



ST. PETER'S CATHOLIC HIGH SCHOOL

SEND Policy

Author:	Mrs C Hartley
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Signed:

Chair of Governors

SEND Policy

Section 1 – Staff Details

Member of SLT responsible for SEND: Mr C Pollitt

SENCO and Line Manager for TAs: Carrie Hartley

Responsibility for Pupil Premium: Ian Bromelow

SEND Lead Governor: Pam Davis

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Section 2 – SEND definition

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provisions to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability that prevents them from using educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The aims of our approach to SEND are:

1. To have an inclusive approach to education through friendship and faith
2. To raise the aspirations of all students
3. To raise expectations for all
4. To prepare young people for life beyond school

Our school will do this through a systematic approach to identifying and providing for all students who have a special educational need, disability or other additional need. We will work within the guidance provided in the SEND Code of Practice 2014. In addition, the SENCO will work within the guidelines of the SEND Policy to provide support and advice for all staff who work with SEND students.

Section 3 – Identifying Special Educational Needs

Students could be identified as having needs in one of the following four areas, as defined in the SEND Code of Practice:

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

Students could be identified through one or more of the following ways:

- Transition meetings with primary schools in which we discuss all children and their strengths and difficulties. These meetings highlight children requiring additional support.
- Baseline assessments upon arrival and regular monitoring and assessment highlight areas where young people need additional intervention for support with learning.
- Referrals or concerns from staff are explored and investigated, and appropriate support is put in place where necessary.
- Parents and carers can contact the school with any concerns which can be discussed and investigated.
- Pupils themselves can self-refer if they feel they need support.

Section 4 – Our Approach

In the first instance, many children can be successfully supported through quality first teaching and suitable differentiation within the classroom.

Where additional support is required, assessments will be completed, and a plan will be put into place, which could include the following:

- In class support
- Small group/1-1 literacy or numeracy intervention
- Small group/1-1 support to help pupils with social, mental and emotional health difficulties
- Small group/1-1 support developing social, communication and interaction skills.
- Small group/1-1 support for improving fine motor skills and handwriting.
- Access to specialist literacy/numeracy packages. (Where intervention packages are put in place, this will inevitably mean short- or long-term withdrawal from mainstream classes.)

In most cases, all children will follow the same curriculum; however, this will be differentiated according to need and ability, ensuring that all learning is accessible and that all pupils can experience a sense of achievement.

Students are taught in mixed ability classes for most subjects. Students who have an EHCP may have some in class support if this is specified in their plan. This support is usually shared with other students who also have an EHCP.

If appropriate at Key Stage 4, a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational path suitable to their individual needs and aspirations.

If a teaching staff member identifies that a student in their class is experiencing difficulties, they will start the graduate approach using an assess, plan, do, review cycle. If these approaches do not have the desired impact then the staff member will complete the referral form (available on G: Drive, SEN area). This sets out the challenges being experienced by the students and strategies that the class teacher is implementing to overcome these difficulties. These strategies should

be implemented for at least half a term. If these strategies work, they can be shared with other teaching staff through the students Edukey Provisionmap support plan.

Pupil support plans contain short-term and achievable targets and strategies to help students achieve. Students and parents are asked to contribute to this document alongside teaching staff; key workers (teaching assistants) will formulate the targets. These documents are then assembled by an HLTA/TA and monitored by the SENCO. These are reviewed termly.

If the student isn't progressing towards their targets at the termly review point, further investigation by outside agencies may be considered necessary. The SENCO will refer to appropriate agencies when needed. The advice from these agencies will be followed, and specific interventions will be put into place as advised by the agencies. The staff carrying out the interventions and SENCO will monitor and review these termly.

In exceptional circumstances, where a student is not making progress, and it is deemed necessary due to a SEND by external agencies, school staff, and parents, then an EHC plan may be applied. This will only be necessary if, after a costed provision map has been drawn up, the total cost of supporting a student is above £6000 and the difficulties the student faces are causing the student to fall below the nationally recognised cease-to-maintain criteria.

Once an EHC plan has been secured, students will receive support in line with that detailed in the plan. These plans are reviewed annually by the SENCO, parents, students, and local authority SEND team members.

For students needing an alternative specialised school placement, we will liaise with the relevant local authority to try to secure a place in an appropriate setting.

Section 5 - Exiting the SEND register

At any stage in the cycle described above, students can exit the SEND register or move to a previous stage. This could be due to the student meeting their targets, short-term interventions having been completed; the student being at a point where classroom differentiation and quality first teaching are sufficient to support the students. This will be a gradual process closely monitored by the SENCO and the SEN team in school. Parents and students will be liaised with through these stages.

Section 6 - Supporting Pupils and Families

Information relating to this can be found at <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Special-Educational-Needs-Information-for-families.aspx>

and <http://www.saintpetershigh.wigan.sch.uk/keyinformation/SEND>
and <https://www.saintpetershigh.wigan.sch.uk/keyinformation/admissions>

Section 7 – Supporting Students in school with medical conditions

The school recognises that pupils with medical conditions should be properly supported to have full access to education, 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 (SEN) 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.

Section 8 - Monitoring and Evaluation of SEND

The quality of SEND students' in-class and intervention provision is monitored through regular learning walks of small groups and intervention classes.

Annual and termly support plan reviews also allow staff, parents and students to monitor the impact of interventions and in-class support and differentiation.

Feedback from students through student voice activities is done yearly, and parent feedback is taken at termly SEND parental drop-in sessions. This feedback is evaluated and acted upon by the SENCO.

SEND representatives from each curriculum area meet with the SENCO half termly to review students' progress, evaluate the effectiveness of support on offer and share good practices.

Twice yearly, SEN planning and review meetings are held between the SENCO, TESS teacher and Educational Psychologist.

Section 9 - Training and resources

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post. This can include a meeting with the SENCO to explain the systems and structures around the school's SEND provision and practice and to discuss the needs of individual pupils.

All staff have access to in-house CPD when needed. In addition, the local authority offers training courses to staff. Manual handling certificates and training are updated yearly.

All staff have access to student support plans containing individual targets and details of SEND, which are available on Edukey Provisionmaps.

The SENCO attends the LA SEND cluster meetings termly, when possible.

The school's SEN budget is spent on securing teaching assistants to support students with SEND and high-quality resources to support learning and students' emotional and social needs and securing alternative provision when necessary.

Section 10 - Reviewing the policy

Given the current changes in SEND, this policy will be reviewed annually and updated as needed.

Section 11 - Accessibility

The school complies with regulations set out in the DDA, as amended by the SEN and Disability Act 2001.

Section 12 - Complaints

Please speak to a member of staff about any concerns that you have.

The procedure for complaints is set out in the school's current policy.

<https://www.saintpetershigh.wigan.sch.uk/keyinformation/policies>

Section 13 - Bullying

Please see the school's behaviour and anti-bullying policy.

<https://www.saintpetershigh.wigan.sch.uk/keyinformation/policies>