

## Our aim

**‘We are the children of God striving to fulfil our potential in our community of learning, of love, of service and in worship of the Father, the Son and the Holy Spirit’.**

## Our Lady of Lourdes Catholic Multi-Academy Company SEN Policy

This policy is a generic policy across the MAC with minor amendments made for each individual Academy. The board of directors has a responsibility to ensure the school has a qualified teacher as the SENCO.

<b>Our Lady of Mount Carmel Catholic First School, Redditch</b>	<b>St. Peter’s Catholic First School, Bromsgrove</b>	<b>St. Bede’s Catholic Middle School, Redditch</b>	<b>St. Augustine’s Catholic High School, Redditch</b>
<b>SENCO</b> Mrs T Mitchell <a href="mailto:tmitchell@mountcarmel.worcs.sch.uk">tmitchell@mountcarmel.worcs.sch.uk</a>	<b>SENCO</b> Mrs C Thompson <a href="mailto:cthompson@st-petersrc.worcs.sch.uk">cthompson@st-petersrc.worcs.sch.uk</a>	<b>SENCO</b> Mr M West <a href="mailto:mwest@st-bedes.worcs.sch.uk">mwest@st-bedes.worcs.sch.uk</a>	<b>SENCO</b> Mrs R Watkins <a href="mailto:watkinsr@saintsa.co.uk">watkinsr@saintsa.co.uk</a>
<b>SEN Representative</b> Mrs K Monk	<b>SEN Representative</b> Mrs B Mackie	<b>SEN Representative</b> Mr D. Cockram	<b>SEN Representative</b> Mr M Dean

### Beliefs and values

As Catholic Academies, within the Our Lady of Lourdes Catholic Multi-Academy Company, we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all pupils. We believe that every teacher is a teacher of every pupil; including those with SEN.

### Principles

The principles in this policy reflect the key principles that underpin the SEN Code of Practice 2015. These state that the views, wishes and feelings of the pupil and their parents are valued and respected. The pupil and the parents will be able to participate as fully as possible in making decisions.

*The Code of Practice 2015 (pg 16 xv) states that:*

*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*

### Aim

The Code of Practice 2015 (pg 15 xiii xiv) states that:

*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 him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Accordingly, the special education needs policy seeks to ensure that:

1. Individual differences in pupils are recognised and needs identified.
2. Each pupil receives the best education possible and achieves their full potential.
3. Children with SEND will be offered a broad, balanced and relevant education.

4. All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

## Objectives

In order to achieve these purposes, the school organisation will strive to:

1. Ensure that SEN is viewed as a whole Multi Academy responsibility within the guidance provided in the SEND Code of Practice 2015.
2. Meet the needs of individual pupils through Quality First Teaching, and the management and deployment of additional resources.
3. Provide early identification of pupils with SEN through liaison with relevant agencies and discussions with stakeholders.
4. Develop provision maps and plans to support pupils' varying needs.
5. Provide interventions, where appropriate, for each pupil with SEN. This will be reviewed regularly to assess the impact on the child's progress and will include the views of all stakeholders.

## Identification

SEN pupils are identified using The Code of Practice 2015 (pg 95 6.17/6.18/6.19)

*6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress 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*

*6.18 It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*

Where pupils are identified as making less than expected progress or are receiving support additional to or different from the majority of children in class, teachers discuss their concerns with the school SENCO and the 'Cause for concern' cycle begins. This involves discussions between teachers, parents and pupils, further diagnostic assessments may be undertaken and the

*6.19 School should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress.*

This can help to establish whether a pupil has particular needs in accordance with the definition noted in the Aims section of this policy and parents are informed if their child is then to be placed on the SEN register.

However, the Code of Practice 2015 (pg 96 6.23) also states that:

*Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.*

When reviewing and managing special educational provision, the broad areas of need below may be helpful. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We understand

that behavioural difficulties may sometimes stem from mental health issues. We strive to resolve these difficulties by working closely with pupils and their families. (Please refer to behaviour policy)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

The following are not SEN but may impact on the progress of pupils

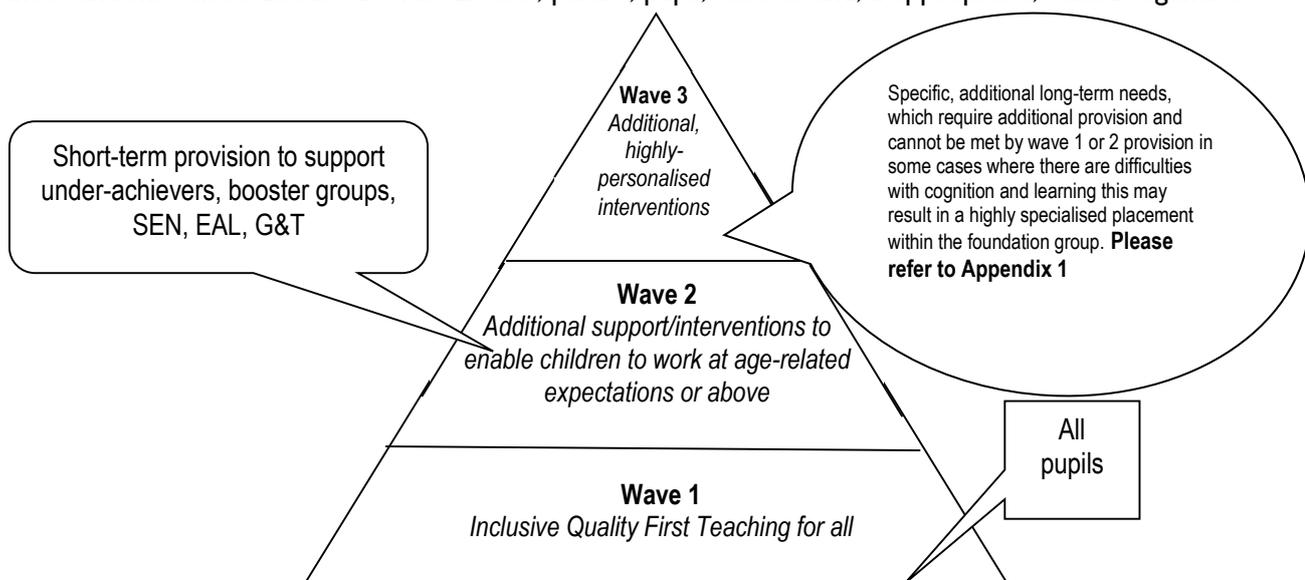
- Disability
- Attendance
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of serviceman/ woman
- Being a child of a travelling community

## A graduated approach to SEN

The Code of Practice 2015 (pg100 6.44) states that:

*Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.*

As part of the Assess, Plan, Do, Review cycle outcomes and targets will be identified. Strategies, support and interventions will be discussed with SENCO, parent, pupil, teacher and, if appropriate, outside agencies.



Strategies may include

- Providing different learning materials, resources or special equipment
- Introducing group/individual support within class
- Staff training to introduce effective strategies to support particular needs
- Staff training to develop targeted intervention programmes

- Support and advice from SENCO
- Consulting specialists to advise on effective provision for these students who, despite support, continue to have prolonged difficulties.

An individual SEN pupil profile will be developed for pupils identified as needing SEN support when they begin the Cause for concern cycle. This will be produced in partnership with pupils, parents, teachers, SENCO, outside agencies (where appropriate) and will provide an overview of their needs and support.

All pupils on the SEN register will be included on the school's Provision Map. This is an overview of additional support provided for each individual.

Class/ subject teachers will monitor pupils with SEN support as part of their ongoing day to day practice.

The effectiveness of the support and intervention and their impact on the pupil's progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent.

For a small minority of pupils who may have very complex needs, the school **or** parents may consider requesting an Education Health Care Plan Assessment. (The Code of Practice 2015 Pg 103 6.63)

## **Roles and Responsibilities**

### **SEN Academy Committee Representative Responsibilities**

The representative for SEN ensures that the committee are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. It is also their role to challenge the academy to ensure that we are providing the very best for all pupils in our schools in the context of a loving Christ-centred educational community.

### **Teachers' Responsibilities**

The Code of Practice 2015 (pg. 99 6.36) states:

*Teachers are 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.*

It is the responsibility of all teachers to deliver Quality First Teaching allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing a more inclusive curriculum:

- having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment
- responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The SENCO and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties.

### **The Role of the SENCO**

The Code of Practice 2015 (pg. 108/109 6.90) states:

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and Academy Committee representatives to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Complaints Procedure**

Refer to school complaints policy.

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)

[http://www.worcestershire.gov.uk/info/20417/special\\_educational\\_needs\\_and\\_disabilities\\_information\\_advice\\_and\\_support\\_service](http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service)

### **Storing and managing information**

For academies there is no time limit for keeping student records according to the ICO. We aim to scan and store documents electronically within a secure system.

### **Criteria for Evaluating the Success of the SEN Policy**

The success of the policy will be reviewed on an annual basis:

- Students with SEN will be tracked through all key stages in Our Lady of Lourdes Academy.

Date of review: March 2018

Ratified by Academy: March 2018

To be Reviewed : March 2019

### **Indicators for admission to the Foundation group**

**Where the primary need of the child is related to Cognition and Learning.**

1. The pupil has a statement of SEN or EHCP or in exceptional cases, is currently undergoing a statutory assessment of their needs

2. Either: The pupil has persistent, complex and long-term learning needs. Evidence should include:

- P scale/ National Curriculum formative functional assessments in line with currently available national data.
- Attainment levels for pupils are expected to remain at or below Year 2 of the National Curriculum for much of their school careers. (measured against p levels /EYFS on transition from first schools)
- Standardised diagnostic assessments below the first percentile. OFSTED **low** – standardised score of 70 or below across the board.

3. The child would benefit from a highly differentiated curriculum in smaller classes which is not available in mainstream despite additional TA hours and intensive support. Typically the child's needs will have already been supported through a high level of additional resources (at least 15 hours 1:1 or equivalent intensive support)

4. The parent expresses a preference for special school placement which is agreed by Moderation Panel.

Or the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the 'incompatibility with the efficient education of other pupils' (Education Act 1996).