

**ST JOHN'S SCHOOL
AND SIXTH FORM COLLEGE
A CATHOLIC ACADEMY**

**Special Educational Needs and
Disability Policy**



FOR THE SEND INFORMATION REPORT- PLEASE SEE THE PARENTS' INFORMATION SECTION

School Ethos

“A Learning Community Guided by Gospel Values”

We believe in promoting and supporting an ethos guided by the values of the Gospels where every student is “**called by name**” and is unique. We use our best endeavours to make provision for students with Special Educational Needs and Disability to enable them to achieve their full potential academically, personally, spiritually and socially within a safe and caring environment in which all of our students can grow to maturity in an atmosphere of mutual trust.

AIMS

- To ensure that we have the skills, knowledge and resources to make provision for students with Special Educational Needs and Disability to enable them to achieve their full potential academically, personally, spiritually and socially.
- Identify and assess students with Special Educational Needs and Disability according to the SEN Code of Practice 2015. In particular utilising the Asses Plan Do review Model of best practice.
- Identify and assess students' needs to that suitable programmes of work are provided in each subject area via Quality First Teaching in order to ensure full curriculum entitlement (less able and gifted students as well as those with Social and emotional problems must all be included).
- Acknowledge that many Special Educational and Disability needs can be supported, reduced or prevented from becoming barriers to learning through a differentiated curriculum,(Quality First teaching: QFT) an appropriate use of resources and the expertise of all professionals involved.
- Develop a close working partnership, particularly with parents/carers and families, as well as with external agencies, feeder and other schools.

Management

Arrangement for Special Educational Needs and Disability

1. The Special Needs and Disability Coordinator serves as a supervisor of students requiring specialised attention at any time in their school career. Our SENCO is Kathryn Palmer. She has the overall responsibility to ensure that:
 - Records of students with SEND are dynamic documents which are maintained and updated.
 - There is close liaison with the Local Authority re audit of the above.
 - Vulnerable students with SEND who are giving cause for concern are monitored alongside with the support of the Welfare Team and

- other professionals. (Looked After Children/Children on Child Protection list, for example)
- Students undergoing identification and assessment of special needs are supported and monitored.
 - There is close liaison with staff, parents/carers and external agencies with regard to the previous point.
2. Each teacher is primarily responsible for students with Special Educational Needs and Disability and Heads of Department must ensure that staff strive to ensure that needs are met (particularly with regard to differentiated resources).
 3. The LSA team work closely with the class teacher in order to ensure suitable resources are available for students, assist in planning work and in monitoring and recording student progress.
 4. Various channels of communication exist for disseminating information internally:-
 - SENDCO ↔ Leadership Team ↔ Governing body
 - SENDCO ↔ Pastoral System ↔ Heads of Year
 - SENDCO ↔ Departmental System ↔ (Subject Teachers)
 - LSA team ↔ SENDCO ↔ Subject Teacher
 - Weekly staff briefings, notice boards, weekly parent email and My Ed notifications.
 - Pastoral Leaders/Heads of Department Meetings – all provide opportunities for issues relating to SEND.
 - Student Welfare team meets weekly to discuss the needs of individual students including those with SEND.

Range of Special Needs

Students in St John's include those with a diversity of needs:

- Learning and Cognition
- Speech, language and Communication
- Social Emotional and Mental Health
- Physical Difficulties

Specialist Facilities

- There are a large number of very experienced teachers with expertise in meeting students' Special Educational Needs and Disability needs.
- Support is given within mainstream classes by an experienced team of LSAs. Withdrawal is advocated if a special task/extra support is required for individuals' needs (for example for Access Arrangements) but wherever possible we encourage classroom teachers to follow the good practice model of working with students with SEND, in order to promote progress and increase inclusivity across the school population.

- Specialist KS3 Intervention groups supports the Literacy/numeracy and emotional (SEAL) needs of a discrete group of vulnerable students or those who require input from specialist staff experienced in Literacy and Numeracy catch up programmes. (Learning Resource Centre manager and HLTAS).

Resources

- Suitable texts, computer programmes, audio/visual aids are provided by individual departments. These include e readers, spell checkers and tablet computers.
- Learning Resources are differentiated to cater for the full ability range.
- The Accelerated Reader programme is used to support all students in Years 7 & 8 and a discrete group in Year 9. This is used during class time and many students access it outside of lesson time.
- Lucid Rapid dyslexia screening tool to provide early intervention
- Conners Social wellbeing tools (recommended by Educational Psychology Service)
- Boxall Profile tool for Nurture Group students, 'talkabout' social skills programme.

Procedures for the admission of children with special needs

Procedure for the admission is the same for all children and in line with advice in the SEN Code of Practice 2015. Please see School Admission policy also. Further details can be discussed with the transition co-ordinator, Head teacher or SENDCO.

Progression, Opportunities, and support when students leave/change school

1. Maintain links with all educational establishments- proforma and briefing with next provider Post 16 as per the Local Authority Transition Protocols.
 - Person centred approach with parents and carers at the heart of decision making
 - Close liaison with primary schools: - 11+transfer via individual meetings and primary heads liaison.
 - Opportunities for extra visits if required for those students needing greater familiarisation with mainstream secondary provision, for example extra arrangements for students on the Autistic Spectrum.
 - Immediate contact with following school if there is a transfer to a different area.
 - Links already established with local FE Colleges.
 - Careers advisor in school for interviews/advice re: suitable careers or courses and liaison with Local Authority re the transition arrangements for students with EHCPs.
 - Preparing for Adulthood bespoke post 16 planning for EHCP students from Year 9 onwards
2. Timely transfer of documentation to other establishments.

3. Organising and documenting use of EHCP reviews (inviting all involved agencies and reporting back – use of agreed proformas – distribution of the same and transfer) with regard to The Children & Families Act and ‘SEND Code of Practice: 0 to 25 years’

- Requesting EHCPs when appropriate and when the graduated approach has been followed and there has been a relevant advice by an Educational Psychologist or Health and Social Care professional.

Staff Development & Inset

- Allocation of in-service training budget.
- Liaison with INSET Co-ordinator and subject area teachers with regards the suitability of courses.
- “In-house” training with external input – for all staff – arranged through liaison with Inset Co-ordinator. See CPD programme
- “In-house” activities delivered by SENDCO and members of LT to develop strategies/systems and to enable familiarisation with statutory requirements, QFT etc.

Dealing with Complaints

Complaints should be made to the Heateacher/Governing Body and the Statutory complaints procedure to be followed. Please see our SEND Information Report for more detailed information regarding the process.

Organisation

All students are entitled to a broad and balanced curriculum.

- The curriculum provides relevant opportunities for students with Special Educational Needs and Disability. This includes a personalised curriculum for a discrete group of students at key stage 4 (Level 1 and Core Curriculum).
- It should be appropriately differentiated (learning and teaching styles) with maximum participation in the National Curriculum. (Modification to or dis-application from National Curriculum should only be considered in exceptional circumstances).

Special Educational Needs and Disability should be identified, assessed and monitored in accordance with the SEND Code of Practice: 0 to 25 years 2015’

- Where appropriate specialist advisory teachers from the Local Authority should provide advice and support regarding inclusivity and access to the curriculum

Student Grouping

- Students are placed in all ability groups for most of the core subjects at Key Stage 3 and setting may occur within some subject areas.

Support

The LSA team is led by Kathryn Palmer, the SENCO

Susan Burke	Learning Support Assistant Attached Year 9
Katie Allaway	Learning Support Assistant Attached Year 10
Martine Creamer	Learning Support Assistant Attached Year 8
Charlotte Davis HLTA	Learning Support Assistant Attached Year 7
Nicola Gough HLTA	Learning Support Assistant Attached Year 8
Marise Mangles	Learning Support Assistant Attached KS4
Angela Smith	Learning Support Assistant Attached Year 8

In addition support is also provided by the Student Welfare Team

Student Welfare	
Paula Watson	Safeguarding Officer
Julie Usher	Welfare Team Lead/Safeguarding
Susie Denning	Family worker
Dave Mawdsley	Support worker Capernaum Co-ordinator
Emma Ramsey	Chaplain
Michael Stephenson	Senior Learning Mentor
Beverley Hevey	Transition
Matthew Kipling	Sixth Form Mentor and Safeguarding

In class support is provided across the range of subject areas and is allocated wherever it is considered most appropriate to meet students' needs.

- In class support is provided by an experienced team of LSAs.

Withdrawal is minimal but provided in order to deliver targeted, timely intervention using SMART outcomes eg:

- When necessary to reinforce particular concepts, topics etc.
- To prevent situations arising as a result of serious social or emotional problems.

Inclusion

St John's has always been committed to inclusion in the broadest sense and we strive to provide access to a broad and balanced curriculum for all our students.

Allocation of Resources

- A close working relationship is necessary between school and parents/carers & families if students are to have maximum support.
- Meetings with parents/carers and key staff are arranged as/when necessary including subject teachers, pastoral tutors and heads of year.

- Information is conveyed to parents/carers by telephone, email, texts, My Ed messages and letters.
- Student's progress is notified:-
 - Interim Summary Reports
 - Progress evenings
 - EHCP reviews
 - Plan discussion meetings
 - Emergency Reviews.
 - Looked After Child Reviews
 - TAF Meetings
 - Meetings with Other Professionals

Parents/carers are invited to attend all Review Meetings and are given the opportunity to submit their views in writing.

It is our aim to meet parents and carers at least 3 times a year but often we meet more regularly than this.

Communication via email and telephone appointments with the SENCO are always available

Working with other schools, agencies & support services

- Close liaison with feeder schools.
- Regular meetings with Co-ordinators from other schools, Local Authority, SEN Co-ordinators Network, Diocesan Catholic Schools Partnership.
- Attendance of Educational Psychology team
- Referral of students to:- Educational Psychologist
other branches of the Learning Support Service where a more specialised input is required particularly in relation to students with LD.
- Advice from Educational Psychology Service and Learning Support Service in school staff development/training, applications for EHCPs or EMP provisions
- - Careers Advisor in school
 - School Health Services
 - Other relevant individuals e.g. Onepoint, Social Services etc.
 - Other relevant outside agencies eg CAMHS, OT, Speech and Language therapy, SEND iASS (formerly Parent Partnership)

Implementation

Special Needs are identified

- Primary liaison – information re: students with special needs to be transferred along with relevant documentation.
- Screening tests on entry.
- Department observations/tests/assessments.
- SEND Code of Practice 0-25 years
- Graduated response model

Assessment Procedures

Ongoing – most departments using their own devised tests and assessments linked with National Curriculum.

Monitoring and Reviewing

- End of module tests
- Internal examinations
- External exams

- 'SEND Code of Practice: 0 to 25 years' graduated response
- SEND Statutory Annual Reviews/EHCPS
- Short support plans
- Short Notes
- Termly review of SEN Register
- Termly Additional needs register review

Conclusion

Through implementation of the Special Educational Needs and Disability Policy, appropriate resources, differentiated curriculum and the SENCOP, students should have the opportunities to achieve their full potential academically, socially and personally.

Evidence of success can be measured by improvement in basic skills – literacy, numeracy, listening etc, as well as success in external examinations/certificated courses. We also use a range of data analysis packages in order to monitor and review student progress.

Monitoring through procedures laid down in the SEN, target setting/action plans, reviews and support plans can provide evidence of effective implementation of the Special Needs Policy.

Procedures

- School's SEND Co-ordinator reviews provision, resources, changes etc.
- Headteacher reports SEND issues to the Governing Body of the school.

Reviewed by K. Palmer SENDCO March 2018