

# **Holy Family Catholic High School & 6<sup>th</sup> Form Centre**



## **SEND and Inclusion Policy**

## **Holy Family Catholic High School**

### **SEND and Inclusion Policy September 18**

#### **Purpose**

This policy is to set down the guidelines for SEND and Inclusion in the school. It ensures that there is a consistency of approach amongst staff. It refers to the school's Equal Opportunity Policy and should be read in conjunction with the SEN Code of Practice and current Disability Discrimination Act.

It should be borne in mind that those issues relating to Inclusion are relevant to **all** those using the school premises.

#### **Audience**

This document is intended for all teaching staff and all staff with classroom responsibilities. It is also for governors, L.E.A. inspectors/advisors, parents and inspection teams. Copies are provided for all staff and are available in:

- Governors' Curriculum file
- Staffroom
- Headteacher's Office
- W drive –Policies.

#### **Rationale**

Holy Family High School is committed to providing an appropriate and high quality education to all the children in its community. We believe all children, including those identified as having "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Holy Family High School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners in ways that take into account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some stage in their career, may experience difficulties, which may affect their learning, and we recognise that these may be short term or long term. At Holy Family High School we aim to identify these needs as they arise and provide Quality First teaching and learning which enable every child to achieve to his or her full potential.

Holy Family High School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parent / carers and the community. Holy Family Catholic High School will ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.

The Code of Practice identifies four broad areas of special need, under which SEN can be classified

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning
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The categories are useful to schools in order to plan provision. However it is important to note that identification of a specific type of need is not necessary to put a plan of support into place. Frequently pupils have needs across categories and schools' priority should be early intervention in order to achieve targeted outcomes; rather than identify the category of need.

### **Objectives**

- To ensure the SEND and Disability Act and 2014 Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, children with "special educational needs."
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum, through differentiated planning by all teachers as appropriate.
- To provide specific input, matched to the individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND .To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents / carers.
- To involve the children themselves in planning and in any decision-making that affects them.

### **Arrangements for co-coordinating SEND Provision**

- The SENCO will meet with teachers at least twice a year to discuss additional needs concerns and to review Pupil Passports
- At other times, the SENCO will be alerted to newly arising concerns through the Initial Concerns form.
- The SENCO will discuss issues arising from these forms with teachers within one week of receiving the form.
- Reviews will be held at least twice a year.

- Targets arising from Pupil meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO along with progress leaders and class teachers monitor planning for SEND and, where necessary, support curriculum planning.
- The SENCO, together with the Head teacher and progress leaders, monitors the quality and effectiveness of provision for SEND.
  
- SEND is supported through differentiated teaching methods. Additional support is provided by the SENCO and by trained Learning Support Assistants (LSAs) throughout the school. Additional support is funded through individual allocations from the LEA.
- Support staff, subject teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

Pupils requiring additional help, such as those with an Education Health Care Plan are given additional support.

### **Identification and Assessment Arrangements. Monitoring and Review Procedures:**

- The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:
  - Baseline assessment
  - National Curriculum descriptors for the end of a key stage
  - Standardised screening and assessment tools
  - Observations of, emotional, and social development
  - An existing Statement of SEND / Education Health Care Assessment
  - Assessments by a specialist service, such as educational psychology, identifying additional needs
  - Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the subject teacher, SENCO and parent and pupil the pupil may be recorded as needing, either:

- Differentiated curriculum support within the class
- Additional support through a learning plan.

### **Differentiated Curriculum Provision**

All children, including those with SEN, are expected to make progress. In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, and access strategies.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress **or** where the nature or level of a child's needs are unlikely to be met by such an approach, provision may be needed to be made.

For example where there is evidence that:

- There has been little or no progress made within existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interactive needs

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought by outside agencies.

Pupil Passports will be **reviewed** at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/ carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parent/ carer and pupil, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to set up a learning plan for the pupil.

Provision at this level **always** includes involvement with **specialist services**. A variety of support can be offered by these services, such as advice to school about targets and strategies, specialised assessment or some direct work with the child. The specialist services should always contribute to the planning, monitoring and reviewing of the child's progress.

### **School request for statutory assessment.**

For a child who is not making adequate progress, despite a period of support with a learning plan, and in agreement with the parent/ carer, the school may request the LEA make a statutory assessment in order to determine whether it is necessary to have a Education Health Care Assessment.

The school is required to submit evidence to the LEA whose Moderation Assessments Panel makes a judgement about whether or not a child's need can continue to be met from the resources normally available to the school. This judgement will be made using the LEA's current 'Criteria for making a statutory assessment'.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## **Education Health Care Assessment**

A child who has a Statement of Special Educational Needs/ Education Health Care Plan will continue to have arrangements as for a learning plan and additional support that is provided using the funds made available through the Education Health Care Plan.

There will be a Pupil Centered Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Education Health Care Plan or to the funding arrangements for the child. Pupil's wishes and feelings are included in this process and pupils are able to express these as part of the review process.

## **The School's Arrangements for SEN and Inclusion In-Service Training**

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged to match these targets.

In-house special needs and Inclusion training is provided through staff meetings by the SENCO.

Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

## **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist.
- SAIS Specialist, direct teaching from this service is used where an individual's Statement/or EHCP of SEN requires this.
- Teachers from the Sensory Impairment Team provide advice in school to support children, both with and without Education Health Care Plans, who have vision or hearing impairment.
- OSSME , who are able to provide 1:1 or group support for our pupils with
- Autistic Spectrum Condition.
- The SENCO liaises frequently with a number of other outside agencies, for example:
  - Social Services
  - Education Welfare Service
  - School Nurse
  - Community Pediatrician
  
  - Speech Therapy
  - Physiotherapy
  - Occupational Therapy

Parents / Carers are informed if any outside agency is involved

## **Arrangements for Partnership with Parents /Carers**

Staff and parents / carers will work together to support pupils identified as having additional needs. Parents / carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or parent thinks this is appropriate.

## **Support and Complaints.**

Sefton's Information Advice and Support service SENDIASS are available for advice and support regarding the Local Offer and SEND support.

seftonsendiass@sefton.gov.uk

0151 9343334

Complaints can also be made following the schools complaints policy procedure if parents feel issues cannot be resolved by speaking to the SENCO or a member of SLT/Headteacher.

J. Knight Sep 18