



**St Cecilia's**  
R. C. High School

***Discover • Develop • Rejoice***

# SEND Policy

**Reviewed: September 2024**

**Next Review Date: September 2025**

St Cecilia's R.C. High School is committed to meeting the special educational & disability needs of pupils in order to support their progress.

In line with our mission statement:

As individuals, we all come with God-given talents to discover, develop and rejoice. It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other.

We celebrate God in all we do, say, think and achieve as we strive to succeed.

When things go wrong, Christ's love will help us to support each other to start again. We should never give up but should persist in the face of setbacks.

We all serve and build our community in Christ by showing respect for ourselves, respect for each other and respect for the world.

## Discover – Develop – Rejoice

### Aim

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63 of the children and families Act 2014. At St Cecilia's R.C. High School, we believe that high quality teaching underpins progress for all pupils, including those with SEND. We believe SEND pupils perform best, and enjoy their learning most, when they receive appropriate support from their teachers. Pupil's teachers are best placed to explain the complex ideas explored across the different subject curriculums and whom have received the most intensive training on pedagogy and pupils needs.

Related Policies and documentation:

1. SEND Code of Practice
2. SEND Report
3. Accessibility Plan
4. Local Offer

## 5. Safeguarding / Child Protection Policy

### **Contact details**

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### **Policy objectives**

- To identify and provide support for pupils who have special educational needs and additional needs.
- Work towards the guidance contained in the SEND Code of Practice 2014.
- To develop confident, independent learners by effectively supporting SEND needs.
- To operate a 'child centred' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work in partnership with staff (from both within the school and external agencies), parents and governors to implement the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils and those with disabilities.
- Ensure all staff are responsible and accountable for the progress and development of SEND pupils in their class.
- Ensure the school liaises effectively with appropriate professionals and outside agencies in order to meet the needs of pupils and staff.
- Develop and maintain partnerships with parents/carers; all parents are regarded as equal partners in the support of SEND pupils.
- To encourage an awareness of and respect for individual differences.

- Support the Every Child Matters agenda within the school.

### **Identifying pupils needs**

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- Self help and Independence

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality teaching. At St Cecilia's pupils are placed on the SEND list of students requiring support when the support from subject teachers requires the addition of personalised or small group intervention.

Pupils with special education needs and disabilities are initially identified by a combination of the following indicators:

- Evidence from the primary transfer record that a pupil is experiencing learning/emotional/physical difficulties which provide barriers to the pupil assessing the full curriculum
- National Curriculum Tests at the end of KS2
- Cognitive Ability Testing
- Concern expressed by parents/guardians about their child's progress
- Concern expressed by a member of staff about a pupil's progress
- Evidence from a final Statement / Education Health Care Plan (EHC Plan) • Whole school assessment procedures

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. St. Cecilia's R.C. High School considers the needs of the whole child, which will include not just the special educational needs or disabilities of the child or young person.

Parents are routinely informed if their child is placed on the list of pupils' identified for SEND support.

## **A Graduated Approach to SEND Support**

At St Cecilia's R.C. High School we identify pupils by taking a holistic view – considering the needs of the whole child, including their physical, social and emotional development. We are committed to doing to everything we can reasonably do to meet the needs of pupils with SEND. Our response to SEND embodies principles central to the SEND Code of Practice 2014. We aim to:

- Offer as far as reasonably possible, provision for a SEND pupil which matches the nature of their needs.
- Assess a pupil's needs, and follow up with appropriate interventions and an evaluation or review of their effectiveness.
- Seek and consider the views of pupils according to age, maturity and capability when any action is taken.
- Provide close consultation and partnership with a pupil's parent or guardian.
- Involve specialists whenever appropriate, including health and social care professionals.
- Provide 'Quality First' teaching – All teachers at St Cecilia's are teachers of SEND.

All teachers are responsible and accountable for the progress and development of pupils in their classes including where pupils access support from teaching assistants and specialist staff.

The needs of most pupils should be met through Quality First Teaching and though differentiation provided by the classroom teacher. Additional support and intervention cannot compensate for a lack of good quality teaching in the first instance.

St Cecilia's review the progress of pupils and quality first teaching regularly, continued professional development programmes ensure that staff have an up-to-date understanding of how to approach the most frequently encountered SEND needs. Teachers monitor and review pupil's progress throughout the year. The whole school system at St Cecilia's includes:

- Data collection from all teachers, showing current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject are can track the progress of students across the school year and intervene if students experience difficulties.
- In class support is reviewed regularly. TA's and teachers work together on a day-to-day basis, planning and reviewing lessons.
- As students enter our school in Year 7, their Key Stage 2 SATs scores are reviewed and they are screened for reading, spelling and comprehension skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties. These assessment results are used alongside discussions with Year 6 teacher / Primary SENDCO feedback during transition meetings.
- The schools Attributes for Learning system provides parents/guardians with information about how well a pupil is engaging with the learning opportunities on offer, and provides pastoral staff with evidence of how well as student is learning at school.

Teachers will know if individual pupils are falling significantly outside of the range of their expected academic achievement in line with predicted performance indicators. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The teacher in collaboration with their Head of Department will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If necessary, the SENDCo will be consulted for support and advice.

Through the above, it can be determined which level of provision the pupil needs to move forward. Where it is determined that a pupil does have SEND and this hasn't previously been identified at primary school, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help our school staff ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Students on the SEND register will be placed on appropriate wave or stage according to the level of support they require to progress holistically. Pupils are either supported internally, from staff in school or by Specialist Teachers / External Agencies.

Wave 1 (formerly School Action) – interventions are provided which are additional to or different from those provided within the classroom environment. In house intervention for a pupil who may be a cause for concern will require monitoring to ensure that progress is being made.

Wave 2 (formerly School Action Plus) – A pupil receives support either from an external agency or from a qualified specialist teacher this occurs when all intervention at Stage 1 has been exhausted, when a difficulty increases or when a pupil continues to make little or no progress.

Wave 3 - Education and Health Care Plans (EHC plans).

Statutory Assessments are still required for a pupil to have an EHC plan.

*NB: As a school we strongly believe that it is the class teacher who is responsible for the progress of all pupils in their classes, including those with specific educational needs. In the majority of circumstances, TAs are deployed to classes rather than attached to specific pupils. As per the SEND Code of Conduct, we believe it is the qualified teacher who is the best placed to provide the subject specific support needed to ensure the SEND pupils access the curriculum, learn and progress.*

### **Monitoring and Evaluation of SEND**

- Reviews for Statements / EHC Plans are carried out annually in line with statutory guidance for reviews. Advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the Local Authority (LA), the parent/carer and school. Pupils are always encouraged to participate in their meeting.
- Progress for SEND Support pupils is monitored through the monitoring within school. Internal tracking systems are used to highlight progress of pupils.
- Data in regards to Attributes for Learning at KS3 is shared with parents / guardians three times per year. At KS4, at least four times per year. This is supported by one parent's evening per academic year.
- The SENDCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.

### **Criteria for exiting the SEND Register**

Before pupils with SEND and additional needs exit the SEND register the following are considered:

- Pupils have a sustained functional level of literacy or there has been a sustained period of improvement.
- Standardised test scores support a period of improvement.
- Subject teachers are consulted
- Pupils and Parents are consulted.

### **Supporting Pupils and Families**

The SEND Reforms place a statutory requirement on schools from September 2014 to make information available to parents/guardians about how the school supports pupils with SEND.

This can be found on the School's web site under School Local Offer.

Lancashire's Education Authority Local Offer can be found at the following link:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs><http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/what-you-can-do-if-you-think-your-child-has-additional-needs.aspx> Support to engage in extra-curricular activities is provided according to need.

### **Supporting Pupils at school with Medical Conditions**

The Children and Families Act 2014 places a duty on schools to support pupils with medical conditions. Individual Health Care plans will normally specify the type and level of support required to meet the medical needs of such pupils.

- St Cecilia’s R.C. High School recognises that pupils at school with medical conditions should be properly supported so that they have full access to the National Curriculum, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Medication is dispensed in the medical room supervised by a member of staff.

### **Admissions**

Should parents/guardians require information regarding the school’s admission arrangements, these are set out within the school’s Admissions Policy.

### **Access Arrangements**

Some pupils require Access Arrangements when sitting external examinations. Assessment for these takes place at the end of Year 9 / beginning of Year 10 and are the responsibility of the SENCO and the examinations officer. Such arrangements should reflect a pupil’s usual way of working and the test scores need to be considered alongside a ‘passport’ of a pupil’s needs. It should be noted that a diagnosis of SEND on its own does not necessarily constitute sufficient evidence to provide Access Arrangements and ultimately the decision is that of the school.

### **Transition**

Care is taken to ensure that any necessary information regarding pupils with SEND is gathered from primary schools on transition and is used as the basis when deciding upon any support required. St Cecilia’s is happy to liaise with other schools and colleges when pupils come from or move on to them. The school organises open evenings, individual interviews and open afternoons to assist pupils in making decisions between key stages. The school recognises that this kind of support is particularly important for pupils with special educational needs. For more information, please look at the JCQ guidance for parents and carers

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-Parent-guidance-information-sheet.pdf>

### **Arrangements for SEND in-service training**

The arrangements for SEND in-service training are determined by new legislation, requests from school staff, the SENDCo or Senior Leadership Team (SLT).



The Assisted Support for Learning Team will attend meetings as determined by SLT and are encouraged to attend further INSET and twilights linked to their curriculum areas and interests, links with health and social services and voluntary organisations

St Cecilia's R.C. High School invites and seeks advice and support from external agencies in the identification, assessment, and provision of SEND. The SENDCo, Pastoral Leaders and Pastoral Assistant Head are the designated persons responsible for liaising with the following:

- Lancashire County Council Education Psychology Service
- Social Services
- Speech and Language Support Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/guardians will normally be invited to and informed about any meetings held concerning their child unless there are over riding safeguarding issues.

### **Dealing with complaints**

St. Cecilia's R. C. High School welcomes parental contact and most concerns regarding progress, facilities or support can be dealt with directly by the SENDCO. ([jh@st-cecilias.lancs.sch.uk](mailto:jh@st-cecilias.lancs.sch.uk))

In exceptional cases, the Headteacher or SEND Governor may need to be involved if an issue is causing considerable concern.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **Storing and Managing Information**

SEND information is stored securely for a period of 25 years after pupils have left school and is then shredded.

### **Reviewing the Policy**

The Policy is reviewed annually.

Date of next review: September 2025