



Sacred Heart Catholic College

SEND Policy

Reviewed by:	Governors
Approved by:	Curriculum and Staffing
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Next review due by:	September 2022

Meeting the needs of Pupils with Special Educational Needs (SEN) and Disabilities (SEND)

SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- Have a significantly greater difficulty than the majority of others of the same age, or*
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions.*
- A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.'*

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Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Special educational needs and disability code of practice: 0 to 25 years July 2014

Children's and Families Act 2014

Supporting pupils at school with medical conditions 2014

Ofsted SEN Review 2010 "A Statement is not enough" Equality Act 2010

Sefton's Local Offer is published on Sefton Council's **website** www.sefton.gov.uk.

The Local Offer is information about the education, health and social care services available to children and young people with special educational needs and/or disabilities.

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Inclusion Statement

Sacred Heart Catholic College is an inclusive school and may offer the following range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

- We aim to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We aim to remove barriers to learning and put effective provision in place.
- Teachers provide high quality first teaching, differentiated learning opportunities for all the children within the school, and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. · Special educational need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special education need.
- We focus on individual progress as the main indicator of success.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

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Aims and Objectives of this Policy

The aims of SEN policy and practice in this school support the principles of the SEND code of practice: 0 to 25 years 2014 which are:

- the participation of children, their parents and young people in decision-making
- the early identification of children's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEN
- Pupils with SEN and/or disabilities with one or more of the following:
 - Cognition and Learning
 - Communication and Interaction
 - Social, emotional and mental health
 - Sensory and/or Physical

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers, and values their input in decision-making. We do so by:

- working effectively with all other agencies supporting children and their parents, giving parents and carers opportunities to play an active and valued role in their child's education making parents and carers feel welcome.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- collaborating with parents on the use of their personal budget, if appropriate for an Education, Health and Care (EHC) plan.

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Management of Inclusion within School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the Head of Inclusion and Headteacher who will report to the governor with responsibility for SEN. All teachers are teachers of SEN. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Special Educational Needs Coordinators:

Assistant SENCO: Mrs Karen McNicol

- The day to day management of all aspects of Inclusion, including the provision made for pupils with SEN

Assistant Headteacher/SENCO: Mrs Patricia Tarpey

- Coordinating provision for pupils with SEN and developing the school's SEN policy.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring progress and effectiveness of provision.
- Ensuring that parents are involved in supporting their child's learning and access.

Senior Assistant Headteacher/Director of Inclusion: Mrs Clare Campbell

Supports in the evaluation and development of quality and impact of provision for pupils with SEN across the school

Headteacher: Mr John Pye

- The day to day management of all aspects of the school

SEN Governor: Mrs Lindsay Rannard

- Supports in the evaluation and development of quality and impact of provision for pupils with SEN across the school.

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Guidance

Who should I report to if I have any concerns about my child?

You should speak to your child's Head of Year first if you have concerns about your child's progress. They will collate information from your child's formtutor and all subject teachers regarding any concerns. You may then be directed to the SENCO.

The subject teacher is responsible and accountable for providing **Quality First Teaching** including:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring the progress of pupils and identifying, planning and delivery of any additional support/ interventions.
- Contributing to devising personalised support plans to prioritise and focus on the next steps required for your child in order to make progress.
- Applying the school's SEN policy.

Year	Head of Year	Director of School
Year 7	Mr O'Malley	Ms Yoxall
Year 8	Mrs Reid	Ms Yoxall
Year 9	Mrs Niescer	Miss Clarke
Year 10	Mr Pickford	Miss Clarke
Year 11	Mr Robertson	Misss Clarke
Year12/13	Mrs McLaren/ Mrs Callaghan	Ms McParland

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How does Sacred Heart Catholic College identify pupils with a Special Educational Need?

Pupils who are already identified as having a Special Educational Need at primary school benefit from an Enhanced Transition. This could entail multi-agency meetings, additional visits to the College, Senco to visit the pupil in the primary setting.

Sacred Heart also assess pupils in the first half term of Year 7. All pupils are involved with the Group Reading Test and the Youngs Spelling Test. The SEN Department analyse the results and provide support/interventions appropriately.

As part of the Sefton Agreement, Sacred Heart provides a minimum offer in terms of **Quality First Teaching**. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. Pupils will be placed in mixed-ability groups during Year 7 and placed in sets in core subjects from October onwards. In addition in Years 8 and 9, they are in appropriate sets. Years 10 to 12 are subject options.

As part of the Quality First Offer, on-going monitoring takes place by subject teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Sacred Heart teachers differentiate and make reasonable adjustments according to individual need.

How can I find out about how well my child is doing?

If a pupil is not making progress with **Quality First Teaching** then there may be a need to refer the pupil to the SENCO, where a support plan may be put in place. After gathering information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches. The views of the pupil about their support will be given consideration at this stage.

Short-term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. Where external agencies are involved, their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences.

Formal review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Tests and Examinations: Access Arrangements

Access arrangements can be applied for in Year 9 onwards. The criteria is set by the 'Joint Council for Qualifications' and must reflect 'normal practice' for the individual pupil within school.

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How will teaching be adapted to meet the needs of my child?

Curriculum and Teaching Methods (including groupings and interventions)

As part of the minimum Quality First Offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Teachers set different tasks which may be differentiated for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Quality First Teaching is monitored through tracking academic progress with all subject areas on a half termly basis. Any concerns about progress are referred to the SENCO. **Quality First Teaching** is developed through Continual Professional Development and Appraisal.

Additional adults may be utilised to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

Intervention/Support

Teachers at Sacred Heart deliver **Quality First Teaching** through differentiation and alternative ways of recording. However, there may be times, especially during Year 7 and 8, where a boost is required in numeracy and literacy skills. For all Year 7 pupils, Sacred Heart administers reading and spelling assessments in the first half term. Other year groups have their reading ages assessed at least annually. Further assessments are administered if and when deemed necessary.

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Interventions are targeted appropriately with as little disruption to curriculum areas as possible. The impact of the intervention is monitored termly and results analysed for 'next steps'.

Examples of Quality First Teaching are the use of:

Mind Maps, Scaffolding, Colour Coding Information, use of a Task Organiser, High Lighter Pens, Post It Notes, Highly Differentiated Lessons, Visual Strategies to Support Verbal Input, Pupil Profiles to Support Individual Learning Styles, use of Buff Paper and Pre-Tutoring of new Subject Specific Vocabulary and Subject Specific Wordbanks.

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Interventions available:

- IDL (literacy/numeracy online software; can be accessed at home and school)
- Lexia (reading recovery online software; can be accessed at home and school)
- Paired Reading Scheme
- Paired Numeracy Scheme
- Small Literacy Groups

Sacred Heart is keen to equip pupils with the skills necessary to make them independent learners. However, there are situations where pupils do benefit from the support of additional staff and technological resources.

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Transition from one school to another

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition when moving to another school/college by:

- We will contact the school SENCO and share information about provisions that have been made to help your child achieve their learning goals.
- Additional transition visits will be arranged if felt appropriate.
- We will ensure that all records are passed on as soon as possible.

Year 6-7 transition

- The SENCO or Assistant SENCO will attend the Primary/Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.
- In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to Sacred Heart, the possibility of one of the SENCOs visiting a pupil in the primary school setting, as well as, meetings with Parents/Primary School SENCO and Sefton's Inclusion Consultant.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Sefton Special Educational Needs Inclusion Service
- Sefton Educational Psychology and Portage Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Speech and Language Therapy
- Community Pediatricians
- School Nurse
- Advice sought for pupils with ASD

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Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCO available at all Parents/Open Evenings
- Referrals to outside agencies as required
- Planning meetings
- Regularly updated Pupil Profile for pupils on the SEN Register
- Termly Reviews
- Annual Reviews

Accessibility

Sacred Heart is a mainstream Secondary school adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Sacred Heart school the SENCO will work with the Inclusion Consultant, parents/carers and child, to ensure a smooth transition. All preferences expressed for Sacred Heart on the Admission Application Form will be considered using an Equal Preference Scheme. All Schools in Sefton have agreed this scheme.

Physical access in Sacred Heart includes:

- Wheelchair access upper site.
- Specially adapted toilets
- Storage for wheelchair and walking frames

Access to modified equipment and ICT

Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.

Access for pupils with medical needs

The College has designated First Aid trained staff on both sites. Refresher training and further training is arranged and provided.