



Mount Carmel

R.C. HIGH SCHOOL



SEND Policy

Last reviewed: 20/07/24 DSY and LBY

Next review: Summer Term 2025 DSY and LBY

A Family of Faith & Learning

SEND Policy

1. Introduction

Mount Carmel RC High School aims to embrace the needs of all pupils and has a whole school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all pupils by responding to the pupils' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach pupils with SEND. Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO) and Learning Support team and follows Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

2. Principles and legislation

The term "SEND" covers a learning difficulty or a disability which prevents, hinders or inhibits a pupil from; accessing our facilities/resources, limits progress/opportunities and constitutes a significant difficulty. These include; ADHD and some complex behavioural, emotional and social difficulties, physical impairments, speech, language and communication disorders including Tourette Syndrome, hearing impairment, visual impairment, multi-sensory impairment, conditions such as diabetes and epilepsy. Autistic Spectrum Condition and mental health disorders are among the disabilities that may also be classed as SEND if they have significant impact on the pupil's ability to make progress and take a full part in school life. Special educational provisions are interventions which are additional to, or different from those made for other pupils. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map special provision.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following legislation and guidance documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disabilities Regulations 2014
- The Children and Families Act 2014

The changes in the Children and Families Bill affect the way children with special educational needs or disabilities (SEND) are supported in schools. The new approach begun in September 2014 and placed pupils at the centre of planning. The key principles of the new legislation are:

- Young people and their families should be involved in discussion about support they need, so that they can share their knowledge, and feed back to the school on the pupils' progress.

- Education Health Care Plans (EHCP) replaced statements of SEN. New assessments for additional educational needs will follow the EHCP guidelines. (Existing statements **should** all have completed the transition into EHC Plans. There may be the occasional exception with this, which will be for pupils moving into the Local Authority from another provider.
- School Action and School Action Plus have ceased and will have been replaced by a single school-based category for children who need extra, specialist support.

Identification and assessment

Special Educational Needs and Disability provision can be categorised as falling under four broad areas:

- **Communication and Interaction** - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning** - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia, and dyscalculia.
- **Social, Emotional, and Mental Health (SEMH)** including but not limited to self-harm, depression, ADHD and attachment disorder.
- **Sensory and/or Physical** - Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical difficulties (PD).

It is important to note that a pupil can have significant barriers to learning in multiple categories of need.

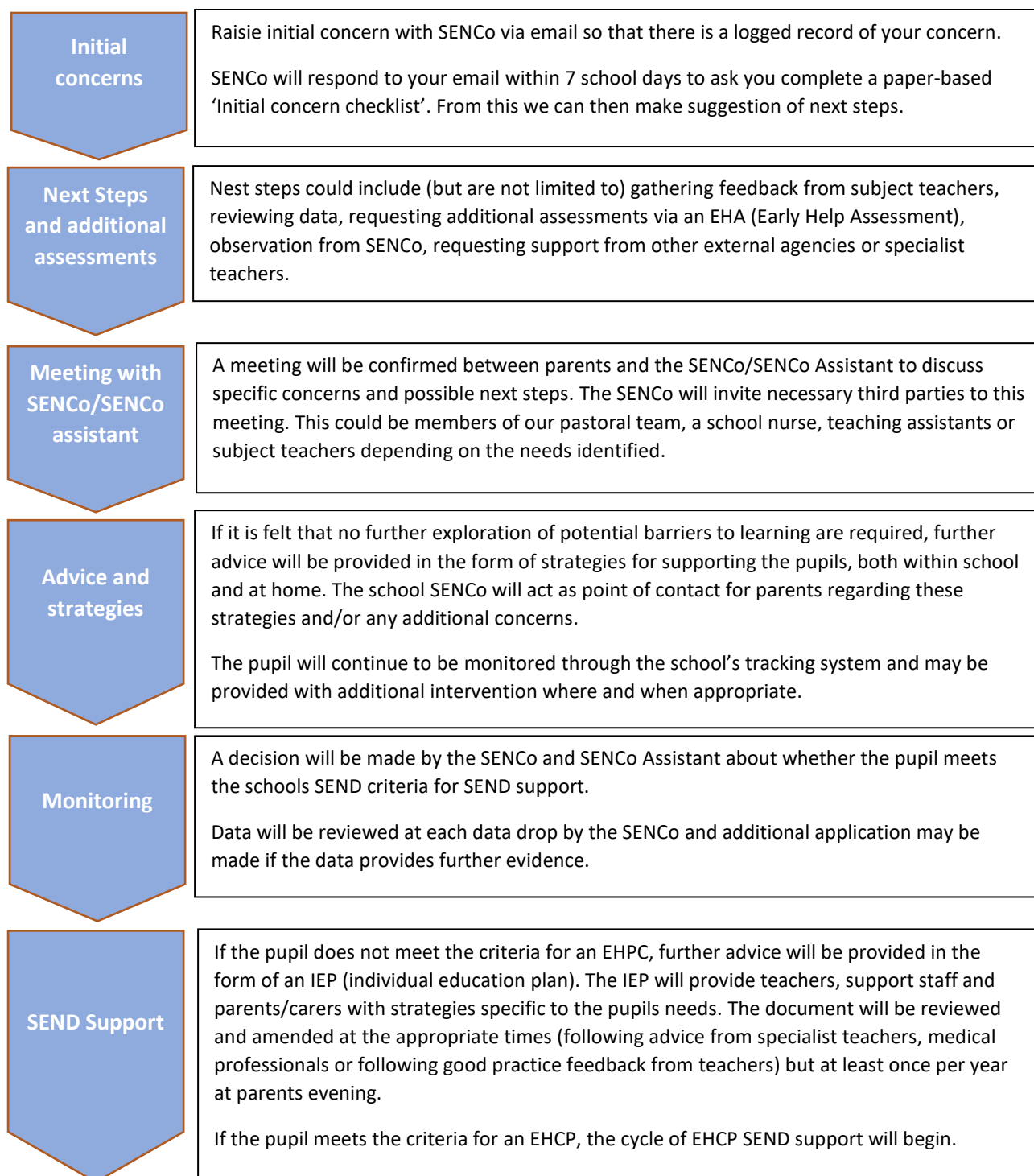
Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress, such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

Many pupils with SEND will have had formal assessments or diagnoses at primary school. Our Transition Team have developed links with our primary feeder schools who inform us of the pupil's with SEND, in preparation for transition to Mount Carmel RC High School. The SENCO takes part in Year 6 annual reviews of pupils with Educational Health Care Plans or significant need. All pupils are assessed on entry to Mount Carmel RC High School.

In some cases, a pupil without previously identified SEND may not make adequate progress, or teachers may consult the SENCO about other concerns. The SENCO will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

Graduated Cycle and SEND Support



4. Provision

At Mount Carmel RC High School, we have a policy of individual planning and recording for all pupils and deliver personalised learning initiatives. Every pupil has individual targets, and we record outcomes for them. IEPs and provision-mapping for pupils with SEND are therefore an integral part of our whole-school management systems.

For pupils with SEND (where appropriate) our provision mapping also:

- Identifies additional or different provision and its costs
- Links provision to individuals
- Monitors and reviews provision and pupils' targets

SEND provision is identified as that which goes **beyond** the differentiated approaches and learning arrangements **normally** provided as part of high-quality personalised teaching at Mount Carmel RC High School. We are also concerned with the emotional, behavioural, and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with the class teacher. The SENCo uses whole-school tracking data, as an early identification indicator.

We use a number of additional indicators of special educational needs and/or disabilities. These include:

- The analysis of data, including, SATs, GLS assessment (reading) and reading ages
- Following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Tracking individual pupil involvement in interventions for core subjects over time
- Information from previous schools/academies on transfer
- Information from other services.

Exam Access Arrangements

Some pupils with SEND also have special (access) arrangements in exams, such as extra time, a reader or access to a word processor. More information about Exam Access Arrangements can be found in our Access Arrangements Policy.

Medical Care Plans

Some pupils who have a medical disability will have a Medical Care Plan prepared with the help of the pupil, their parents/carers, and other involved professionals. Medical Care plans detail support arrangements, medications, contact numbers and procedures, and are reviewed at least annually.

Other vulnerable pupils

Pupils for whom English is a second language, gifted and talented pupils, pupils from ethnic minorities, children looked after by the Local Authority and other vulnerable groups may get differentiated provision but do not come under the umbrella of SEND provision unless they also have a learning difficulty or disability with significant impact.

Resources

Funding for pupils with SEND is allocated according to a funding formula which changes from time to time. The majority of this funding is already allocated to schools for existing named pupils. Our SENCO manages our bids for funds which may be required as part of a pupil undergoing an assessment for an EHC Plan.

Monitoring and evaluation of this policy

This SEND policy is reviewed at least annually, and the SENCO prepares an Annual Report for the Governors.

Commonly asked questions

What should I do if I think my child has a Special Educational Need and/or Disability?

If you have concerns then please contact either the school SENCo, your child's Head of Year /Class Teacher.

How can I let the school know that I am concerned about my child's progress at school?

If you have concerns about your child's progress you should initially raise those concerns with the subject teacher. This can be done in person or by telephone. Alternatively, you can reach the class teacher by e-mail. If you would prefer to, you can also contact any member of the School's Senior Leadership Team.

If you still have concerns following this step, you can contact the schools Special Educational Needs and Disabilities Coordinator (SENCo).

Contact Details within Mount Carmel RC High School

Your key points of contact at Mount Carmel RC High School are:

- **Headteacher:** Mr Xavier Bowers
- **SENCo:** Mr Dan Sweeney
- **SENCo Assistant:** Miss Laura Berry
- **SEND Governor:** Mr Steve Ellis

In the first instance enquiries regarding SEND should be directed to:

Tel: 01254 233458

e-mail: send@mountcarmelhigh.lancs.sch.uk

Within the Trust, a variety of staff will be available to talk to you about your child and their SEND provision. These include:

Subject teachers

Your child's class teacher is responsible for:

- Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and liaising with the SENCo as necessary.
- Communicating specific targets and sharing and reviewing these with parents or carers at Parents Evenings
- Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work, and the opportunities to respond to that marking and feedback.
- Knowing the needs of the pupils and planning their lessons accordingly to meet those needs
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Teachers and support staff will be required to attend training that is relevant to the needs of groups or specific pupils within the school.

The SENCo

The SENCo is responsible for:

- Co-ordinating all the support for pupils with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to ensure that all pupils get a consistent, high-quality response to meeting their needs in school. Crucial to this role is an open and honest dialogue so that you are:
 - ✓ involved in supporting your child's learning
 - ✓ kept informed about the support your child is getting
 - ✓ involved in reviewing how they are doing
 - ✓ part of planning process for them around transitions
 - ✓ liaising with all the other people who may be coming into school to help support your child's learning e.g. Medical Support Teams, Speech and Language Therapy, Educational Psychologist etc.
 - ✓ aware of your child's aspirations and how pathways within the school will allow your child to fulfil those aspirations.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known and accounted for) and making sure that there are up to date records of your child's progress, needs and associated interventions.
- To provide specialist support for parents, and staff in the school so that they can help your child (and other pupils with SEND in the school) to achieve the maximum progress in school, and at home.
- Ensuring that school staff are aware of the needs of individual pupils.
- Advising school staff of recommended strategies to support individual pupils with SEND.

- Organising training for staff, so they are aware and confident about how to meet the needs of your child and others in school.
- Ensuring that transitions into Y7, across Key Stages and onwards to post-16 provision is smooth. The SENCo will accompany pupils to their next provider in order to ensure support, guidance and to share information with the child's new provider and SENCo, so that the transition is as seamless as possible. The Transition and SEND team will make contact with primary providers of new year 7 pupils to gather information relevant to their transition and any potential SEND needs or concerns (for monitoring).

SEND Governors

The SEND governor is responsible for:

- The implementation of the SEND policy.
- Making sure that the necessary support is provided for any child attending the school who has SEND, through regular contact with school staff.
- Holding the SENCo and Headteacher accountable for the diagnosis, support and intervention relating to pupils with SEND.
- Having up to date knowledge of the school's SEND provision, including funding.
- Knowing how personnel resources are deployed.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.
- Ensuring that the SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Deputy Headteacher or SENCO, who will be able to advise on formal procedures for complaint.