



Statement of Intent

We have high aspirations and expectations for our children and young people with special educational needs. It is our aim to ensure full entitlement and access for pupils with special educational needs and disabilities to high quality inclusive education within a broad, balanced and relevant curriculum so that they can reach their full potential, become confident individuals and make a successful transition into adulthood.

The Children and Families Act 2014 states:

“A child or young person has special educational needs if he or she has 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:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

“Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age...”

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These four broad areas give an overview of the range of needs that are 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.

Disabled children and young people: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This policy has been written with reference to The Children and Families Act 2014, Special Educational Needs and Disability Code of Practice: 0 to 25 years and the Equality Act 2010.

It is our aim to:

- Listen to and respect the views, wishes and feelings of pupils and their parents
- Maximise the participation of pupils and their parents, in the decision making process, supporting them as necessary
- Support pupils, and their parents, in order to facilitate their development
- Ensure pupils achieve the best possible educational outcomes
- Prepare pupils effectively for the next stage of their education in preparation for adulthood
- Identify pupils’ needs early and plan intervention to support them
- Collaborate with health and social care services to provide support
- Provide high quality provision to meet the needs of our pupils with SEN
- Focus on inclusive practice and remove barriers to learning

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school’s procedures for identifying, assessing and making provision for pupils with special educational needs
- Commitment to a partnership approach to provision

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. All teaching staff are responsible for differentiating the curriculum, pupil progress and overcoming barriers to learning for pupils with SEND through Quality first Teaching Practices. Curriculum Leaders review and monitor the progress made by pupils in their curriculum area and the effectiveness of resources and other curriculum material.

Mrs V. Schofield (SENDCO) is the designated teacher responsible for coordination of SEN provision and day-to-day arrangements.

The Governing Body has identified **Mrs Gill Donohoe** as the governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements.

The Headteacher is the school's "responsible person" with regard to the school's SEND work. The Headteacher will keep the governing body informed about the SEND provision made by the school.

Children who meet the admission criteria will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. All children, including those with SEND, will be expected to follow the behaviour policy which identifies clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils. This policy can be found on the school website:

http://lsmchs.com/new-site/documents/policies/Behaviour_policy_2016_v3.pdf

The admission arrangements for pupils are explained clearly in the school's prospectus. Parents of pupils with SEND are encouraged to explore the possibilities at an early stage (often in Year 5) and exploratory visits are arranged by parental request and with Parent Partnership (the SEND liaison service within the LEA). The school has an annual Open Evening and parents are welcomed and offered appointments to discuss their children's needs privately if appropriate. Pupils may be offered individual or small group additional visits to the school at the level needed to allay fears, reduce anxiety or establish a working relationship prior to transition. For further information please refer to the admissions section on our website.

We believe that parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by pupils themselves. We encourage parents to share their knowledge about their child.

Parents should ensure they are and, where appropriate, parents are required to reinforce or contribute to progress at home. School provides regular reports for parents on how their child is progressing. Where a pupil is receiving SEN support, school will contact parents regularly to allow us to set clear outcomes for the pupil and the school. School will arrange to meet parents as often as possible and as the need arises. If parent's wish to impart new information, or discuss the progress of their student, they can arrange an appointment with the pastoral leader or SENDCo.

The views of the pupil will be included in these discussions. We assess each pupil's current skills and levels of attainment prior to entry, building on the information from previous schools. At the same time, we consider what reasonable adjustments may need to be made. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Regular assessments of progress for all pupils 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

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.

The first response to such progress is high quality teaching targeted at the areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, assesses whether the child has SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, the Pastoral Team will be involved and an assessment to determine whether there are any causal factors takes place. Other events can lead to learning difficulties or wider mental health difficulties. Our Pastoral Team ensures appropriate provision is made for a pupil's short term needs in order to prevent problems from escalating. Where there are long lasting difficulties we would consider whether the child might have SEN. A multi-agency approach may be appropriate.

Slow progress and low attainment do not necessarily mean that a child has SEN and would not automatically lead to a pupil being recorded as having SEN. Equally, we would not assume that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not regarded as SEN. In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need, we would make arrangements to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

A clear date for reviewing progress is agreed and the parent, pupil and teaching staff will each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed. Arrangements for appropriate support will be made through the school's approach to SEN support.

SEN support takes the form of a four-part cycle to develop a growing understanding of the pupil's needs and how to support the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system.

The subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO and teacher, together with the specialists, and involving the pupil and parents, will consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. We will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, he or she has not made expected progress, the school or parents would consider requesting an Education, Health and Care assessment. In meeting our statutory requirements with regard to pupils who have an Education, Health and Care Plan and the school adheres to the relevant code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Teachers set high expectations for every pupil, whatever their prior attainment. The school sets targets for all pupils which are deliberately ambitious. Teachers plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.

We use our best endeavours to ensure that SEND provision is made for those who need it. The school recognises that special educational provision is underpinned by high quality teaching and is compromised by anything less.

We endeavour to:

- ensure decisions are informed by the insights of parents and pupils
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Please follow the link to see the Local Offer:

[https://files.schudio.com/st-mary-s-catholic-high-school/files/documents/Local Offer 2020\(1\).pdf](https://files.schudio.com/st-mary-s-catholic-high-school/files/documents/Local Offer 2020(1).pdf)

The school currently makes provision for children and young people with the following types of SEN: Autistic Spectrum Difficulties, Specific Learning Difficulties, Speech, Language and Communication Needs, Physical Difficulties, Moderate Learning Difficulties, Emotional, Social and Mental Health Needs, Visual and Hearing Impairment.

When special educational provision is made for a child we will inform parents.

Medical conditions

For further details regarding pupils with medical conditions please refer to the school's policy for supporting pupils at school with medical conditions which can be found on the school website.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists.

Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services,
- Therapists (including speech and language therapists, occupational therapists and Physiotherapists)

School leaders establish and maintain a culture of high expectations that expects those working with pupils with SEN or disabilities to include them in all the opportunities available to other pupils so they can achieve well.

School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The SENCO, Headteacher and governing body determine the strategic development of SEN policy and provision in the school.

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. We work together with local authorities, further education providers and other partners to help pupils to realise their ambitions in relation to:

- higher education and/or employment – including exploring different employment options
- independent living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

As children grow older, and from Year 9 in school at the latest, preparing for adult life becomes an explicit element of conversations with children and their families as the young person prepares for and moves into post-16 education.

It is important that information about previous SEN provision is shared with further education or training providers so that the provider can develop a suitable study programme and prepare appropriate support. Some children and young people will want a fresh start when leaving school to attend college and any sharing of information about their SEN is sensitive to their concerns and done with their agreement.

School Governors would expect that most differences of opinion could be addressed in the first instance by contact between parents and the SEND Coordinator. Unresolved issues will be referred to the Head Teacher. Any serious complaint which may require further negotiation should be addressed to the Chair of Governors. The school would always rather work in close partnership with parents than be in conflict with them. Negotiation is always our first choice. You will find further information and guidance by following the links to our complaints policy below:

https://files.schudio.com/st-mary-s-catholic-high-school/files/documents/policies/Complaints_Procedure_2017-18.pdf

Our accessibility plan sets out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to information:

- The School's SEN and Disability Local Offer:
- The special needs policy document will be used in conjunction with other school policies which can be found at the link below:
- Early Support provides a range of information materials to families and professionals:
 - <http://www.ncb.org.uk/news/new-information-resources-provide-early-support-for-disabled-children-and-young-people>

- The following organisations provide advice, information and training on specific impairments: www.autismeducationtrust.org.uk
- The Communications Trust for speech, language and communication difficulties: <http://www.thecommunicationtrust.org.uk>
- NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN: <http://www.sendgateway.org.uk>
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties: <http://www.thedyslexia-spldtrust.org.uk>
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment: <https://www.natsip.org.uk>
- MindEd provides simple, clear guidance on children and young people's mental health, wellbeing and development: <https://www.minded.org.uk>

Follow the links below for information and advice from the Local Authority with regard to SEND:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>