visit school to observe the guided group and/or mainstream provision, meet with the SENCO or Pastoral Team or bring the student to visit school prior to usual transition.

Additional tests available for students who may require further academic intervention including :

- Dyslexia screening.
- Visual Stress test.
- WRAT4 word, reading and sentence comprehension.
- GORT4 reading.
- Ravens SPM Non Verbal Reasoning Skills.
- DASH speed handwriting.
- Digit memory test.
- British Picture Vocabulary Scale
- WRAT4 Numeracy.

### **Social Emotional Tool Kit**

Where a student displays behaviours that cause concern in relation to their SEMH needs, the following Social and Emotional Tool Kit will be used to carry out initial assessments. From this point the SEND team along with Pastoral and Inclusion Team in school will set out an action plan to support the students SEMH needs which may include involving external agencies.

- Strengths & difficulties questionnaire to be completed by student, staff and parents/carer
- Boxall test
- Where appropriate the My Family Plan may be used

Additional screening tests are administered when required; these are based on the needs presented by individual students and professional judgement of those working with a student

### **Staff Observation**

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

### **Referrals by Parents or Carers**

- A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

### **Provision**

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment, evaluation and

adaptation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Trinity Catholic College learn and progress through these differentiated arrangements.

**A Graduated Response** is adopted for students identified as having SEND. The level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

#### **Mainstream SEND Graduated Response:**

- **Wave 1** – Mainstream quality first teaching by all teaching staff.
- **Wave 2** – Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as mentioned earlier in this policy.
  - Criteria for Wave 2 include:
    - Low Numeracy/Literacy scores
    - Teacher's observations
    - Transition comments
    - Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

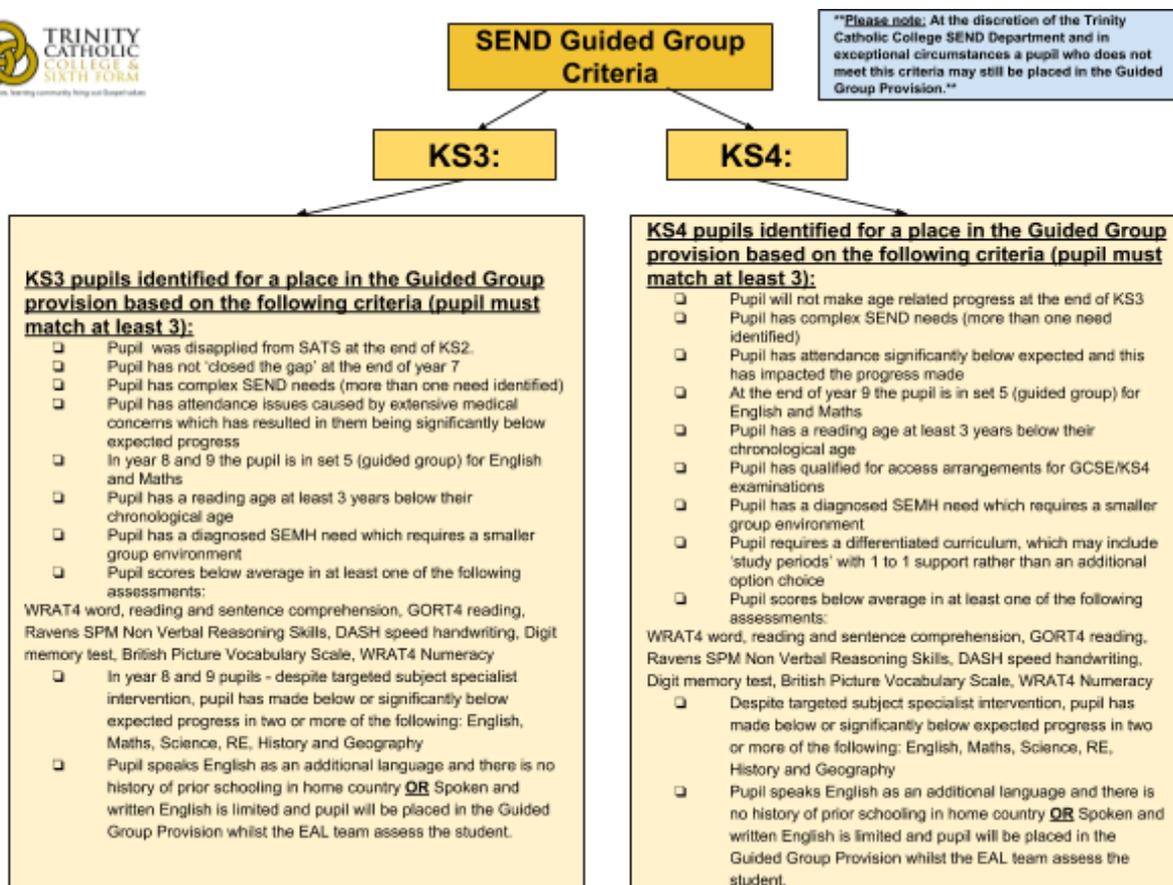
- Additional learning programmes such as Fresh Start, Reading groups, Rapid Readers and Lexia.
  - Smaller group sessions and extraction groups for English and Mathematics.
  - Small intervention groups for dyslexia, spelling, reading comprehension difficulties and social skills.
  - Appropriate teaching groups/sets.
  - Group support on a regular basis.
  - Support from department TAs (where appropriate).
  - After school support.
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- **Wave 3**
    - Where students do not to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.
    - They are requested to:
      - Provide specialist assessments.
      - Give advice on teaching strategies or materials.
      - Provide short-term support or training for staff.

The SEN support plan or pupil passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an

extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

## Guided Group Graduated Response

- **Wave 1** - Mainstream quality first teaching by all staff.
- **Wave 2** - Where a student is identified as having complex SEND needs they are considered against our Guided Group criteria.



## What is the Guided Group?

The Guided Group is designed to support students with complex needs and is a transient group, meaning pupils can move in or out at any point in their school career. The group provides a higher staff ratio (minimum 15:2) with enhanced levels of support. The group follow a differentiated curriculum which focuses on Key Skills needed for academic and personal progress.

SEND pupils who are placed in the Guided Group in KS4 also have access to differentiated curriculum considered in conjunction with parents and other professionals on a personal basis. We engage with all parents about this process and positively encourage them to observe the provision.

- **Wave 3** - When a pupil is placed into the Guided Group and, despite the additional personalised approach, is not making expected progress, school will request support from specialist external support services.
  - Where students do not to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.
  - They are requested to:
    - Provide specialist assessments.
    - Give advice on teaching strategies or materials.
    - Provide short-term support or training for staff.

The SEN support plan or pupil passport is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that a student with an EHC Plan requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

### **EHCP Assessment**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent /carer may decide to request that the LA begins the EHCP Process. This may lead to the student being provided with an EHCP.

### **SEN Support Plans and Pupil Passports**

Students who are on the SEN register and are placed in our guided groups have a SEN support plan. The support plan is shared with staff to help them plan to cater for all students in their classroom, allowing for maximum progress. When a students needs change, the support plan is updated to allow all staff to be aware of how to best support students.

Students who are on the SEN register and taught in mainstream classes will have a pupil passport. This is shared with all staff and pupils have a high level of input to maximise progress.

### **Provision of an Appropriate Curriculum**

Through their departmental development plans, the SED and in conjunction with SEN EHCPs, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SENCO Department.

### **Provision Of Curriculum Support**

The SEND Department can help subject areas in the following ways (although this is not an exhaustive list):

#### **a) Curriculum Development**

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitably differentiated materials.
- Selection / design of teaching strategies.
- Sharing best practice from other schools both locally and nationally.

#### **b) Support Teaching:**

This is achieved by working collaboratively with a subject teacher. The SENCO and members of the SEND Department can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Individual teaching support through a coaching model.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.
- Access to external training where appropriate.
- Outreach support from Beverley School and Priory Woods School.

#### **c) Withdrawal**

Some students with special educational needs may be withdrawn 1:1, within small group sessions or to use technological support; the withdrawal of students is kept to a minimum, in accordance with Trinity Catholic College's inclusive ethos and is carefully planned with parental involvement on a personalised basis.

#### **d) In-service Training**

- The SENCO provides continual Professional Development for NQTs and other new staff at the school on Code of Practice procedures at Trinity Catholic College.
- Individual departments can ask for Continual Professional Development from the SENCO as required, for specific purposes or generic training.
- Whole-school Continual Professional Development, focussing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- Drop in sessions for micro training sessions are available to all staff.

#### **Arrangements for Considering SEND Related Complaints**

If a parent is unhappy about the arrangements made to meet the SEND of their child they should in the first instance discuss the matter with the SENCO. The Leadership Team will address secondary complaints.

The matter will be looked into by the school, in a reasonable period of time, in line with the Governor's' arrangements for consideration of complaints.

#### **Arrangements for Inclusion**

The school's policy is to provide all students with access to a rich and broad curriculum, which meets the needs of children of all ability and ages.

- The use of setting and the differentiation of work enable this to happen.
- The provision of additional support which enables students to access the curriculum has already been documented.
- Students with an EHC Plan can be disapplied from National Curriculum subjects. This is only considered in extreme circumstances when all parties, particularly the parents, students and appropriate services, request it.

As the school operates a policy of full access to the National Curriculum and of Curriculum Support, students with SEND are included fully into the School Curriculum. All students join in all activities, as far as is reasonably practical, both curricular and extra-curricular, except where an activity may constitute a problem for any student's health, well being or safety.

## **Partnerships**

### **In School**

- The SENCO liaises closely with the Leadership Team, Progress Leaders and year Managers. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

### **Parents**

Trinity Catholic College actively seeks to work with parents / carers and values the contributions they make.

- Parents are actively encouraged to help their child in many ways; for example: hearing their child read and learning spellings.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening prior to transfer and make arrangements for additional visits through the SENCO.
- Parents of Year 6 students with SEND needs are actively encouraged to make early contact with school to arrange visits and/or meeting to discuss the needs of their child.

### **Students**

Trinity Catholic College acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be part of their educational journey. The SENCO, together with the Pastoral Team, have regular discussions with students regarding their progress and how this can be enhanced.
- Students are asked about how they would like to receive support and this is considered when plans are made.

- Students are encouraged to have high expectations in all areas of the curriculum.

### **External Support**

The school aims to work in partnership with other agencies in order to provide an integrated graduated level of support based on the needs of the student. The main external agencies used by Trinity Catholic College include (*this is not an exhaustive list*):

- Educational Psychology Services
- School Health Services
- Speech and Language Service
- Occupational Therapy Service
- Youth Support Service
- National Association of Special Educational Needs (NASEN)
- CAMHS
- REACH/Headstart

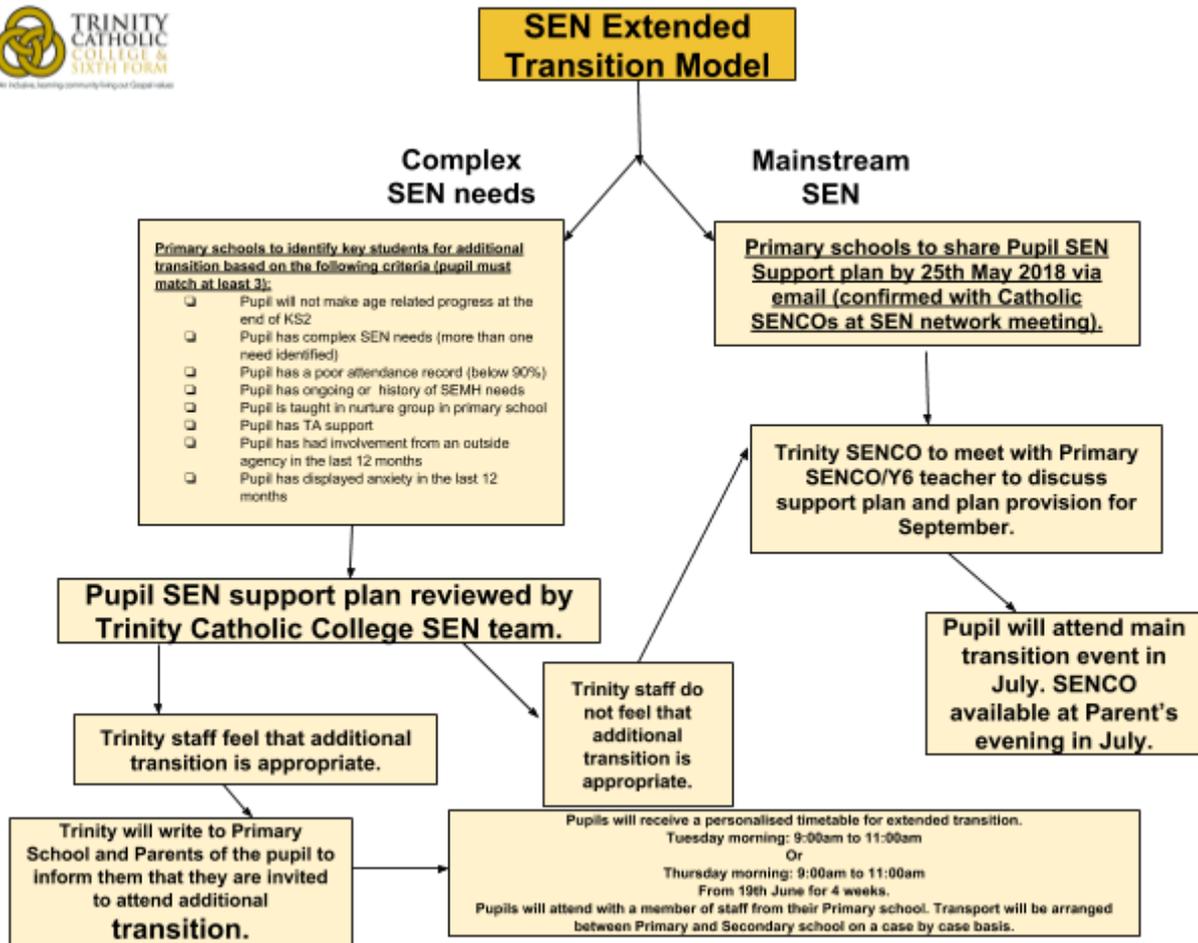
### **Between Schools**

The SENCO liaises with other SENCOs:

- Local Authority Professional Development meetings.
- On the transfer of a student with SEND.
- At locally held SENCO conferences.

### **Transfer Arrangements**

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- A personalised induction programme is available for students with SEND and vulnerability factors - this is arranged directly with primary school SENCOs.



- The records of students who leave at the end of Year 11 are kept and stored in school until they are confidentially destroyed.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

### SEN Marking Policy

The SEN Department follows the Whole School Marking Policy.