



Special Educational Needs and Disability Policy

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Signed

S WESTHEAD (Chair of Governors)

Signed

M DUMICAN (Headteacher)

Date

22/06/2021 Full Governing Body Meeting

Signed

M WEBSTER (SENCo)

Signed

J FARRIMOND (SEN Governor)

Date

22/06/2021

This policy will be reviewed annually

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

"The purpose of education for all children is the same, the goals are the same, but the help that individual children need in progressing towards them will be different."

Warnock

The SEND Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

St Edmund Arrowsmith will endeavour to accommodate all these needs within the resources available.

It is expected that the following types of special educational needs may be provided for at St. Edmund Arrowsmith:-

- I. Mild learning difficulties: with no statement but having minor, sometimes temporary, difficulties.
- II. Moderate learning difficulties: with or without statements, who experience on-going difficulties.
- III. Severe learning difficulties, though not of a profound nature.
- IV. Specific learning difficulties where language development (both spoken and written) proves problematic.
- V. Emotional and behavioural difficulties.
- VI. Pupils with physical or Sensory impairment.
- VII. Exceptionally able pupils.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

1. **Mission statement**

Prepare the way of the Lord

Education	To learn and grow in knowledge with Christ at the centre (<i>Peter 3:18 “Grow in the grace and knowledge of our Lord and Savior Jesus Christ”</i>)
Dignity	To respect the value and work of ourselves and others as children of God (<i>Genesis 1:17) – Created in the image of God</i>).
Mission	To let God be known through word and actions (<i>Mt 7:12 – “Do for others, what you want them to do for you”</i>).
Understanding	To respond to the needs of others (<i>Mt 7:7 – “Ask, and you will receive; seek and you will find; knock, and the door will be opened to you”</i>).
Nurture	To allow all to grow to full potential (<i>John 15:5 – “I am the vine and you are the branches. Those who remain in me, and I in them, will bear much fruit”</i>).
Discipleship	To follow Christ in Faith, Hope and Love (<i>Mk 1:16 “Follow Me”</i>).

At St Edmund Arrowsmith we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as SEND individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

St Edmund Arrowsmith adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

2. **Aims and Objectives**

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and local feeder schools prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with additional needs (AN). Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and curriculum manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of School Council.
- Keep up to date with changes to SEND provision. Through education and training the department will look to new ideas and technologies to support pupils' SEND provision and remove barriers to learning.
- Develop pro-active strategies within the Key Stage 3 strategy to reduce the need for direct pupil interventions.
- Data protection and confidentiality will be respected at all times, including internal emails, parental correspondence and professional discussions. All data will be kept in a secure location on the network, only accessible by the Learning Support Department, or in a locked cupboard in the SENCo's office.

3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Ann Morgan [Deputy Head]
- The person co-ordinating the day to day provision of education for pupils with SEND is Mark Webster [Head of Learning Support - SENCo]
- The person leading the Intervention Strategy (literacy and numeracy) is Debbie Gilpin [Level 3 Teaching Assistant]

4. Arrangements for coordinating SEND provision

The SENCo will hold details of all students receiving SEN Support (K code), IEPs and subject targets for individual pupils.

All staff can access:

- The St Edmund Arrowsmith SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (Additional Support, Education, Health & Care plan, Enhanced Funding);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEPs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their Special Educational Needs and Disability and requirements
- Information on current legislation and SEND provision on staffroom notice boards

This information is made accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with Special Educational Needs and Disability and their requirements which will enable them to provide for the individual needs of all pupils.

5. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND and those without.

All SEND paperwork should be passed to Mark Webster [SENCo] by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Admission number 246 [Last academic year, the school was over-subscribed]

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.wigan.gov.uk following the links. If you wish to have your application considered against that school's faith/denomination criteria then you should ALSO complete the Supplementary Form which is available from the Local Authority and the school. All preferences listed will be considered on SEND equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parishes of St Oswald & St Edmund Arrowsmith; St Wilfrid, Ashton-in-Makerfield; Our Lady Immaculate, Bryn; The Blessed English Martyrs', Haydock; St Benedict's, Hindley; Sacred Heart, Hindley Green; Holy Family, Platt Bridge and St Aidan's, Winstanley.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children attending one of the following Catholic Feeder Primary Schools in the parishes named in criterion 3 above: English Martyrs', Haydock; St Aidan's, Winstanley; Holy Family, Platt Bridge; St Benedict's, Hindley; Our Lady Immaculate, Bryn; St Oswald's, Ashton; Sacred Heart, Hindley Green; St Wilfrid's, Stubshaw Cross.
7. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from SEND appropriate Minister of Religion is required.
8. Children of other faiths. SEND appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
9. Other children.

If it is not possible to offer places for all applications within any criteria above then places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using Wigan Council's Geographical Information System (GIS) which is based on ordnance survey. In the event of distances being the same for two or more applicants where this distance would be last place/s to be allocated, we will use a system to randomly pick who will be offered a place.

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number. *"Catholic" means baptised and have made First Holy Communion*

6. Specialist SEND provision

St Edmund Arrowsmith has 171 pupils with SEND.

We have 19 members of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

7. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

1. Special provisions during examinations
2. IDL literacy software to assist in spelling/writing particularly for SpLD
3. Inclusion manager for assisting pupils with difficulties within class
4. Twice monthly consultation with a private Educational Psychologist
5. Tablet computers to assist pupils with handwriting concerns
6. IDL numeracy programme to assist with low-maths attainment
7. Mathletics programme to assist with low-maths attainment in higher aged pupils
8. SoundsWrite reading intervention
9. Talking Partners programme to boost self-esteem
10. Transition room for pupils that find transition troubling
11. Targeted Education Supports Service, Gateway and Wigan Education Psychology Service consultation.
12. Specialist TAs attached to departments

8. Allocation of resources for pupils with SEND

Pupils will be allocated resources on the basis of those that have the greatest barriers to learning/have additional funding attached with which specialist staff is assured for the pupil.

9. Identification of pupils needs

Identification: See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) 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.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as SEND aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Additional Support [K]

- a) This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under SEN Support the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.
- b) Class/subject teachers collaborate with the SENCO on evidence gathering and identification.
- c) Once the SENCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and assessing the pupil in class. With this knowledge the SENCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d) An action plan is drawn up, detailing provision and how it will be coordinated. The plans and findings are recorded in the pupil's school profile and parents are informed and consulted at every stage.
- e) When a child has been identified as having SEND and steps have been taken for provision under K but the child has not progressed as expected, the school will consider taking additional steps by consulting other professionals.
- f) Following the school's previous assessment under K, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.
- g) The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Education, Health and Care Plan [EHC] (*Enhanced Funding in St Helens)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

The decision to make a referral for SEND EHC will be taken at a progress review.

The application for a statement will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Head teacher
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education, Health & Care Plans [EHC]

- a) Following Statutory Assessment, SEND Education, Health & Care plan will be provided by Wigan/St Helens LEAs if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- b) Parents have the right to appeal against a decision either for or against a statement of Special Educational Needs and Disability for their child.
- c) Once the EHC is completed it will be kept as part of the pupil's formal record and reviewed annually by the Special Educational Needs and Disability Department, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

YEAR 6:

At St. Edmund Arrowsmith School, initial information is gathered regarding any Special Educational Needs and Disability children may have before their transition. Whilst still at their primary school, liaison takes place. The Special Educational Needs and Disability Co-ordinator visits and discusses with year 6 class teachers and the SEND co-ordinator any SEND provision which may be needed by SEND individual.

This includes pupils both with and without formal statements.

An Open Evening, whilst the child is in Year 6 is held at St. Edmund Arrowsmith School which gives parents opportunities to discuss their child's particular needs with Staff in the SEND department.

Parents can also contact school to make SEND individual appointment to speak to the SENCO and or to view the school during the day when the school is open.

The school is open and responsive to any expression of concern and any information provided by parents.

YEAR 7:

Within the first few weeks of Y7 the whole group undertakes the Cognitive Abilities Test: Verbal, Quantitative and Non-verbal. The reading and spelling ability of all Y7 pupils is also assessed. In addition, subject staff discuss with the SEND Co-ordinator any pupil they feel may have a special need. This information along with information from the SATs and the primary schools is collated, and decisions are made by the SEND Co-ordinator to decide on the action needed to help the child to make progress.

This may include:

- Different learning materials or special equipment.
- Some group, individual support or in class support.
- Staff development and training to introduce more effective strategies.
- Consulting with TESS for advice on assessments strategies or equipment.

Parents of these pupils are invited into school to discuss the provision suggested for their child. Pupils identified as having a special need are invited to join a small group for English and/or Maths and asked for their views.

Further diagnostic testing for some pupils may also be necessary to obtain additional details of attainment.

PROVISION FOR PUPILS BEYOND YEAR 7:

Some pupils may need continued small group tuition in Mathematics and/ or English during the course of Y8. From Y9 pupils are put into sets across most subject areas and consideration will be given to individual needs.

The needs of the pupil will determine the type of the provision necessary, e.g. small group tuition, In-class support, and individual tuition.

In Y10 and Y11 a course specially designed for some SEND pupils is available as part of the option programme – modular studies.

At any point throughout the pupils' time at school, a special need may be identified through a subject/class teacher, and referred to the Special Educational Needs and Disability Co-ordinator. This can be done using one of the following procedures:

- (i) Interim Survey
- (ii) Referral Form

Throughout a pupils' time at St. Edmund Arrowsmith School, there may be an occasion when it is considered that they may benefit even further from a formal assessment and/or statement. In this instance information is collated by the SEND Co-ordinator and the Educational Psychologist is asked to consider the child's needs and the provision to meet these needs. In some cases the LEA will make a statutory assessment which may culminate in an Education, Health and Care Plan assessment. The school, the Educational Psychologist, parents and any other relevant agencies provide the necessary information regarding the child's functioning within the school for this process.

10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Gillian Morris, Deputy Headteacher together with the SENCO to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

11. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Gillian Morris, Deputy Head Teacher together with Mark Webster, SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. For more information on this see section 9.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting SEND inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

There is SEND annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and headteacher/AN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

13. Complaints procedure

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

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and the child's parents.

The following services will be involved as and when is necessary:

- Reading catch-up
- CAMHS
- Visual Impairment Service
- Literacy Support Service
- Speech Therapist
- Careers Service
- Occupational Therapy

16. Working in partnerships with parents

See also our Parent Partnership policy.

St Edmund Arrowsmith believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make SEND appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If SEND assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, may be contacted at any time in relation to SEND matters.

17. Links with other schools

The school is a member of local network; our SENCo also works in another school within the network. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

A limited amount of support is available from outreach teachers from Penkford Special School and Lansbury Bridge (St. Helens LEA), Hope Special School and Oakfield Special School (Wigan LEA).

This support is provided for a very small number of EHC pupils with particular difficulties. The role of the outreach teacher is to work with mainstream teachers to develop resources/materials and teaching styles/strategies to meet the needs of these pupils.

18. Transition

There are formal transition review requirements for pupils in Y9 (transition plans). St. Edmund Arrowsmith already has strong links with the two main Catholic Sixth Form Colleges, St. John Rigby College and Carmel College, St. Helens, and the other main sixth form providers in the locality; Winstanley College, Wigan & Leigh College and also St. Helens College. The colleges offer SEND increasingly wide range of courses to cater for the full ability range of students. Additional post-16 opportunities are available from our close ties with providers such as Fir tree Fisheries, OneVision and MyLife. Our students with Special Educational needs are made aware of the opportunities available post-16 and are given appropriate guidance by the careers adviser in conjunction with the SEN co-ordinator.

19. Links with other agencies and voluntary organisations

St Edmund Arrowsmith invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison 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 will be invited to and informed about any meetings held concerning their child.

