

CARDINAL WISEMAN CATHOLIC SCHOOL



Special Educational Needs and Disability (SEND) Policy – November 2017

INTRODUCTION

At Cardinal Wiseman Catholic School students are growing to be.....



Cardinal Wiseman Catholic School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church and promoting the Wiseman Virtues formed from the Gospel and rooted in the person of Christ. Our mission statement of ‘Omnia Pro Christo’ shapes our aims as a school and we are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of cooperation and treat each other with courtesy and respect at all times. Cardinal Wiseman therefore aims to make provision for any pupil who has SEND, to ensure they are able to access the curriculum, make progress, and integrate fully into the school community.

AIMS OF THE SEND POLICY

*Through the aims of this policy students will become **intentional** in their attitude to school and **faith-filled** in how they respond to their educational opportunities.*

- To improve the attainment and progress of SEND students at Cardinal Wiseman Catholic Technology College.
- To ensure that information about students’ SEN needs is be up-to-date and communicated between school staff, parents, and external agencies.
- To improve the level of Quality First Teaching, as part of a graduated approach to supporting SEN.
- To provide effective additional support for SEN in the Learning Support Centre where required.
- To promote effective partnerships with outside agencies, providing specialist support for those whose SEN require it.
- To make SEN a priority for those associated with the school including students, parents, teachers and governors.

RESPONSIBILITIES AND ROLES

*Through the well-defined roles and responsibilities students will be **eloquent** about their language learning needs, and will be **hopeful** in how they try to overcome learning difficulties.*

Parents' Responsibilities

- Parents should support their child's learning needs by attending meetings to review Learning Support Plans.
- Parents should share information about possible SEN with the SENCO.
- Parents should respond to advice from the SEN team on how they can support their child's SEN out of school.

Students' Responsibilities

Students are responsible for the following:

- Students should attend additional support sessions punctually, and do their best within those interventions.
- When they are unsure in lessons, students should ask the teacher.
- Students should inform the SENCO, (or a member of school staff) if they are concerned about how their needs are being met.
- Students should attempt to engage with the strategies being used to support them, as recommended on the Learning Support Plan.
- Students should attempt to interact positively with their peers in school.

Staff Responsibilities

Staff at Cardinal Wiseman Catholic School are responsible for the following:

- Provide an ethos which places a high value on inclusive teaching and learning for SEND learners.
- Read necessary SEN documentation, such as Learning Support Plans and Specialist Reports, and make reasonable adjustments for students based on these.
- Inform the SENCO about concerns regarding students' needs.
- Engage with CPD to ensure professional practice meets students' needs.
- Contribute to the SEN Information Report and be aware of the content of this.

SENCO

- Maintain an accurate register of all students at the school who have SEND.
- Monitor students' progress in additional support, and coordinate that support accordingly, ensuring the SEN Team has the capacity to provide it.
- Coordinate the writing of Learning Support Plans, to ensure students' learning preferences are identified and shared.
- Coordinate the contributions of external agencies, and ensure their recommendations are disseminated and acted on appropriately.
- Organise parental review meetings in which students and their parents have the opportunity to read and contribute to the Learning Support Plans
- Analyse the termly tracking data of SEND students, and follow up on the findings of this with learning walks, work scrutiny, and strategic recommendations, and feedback on these to teachers as necessary.
- The SENCO manages and oversees arrangements made for pupils to access exams and other assessments.

Governing Body

- Approve the policy and any proposed changes.
- To be aware of the vision for SEND and to support the strategies being used to achieve this.
- To monitor the effectiveness of strategies used to improve progress and participation of SEND students.
- The governing body challenges the school and its members to secure necessary provision for any pupil with Special Educational Needs or Disabilities, and ensure that funds and resources are used effectively.
- The school's SEN Governor meets with the school SENCOs termly to discuss progress.
- The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

PROCEDURES

*Through clear procedures we will foster a community where students have **curious** about learning and self-improvement, and are **active** in tackling their learning difficulties.*

There are four broad categories of SEN:

- communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.
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- We work closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
 - All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEND.'**
 - In addition, we implement some focused interventions to target particular needs and skills.
 - We have high expectations of all our pupils. We expect pupils on our SEND register to make progress which compares well with the progress made by other pupils in school.

Identification of SEND

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Concerns about possible SEN are identified in a variety of ways:

1. The progress of every child is monitored at termly intervals through assessment and tracking data input. If a child is making less than expected progress, further SEN might be investigated on the basis of this, depending on the child's individual circumstances.
2. Teachers, parents or students can raise concerns about possible SEN to the SENCO.
3. Primary schools provide information about SEN during transition into Year 7.
4. If there is evidence of concerns about traits of ASD or ADHD from a variety of sources, (though to secure diagnoses, parents are advised to contact their GP).
5. If there is evidence of Mental Health needs, as shown by the involvement of Forward Thinking Birmingham or Family Support.

A Graduated Approach

A Graduated Response is adopted for pupils identified as having SEN. The **Assess – Plan – Do – Review cycle** is employed here as instructed in the SEN Code of Practice 2015. We conduct SEND reviews regularly, where parents and pupils are invited to meet with the SEND team to discuss their learning support plan targets, SEN and subject specific progress.

In Cardinal Wiseman there are three levels of support. **Wave 1** is the Quality First differentiated classroom provision which meets students' needs in the classroom, (informed by an individual Learning Support Plan for students with SEN). **Wave 2** is additional support targeted at particular difficulties. It includes 1:1 or small group interventions. **Wave 3** is for pupils who have very special and long-term needs.

Wave 1

'Every teacher is a teacher of every child including those with SEN.' Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support as coordinated by the SENCO. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Cardinal Wiseman Catholic School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. It also has termly, rigorous monitoring of all of its pupils. Tracking reports are also completed every term. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Cardinal Wiseman our teachers know how to:

- Give instructions and explanations so that pupils listen, understand and remember.
- Ask questions that check out your child's understanding using the school's 'No Hands Up' rule to facilitate this.
- Assess your child's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning.
- Adjust/Differentiate teaching to accommodate strategies recommended students' Learning Support Plans and Specialist Reports.
- Understand and talk with pupils who are shy, worried or angry; and include them in school life.
- Settle pupils whose behaviour is challenging using the school's strategies.

At Cardinal Wiseman, our teachers use:

- Pupil talk and questioning so that pupils are confident about writing.
- Literacy Strategies in every lesson to help with writing e.g. word mats, mind maps, word banks, writing frames, study cards.
- Numeracy strategies across the curriculum where appropriate.
- Homework Support Club to improve study habits for pupils.
- Feedback through our marking policy which includes teacher, peer and self-assessment.

At Cardinal Wiseman, our teachers get advice from:

- SLT and Heads of Year who share information about individual student's welfare, behaviour and learning
- The SENCO
- The Educational Psychologist (this is a professional who advises on difficulties with learning)
- Forward Thinking Birmingham (professionals who advise on mental health needs)
- SENAR
- Communications and Autism Team (CAT) and Pupil and School Support (PSS)
- Physical Difficulties Support Services (PDSS) and other medical specialists.

Wave 2

At Cardinal Wiseman, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning or integration. These can be different in each year group and include:

- Handwriting Support
- Reading intervention
- Spelling, phonics, and vocabulary intervention
- Paired Reading
- Numeracy interventions
- Social skills sessions
- Lunch-time club
- Resilience course
- Attendance Support (EWO)
- Mentoring

Each intervention is planned and evidenced by LSC staff. That work is reviewed and analysed regularly for effectiveness by the SENCO.

Statutory Assessment / EHC Plans

If a student fails to make adequate progress in spite of high quality, targeted support at Wave 2 and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Wave 3

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Cardinal Wiseman.

- Intervention and support from specialist teachers of the deaf (as needed)
- Visits from specialist teachers of the visually impaired (as needed)
- Visits from specialist teachers of pupils who have ASD or Global Delay (as needed)
- Assessment by an Educational Psychologist
- Psychologist from Forward Thinking Birmingham
- A Family Support Worker
- Occupational Therapist and Physiotherapist

Managing pupils needs on the SEND register

- Every child is involved in the assessment cycles including the Pupil Tracking data which enables pupils to be identified as requiring SEND support.
- Class teachers/ subject teachers are responsible for evidencing the progress of SEND pupils in their classes. The SENCO is responsible for analysing and responding strategically to trends in this, as well as managing the SEND register and keeping it up to date.
- All interventions will become outcome-based and have clear time frames to comply with the SEND Code of Practice 2015 guidance.
- Every intervention will be monitored and evaluated on a regular basis for effectiveness. LSC staff delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions.
- Paperwork is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEN Code of Practice 2015. LSC files are then monitored by the SENCO and SLT lead.

Criteria for exiting the SEN register

Pupils can exit the SEN register when their progress is in line with local and national expectations and Special Provision is no longer deemed necessary for them to continue to maintain their progress (academically or socially).

Supporting pupils and families

At Cardinal Wiseman we aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings/contacts to discuss the child's progress. Parents and students are invited to review meetings to discuss their child's SEN and its provision.

Transition into, within and moving on from the school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the SENCO
- Opportunities to take photographs of key people and places in order to make a transition passport.
- Transition arrangements which can be tailored to meet individual needs.
- All pupils with an EHCP are provided with additional careers' support in year 9 and 11.

Supporting pupils at school with medical conditions

Cardinal Wiseman 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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Cardinal Wiseman wishes to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Cardinal Wiseman's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

MONITORING AND REVIEWING

*Through the process of monitoring and review we will foster a community that is **attentive** and **generous** towards the learning needs of SEND students.*

Monitoring and evaluating SEND

- Interventions are planned, evidenced, reviewed and analysed regularly for effectiveness.
- Pupils on the SEN register have their levels and progress reviewed regularly by their teachers and the SENCO and are discussed at the LSP Review Meetings with parents. If there are concerns then other strategies to support that child will be implemented.
- The SENCO monitors how well teachers are being used in lessons and additional support, and feeds back constructively to teachers and support staff on this.
- The SENCO's feedback is monitored by the SLT lead.
- SEND provision is evaluated and monitored to promote an active process of continual review and improvement of provision for all pupils.

Reviewing the policy

Due to the climate of reform under the new requirements of the SEN Code of Practice 2015 Cardinal Wiseman will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

Signed: Headteacher: Christina Stewardson

Date:

Signed: Chair of Governors: Patrick McDermott

Date: