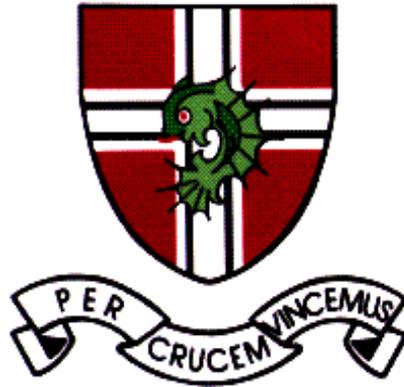


St John Fisher Catholic Voluntary Academy



Special Educational Needs and Disability Policy

June 2016

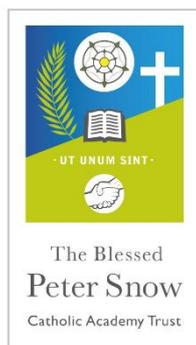
Contents

	Page
1. Aims and Objectives	3
2. Admissions	4
3. Provision of Needs	4
4. Integration of Pupils into School as a Whole	5
5. The Learning Support Unit (LSU)	5
6. Exam Access Arrangements	5
7. Allocation of Funding for Pupils for SEND	6
8. Identification of Pupil Needs	6
9. SEND Support	7
10. Referral for an Education, Health and Care Plan (EHC Plan)	8
11. Education, Health and Care Plans (EHC Plans)	8
12. Supporting Pupils at School with Medical Conditions	9
13. Working in Partnerships with Parents	9
14. Links with Other Agencies and Voluntary Organisations	9
15. In Service Training (CPD)	10
16. Accessibility	10
17. Exiting the SEN Register	10
18. Evaluating the Success of Provision	11
19. Complaints Procedure	11
20. Confidentiality Statement	11

Glossary of Terms

SEND	Special Educational Needs and Disability
PPG	Pupil Premium Grant
EHCPs	Education and Health Care Plans
SENCo	Special Educational Needs Co-ordinator
LSU	Learning Support Unit
CMAHS	Child and Adolescent Mental Health Service
ELAC	Education for Looked After Children
EAL	English as an Additional Language
CPD	Continual Professional Development

The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

'Following the example of our patron, St. John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ'.

In accordance with our mission statement St. John Fisher Catholic Voluntary Academy as a community reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from, and with, those with disabilities or learning difficulties of whatever order. Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special needs, whether long or short term, related to physical, emotional, behavioural difficulties, or learning needs.

School Special Educational Needs Co-ordinator:	Mrs Marie Biggin (SEN Management) NASEN active membership 01924 527000
Contact:	m-biggin@stjohnfisher.org.uk
Email:	Mrs Clare Kernan
SLT line manager:	

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (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 (Nov 2014)
- Schools SEN information report regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- School Safeguarding policy
- School Accessibility plan
- Teachers Standards 2012

Roles and responsibilities:

SEN Governor – To ensure the SEND Code of Practice 2014 is implemented within the school and to receive the SENCo report to evidence this.

Headteacher – To oversee the implementation of the SEND Code of Practice 2014; to manage the funding for SEN / PPG / Looked After children;

SENCo – To implement the SEND Code of Practice 2014

Designated Lead for Safeguarding (Mrs C Kernan) – To ensure the safety and well-being of all pupils; to ensure the medical needs of all pupils are met

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or

- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Aims and objectives:

Aims:

- give witness to the Diocesan Statement on Special Educational Needs and Disability and to be partners with parents who are the first educators of their children.
- ensure that all pupils have access to a broad and balanced curriculum
- build on the child's strengths
- promote independence, equality and consideration for others
- provide a differentiated curriculum appropriate to the individual's needs and ability
- identify all pupils requiring SEND provision as early as possible in their school career including effective liaison with previous primary schools
- ensure SEND pupils have equal opportunities to participate in all school activities
- equip students with the skills and attributes necessary for adult life
- support all students to excel by offering multiple pathways for progression
- have regard to the requirements as identified under The Equality Act 2010, to promote equality and positive attitudes towards disabled people and eliminate discrimination.
- give the child spiritual development and preparation for the Sacraments, to reinforce the sense of dignity and value established in the individual child. Guidance, if needed, will be sought through the Diocesan RE Team.

In-service training is provided for staff to react to physical, emotional or mental health difficulties with pupils. **Every teacher is a teacher of SEND.**

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Admissions

We welcome those parents of Catholic children seeking an inclusive mainstream education for their child with special needs. Our School's admission policy states that 'the admission of pupils with Education, Health and Care Plans (EHCPs) or statements is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of EHCPs and statements by the pupil's home and Local Authority'. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

We will seek to meet parental wishes as far as practicable and in the best interests of the child.

3. Provision of Needs

The Whole School approach for pupils with additional needs revolves around a strong Pastoral system which includes the SENCO. The Special Educational Needs Governor has oversight of special needs provision on behalf of the Academy Council. The SENCo will ensure that, for new pupils, existing EHC Plans or statements of special educational need are made known to all who teach the child and that appropriate provision is available in all curriculum areas. SENCO responsibilities are as documented in the revised SEND Code of Practice (2014):

- the day to day operation of the school's SEND policy as an administrator of the SEN assessment procedures within school. The SENCo to represent SEND at the curriculum and pastoral management teams and to consult with the Headteacher to discuss on- going practice and set clear targets for implementation of the policy
- liaising with and advising fellow colleagues and managing the SEND team with regular meetings with SEND staff and named departmental SEND link teachers
- co-ordinating provision for children with SEND

- maintaining the school's Additional Needs register and overseeing the records on all pupils with SEND
- liaising with parents of children with SEND
- contributing to in-service training of staff
- liaising with external agencies

The arrangements for the coordination of SEND provision lie with the SENCo and all teaching staff will have complete and up to date information about all pupils with additional needs and their requirements. This will enable them to provide high quality teaching and learning for all students in their classroom. The Additional Needs register can always be found on the Staff Shared drive. The SEND policy itself is available to staff and parents on the school website together with the SEND local offer.

4. Integration of pupils into school as a whole:

At St. John Fisher Catholic Voluntary Academy students with SEND are integrated into the mainstream curriculum and have access to all that the school has to offer. These students are 'supported' in the classroom, where appropriate, by teachers and educational teaching assistants. The needs of all our students, including those with learning difficulties and those who are more able, are met as far as possible within the normal curriculum. This support is given both in and out of the classroom. By the way we structure our provision, within mainstream curriculum; we can provide our SEND students with a broad and balanced curriculum. However, there may be some areas where we find it necessary to teach pupils in small groups or withdrawal situations e.g. as specified in EHC Plans, statements and Additional Needs Plans. Every effort will be made to balance the benefits of provision of SEND support with the disadvantages of segregation. Special efforts will be made to enable pupils with physical or sensory needs to be integrated into all main areas of the school curriculum.

5. The Learning Support Unit (LSU)

The LSU is our attempt to extend the inclusive nature of the school in the light of our mission statement and aims, to those pupils who for a variety of reasons are not best served by the normal school curriculum. In order to promote greater inclusion, allocated periods spent in the LSU provides a curriculum which more closely meets the needs of a small number of pupils with close support. The aim is to address learning needs and equip pupils with the skills to benefit from mainstream learning. Pupils use a variety of software programmes in the LSU to facilitate progress in literacy and numeracy. Additionally they receive support with their subject learning.

6. Exam Access Arrangements:

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe, using a word processor and rest breaks.

How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

The SEN Co-ordinator gathers a range of evidence: knowledge of whether the pupil has substantial and long-term difficulties/disabilities, teacher assessments, class tests and exams, class work, the pupil's 'normal way of working' and any reports from professionals or medical reports.

Evidence from standardised scores is usually obtained from assessments undertaken by the certified specialist teacher. A range of assessment scores are collected, which contribute to confirming the School's judgements, and which enable us to make an application of our recommendations to the JCQ (Joint Council for Qualifications). It is the JCQ who make the final decision as to whether they will allow the candidate to use a particular access arrangement.

7. Allocation of funding for pupils with SEND:

The funding for statements / EHC Plans below £6K and the first £6K of all other statements / EHC Plans is now allocated through the School's Block budgets. This amount, together with the Early Interventions monies is allocated via the Low Prior Attainment factor in the formula.

The current banding system for statements / EHC Plans includes descriptors within areas of need reflecting 5 key areas in bands A – E.

8. Identification of pupils needs

A graduated approach: 'Every Teacher is a Teacher of SEN'. The needs of the whole child must be considered, not just their special educational needs. Behaviour on its own is not classified as special educational needs.

Quality First Teaching: The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Teaching should include high quality and accurate formative assessment

- 8.1 Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 8.2 Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- 8.3 The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression
- 8.4 The SENCo will be consulted as needed for support and advice and a SEND concern form should be completed as required
- 8.5 Through the above actions it can be determined which level of provision the pupil will need.

- 8.6 If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- 8.7 Parents will be informed of progress through the school's reporting procedures and they are encouraged to share information and queries with the school.
- 8.8 The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- 8.9 Parental consultations are used to monitor and assess the progress being made by all students.

9. SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

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

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments (teaching should include high quality and accurate formative assessment), teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Director of Study, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The form tutor, Director of Study and subject teachers remain responsible for working with the pupil on a daily basis. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's needs, and advising of the implementation of effective support, will be provided by the SENCo.

Review

Reviewing pupil progress will be made at school data collection points. The process will review the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers. The pupil's records will be updated accordingly,

10. Referral for an Education, Health and Care Plan (EHC Plan):

If a pupil has significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review involving the parents and SENCo, together with any external agencies involved with the pupil.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care and other linked agencies
- Health professionals
- Other external agencies involved with the pupil

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND local offer:
www.kirkleeslocaloffer.org.uk

11. Education, Health and Care Plans (EHC Plans)

- Following Statutory Assessment, an EHC Plan will be provided by Kirklees Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

12. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled; where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or EHC plan which brings together health and social care needs as well as their special educational provision and the SEND code of practice (2014) is followed. The school has a separate 'Managing medical conditions' policy which is available on the school website.

13. Working in partnerships with parents

A close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The SENCo provides support to teaching staff. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

14. Links with other agencies and voluntary organisations

The school invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Care
- Speech and Language Service
- Specialist Provision Services
- Dewsbury and District Healthcare services
- CAMHS
- ELAC team
- EAL team
- Alternative education providers

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

15. In Service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant courses, Local Authority SENCo network meetings and briefings to keep up to date with local and national updates. The SENCo also signposts relevant SEND focused external training opportunities for those working with SEND pupils. The SENCo chairs a termly meeting with representatives from all Faculty areas to update teaching staff with regard to SEND pupils and local and national SEND developments. It is also an opportunity to highlight any concerns with regard to pupils. New staff are inducted with regard to the school SEN policy and meet the SENCo.

16. Accessibility

The Academy Council recognises the importance of funding special needs, while addressing its responsibility to provide effective education for other children, and to manage our resources efficiently. Our premises lend themselves to wheelchair access with ramped walkways and we have installed lifts providing access to all first floor areas of the school. The SENCO meets with health professionals regularly for advice and guidance around specific needs of individual pupils to ensure independence and full access to the school and the curriculum.

The Headteacher, as a member of the Academies Finance, Pay and Personnel Committee, ensures that Special Needs features in all budget planning. The school has a separate 'Accessibility policy' which can be found on the school website.

17. Exiting the SEN register

If monitoring shows that interventions are working and sustained, and the pupil is making the expected or more progress, then the SENCo will review the support and together with

teachers, parents and any agencies make a decision as to whether the pupil can exit the register. However, the pupil will continue to be monitored and any future concerns about progress could indicate that a return to the register is required.

18. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Students are given an opportunity to evaluate equality in school by means of a questionnaire, and both students and parents are invited to complete the annual Kirkland Rowell survey which includes questions regarding satisfaction with the school's curriculum and pastoral provision.

Pupil progress will be monitored on at least a termly basis in line with the SEN Code of Practice. The SENCo is available to parents should this be required. Further feedback from parents can be given at any time through email contact available on the school website.

Provision mapping to identify intervention strategies for SEND and Pupil Premium students forms part of the tracking of these key students and informs future planning.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEN Report to Governors provided by the SENCo. This is published by the Academy Council of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014. It can be found on the school website.

19. Complaints Procedure

In the event that a parent has concerns about the provision of SEND support an approach should be made initially to the SENCo. If this does not eliminate the concerns then a direct approach to the Headteacher should be made. If it is felt by the parent/guardian that concerns still exist, an appeal to the Academy Council should be heard by the Complaints Committee.

20. Confidentiality statement

Collins dictionary: 'Confidentiality is the process of entrusting someone with another's secrets.'

Pupils, in contact with pastoral staff and others, may make a disclosure which they may not have shared with parents. If the disclosure relates to 'significant harm' to a child, then it is absolutely necessary for the child to know that the member of staff has to share this information with the Child Protection Lead and/or Headteacher. Thereafter, a judgement would be made on whether to contact the Social Care child protection team. Parents would be contacted, provided they are not part of the disclosure.

Other disclosures, perhaps sexual in nature, would involve the member of staff persuading the young person to talk to their parents. Though this is nearly always successful, the member of staff, would have to bear in mind, that if the young person was judged competent by the Fraser Guidelines, that is, he/she fully understands the whole implications of his/her predicament and possible medical procedures, then parents have no right to the information disclosed by the young person, nor could they veto any treatment

so prescribed. It would seem that the judgement the young person is competent according to Fraser Guidelines is usually taken by a doctor or similar professional. The law, if it recognises the competence according to Fraser Guidelines of a young person, will be broken if a member of staff shares information with a parent. Furthermore, in terms of data protection, a member of staff, to whom the information is passed on, would be in breach of this act if this disclosed information was shared, given that the young person was competent according to Fraser Guidelines.

It would be possible for a young person to seek medical services during school time and attend a hospital or clinic. During the time off-site it would be recorded as a medical absence on the school register.

In summary, where a member of staff, usually a senior member of the pastoral team, finds out about a sexual crisis, for instance a pregnancy, the young person involved, for nearly all cases will agree for parents to be contacted or for parents to be informed by the member of staff. It may well be that in the future, a young person will quote the Fraser Guidelines and that will be a very difficult situation for the member of staff concerned.

Equality Impact Assessment

School	St John Fisher Catholic Voluntary Academy Dewsbury
Date	June 2016
Lead member of staff	Mrs. M Biggin
Other involved staff/role	Headteacher, Assistant Headteacher, Governors

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision

to change or reduce practice/provision to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Equality Act 2010

SEND code of practice 0 – 25 (2014)

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation

N

Promoting equality of opportunity

N

Fostering good relations

N

Please explain

Consultation Process

With whom do you plan to consult? How?

Where is the evidence of the consultation?

Review of the Special Educational Needs and Disability policy January 2015
Considered and approved at Academy Council 30 March 2015

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	To pupil	Positive	
Race		Neutral	
Sex		Neutral	
Gender reassignment	To pupil	Positive	
Pregnancy, maternity	To pupil	Positive	
Religion/belief		Neutral	
Sexual orientation		Neutral	
Marriage, civil partnership		Neutral	
Age		Neutral	

Explain in more detail

The new SEN Policy supports all students in the school and in particular those with Additional Needs of any description.