

# ST. PAUL'S CATHOLIC COLLEGE



## Special Educational Needs and Disability Policy

# Our Mission at St Paul's

**S**ervice to each other: learning to become a self-disciplined leader

**T**eaching that inspires me, that challenges me, that gives me a lifelong love of learning

**P**artnership at the heart of our school: a partnership between school, home and community

**A**chievement: learn and achieve beyond my expectations within an internationally-enriched curriculum, using world-class technology, with people who care

**U**nderstanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

**L**ove and respect experienced through our vibrant Catholic Christian community

**S**uccess: academically, spiritually, morally, socially and beyond the classroom

## ***'Learn to Serve'***

***St Paul's is a community of faith echoing St Paul's letter to Timothy where, as hallmarks of Christian living Paul stresses "love... service and doing the best that is possible."***

# St Paul's Special Educational Needs Disability Policy

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# Special Educational Needs and Disability Policy

## Introduction

At St Paul's Catholic College we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students whatever their needs or abilities. This policy covers all students, who have either Special Educational Needs or Disabilities.

## Definition

'A Young Person has a Special Educational Need if they have a learning difficulty which requires special provision to be made for them.' *SEN 2014*

"A Young Person has a learning difficulty or disability if they;

- have a significantly greater difficulty in learning than the majority of others of the same age;
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## Our Aims

To recognise the unique value and individuality of each young person in the school.

To provide a considered personalised curriculum for every child.

To develop outstanding teaching and learning for all SEND students.

To foster a safe learning environment for all young people.

To enable each young person to leave the school furnished with the life skills needed to be successful.

## Our Objectives

To identify students with SEND and ensure their needs are being met.

To ensure that all students with SEND are included in all school activities.

To ensure that all SEND learners make the best possible progress.

To ensure parents are communicated effectively with.

To ensure the SEND student has a voice and is regularly consulted on their support and decisions affecting their education.

To promote effective partnership and involve outside agencies or professionals when appropriate for SEND students.

To ensure all governors, especially the SEND link governor are up to date and involved in the schools SEND provision.

To ensure SEND is an integral part of the School Improvement Plan.

To ensure the quality of provision is continually monitored.

To ensure that all SEND students have access to a broad and balanced curriculum.

To ensure that the social needs of SEND students are met.

## The SEND Department

SEND Governor

Leadership Team

SLT Designated SENCO

SENCO

Deputy SENCO

Teaching Assistant Team

ELSA (x 2)

All staff.

The named SENCO's work closely with Fr Philip Dyer-Perry, Link Governor for SEND.

The governing body as a whole are responsible for making provision for students with SEND. St Paul's holds a SEND register naming all students that meet criteria under SEND2014. This is available electronically to all staff along with a Student Passport detailing each child's provision and needs.

## **Framework**

This policy will have due regard to legislation, including but not limited to:

Children and Families Act 2014  
Health and Social care Act 2014  
Equality Act 2010  
Mental Capacity Act 2005  
Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to:

SEN Code of Practice 0-25 (2014)  
Supporting Children with Medical Conditions  
Keeping Children Safe in Education  
Working together to Safeguard Children.

## **Area of Special Education Need**

There are four main areas of Special Educational Need as defined by SEND 2014. These needs, often present in combination are the needs that St Paul's Catholic College makes provision to support;

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

## **Identification and Assessment**

St Paul's has an embedded system of early identification and graduated response in line with SEND 2014.

Evidence is gathered from all parties associated with the child. This includes but is not limited to, teachers, teaching assistants, parents, and other professionals working with the child.

Evidence can take the form of testing, reports, assessment, emotional wellbeing, social interaction and takes into account the student's or parent's wishes.

Students are placed on the SEND register if they are not making sufficient progress or expected progress, and this is substantiated by further analysis of data or concerns.

All students are tested for baseline data, reading age and spelling age. These are updated annually. Based on this data students may be held on a "Be Aware" list.

For those students on the SEND register their progress is reviewed twice per year externally with parents at Statutory SEN review meetings, where the Student Passport document is completed reflecting provision, student voice, parental or school based concerns. In addition to this, students with a Statement of Special Educational Need or an Education Health and Care Plan are reviewed externally a third time through the Annual Review process.

Internal review of SEND students is done each half term following assessments, and termly for Provision Mapping.

## Provision

The SENCO ensures that when necessary, personalised and bespoke interventions are delivered to students with SEND. The SENCO is assisted by a Deputy SENCO. There is a strong and knowledgeable team of Teaching Assistants including a link TA for transition, and those trained in other interventions.

All staff have responsibility for SEND. Staff are responsible for tracking progress, in whatever form that takes, academically or socially, and sharing information directly or indirectly with the SENCO. The SENCO meets weekly with each Head of Year for referral or concerns to be discussed. Professional Development and Training will be provided for all staff.

The Teaching Assistants have strong professional working relationships with teaching staff leading the effective support of individual students, small groups or within the whole class. Teaching Assistants work across all subject areas and provide support as and when it is required.

Teaching assistants have fortnightly Teaching and Learning meetings with the SENCO, where new initiatives are discussed and feedback is given. These meetings may trigger new referrals or early intervention.

ELSA's (Emotional Literacy Support Assistants) - two of our teaching assistants are trained to provide emotional and social support to some of our SEND pupils.

St Paul's has transitioned over from SEN2001 to SEND 2014.

Students are on the register as either Learning and Additional Needs (K) or EHCP (E)

St Paul's is designing provision within the WAVE framework and criteria.

*WAVE 1:* High Quality Teaching and Learning that matches the needs of all students.

*WAVE 2:* Where necessary small group intervention eg additional Literacy/Maths Support and further Literacy/Maths Support Programmes, support for students who can be expected to "catch up" with their peers as a result of the intervention. This form of intervention is usually short and measured in weeks.

*WAVE 3:* Specific targeted intervention for individual children identified as requiring SEND support. Students at WAVE 3 may have a particular need related to mathematics or literacy, or needs associated with other barriers to learning. Provision at WAVE3 is likely to draw on specialist support. It may involve individual support and involve specialist teaching methods such as structure, cumulative or multi-sensory teaching methods. It aims to rebuild foundations and reduce gaps in attainment and facilitate greater access to WAVES1/2. Students receiving WAVE 3 support will always be placed on the SEND register. Those receiving external support from an agency where another professional is involved in assessment, planning and review will also be placed on the SEND register. This may be long term.

Exam concessions are applied for as appropriate and verified for SEN students. This is not limited to concessions such as extra time and enlarged papers, this is done on an individual basis in line with current "Terracotta Book" JCQ guidelines.

## Transition

*From KS2:*

- St Paul's SENCO team visit all feeder Primary schools to meet with the SENCO and discuss needs. High needs students are offered an enhanced transition package including additional visits to the school.
- St Paul's fosters good links with our Primary partners.
- The SENCO attends the Annual Reviews of Year 6 students.
- Students on the SEND register will have meetings with a member of the SEN team in order for a Student Passport to be put into place before commencing at St Paul's.

- The SENCO will meet with parents of Year 6 students at Primary schools that are on the SEND register and may find moving schools challenging.

*From KS4:*

- St Paul's students in Year 11 meet with Pathways Advisors from Surrey or U-explore Advisors to help them secure further education programmes or training. Students are supported in visiting colleges, filling in applications and liaison between colleges and schools.

*Transition post KS5*

- St Paul's students wishing to attend university are supported with their UCAS applications. Once offered a course, St Paul's will liaise with the university offering the place to ensure they are aware of the needs of this student, particularly those who have an EHCP

## **Dealing with complaints**

If a parent wishes to complain about provision or policy, they should in the first instance raise it with the SENCO, who will endeavor to resolve the situation.

If the issues cannot be resolved the parent can submit a formal complaint in line with the school's complaints procedure.

All policies are on the school website.