

All Saints Catholic High School

Special Educational Needs Policy

Mission

See Mission Statement <http://www.allsaints.sheffield.sch.uk/index.html>

Rationale

We are a Catholic school and we believe in the intrinsic worth of every individual with unique talents and God given gifts. We believe it is our duty to maintain and develop our inclusive ethos in which every student, can grow to personal fulfillment, and realise their full potential and personality.

Objectives

The purpose of this policy is to ensure that:

- ❑ All Saints Catholic High School works within the guidance provided in the SEND Code of Practice 2014
- ❑ Staff and students have a clear understanding and commitment to developing and maintaining an inclusive community and fostering mutual understanding and respect for each other
- ❑ Staff are able to identify and provide for pupils who have SEND needs. Staff have effective strategies to work with students who experience barriers to learning
- ❑ Students can learn effectively in a supported and nurturing environment and make progress in line with their capabilities
- ❑ Students are prepared for the challenges and responsibilities of adult life whatever their abilities

Roles and Responsibilities

- ❑ All staff contribute to the inclusive ethos of our Christian community
- ❑ Staff develop differentiated teaching strategies to maximise learning for all students within all teaching environments – Quality First Teaching
- ❑ All staff are responsible for the identification, monitoring and evaluation of progress of students with SEND
- ❑ Parents support the development of their children's skills by working in partnership with the school to achieve the highest standards of learning possible for their children
- ❑ Strategic Subject Leaders (SSL) and Curriculum Directors (CD) are responsible for monitoring the quality of teaching and learning in their subject area. They work with subject staff to ensure dynamic schemes of work address the needs of all students, enabling them to achieve appropriate standards. They also support teaching staff in developing increasingly effective strategies for meeting the needs of the students with SEND.

- ❑ The Special Needs and Disabilities Co-ordinator (SENDCo) is responsible for the day to day operation of the SEND Policy in the school. The SENDCo will co-ordinate the provision made to support individual students with SEND. The SENDCo will provide professional guidance to staff and will work closely with staff, parents and other agencies
- ❑ The SEND Manager and Teaching Assistants, under the leadership of the SENDCo work in partnership with teachers to increase access for all students to effectively learn in an inclusive environment
- ❑ The Specialist Literacy Teacher works in conjunction with the SENDCo to identify, assess and provide intervention for students with literacy difficulties
- ❑ Teaching and Learning Assistants (TLAs) attached to individual departments work with identified pupils or groups and assist with the SEND provision within their department in consultation with the SENDCo and the SSL/Director
- ❑ SSL's monitor the allocation of resources to SEND in consultation with the SENDCo within their departments. SSLs monitor the quality of teaching and learning provision and the progress of pupils with SEND and ensure that appropriate strategies are being implemented by individual teachers within their departments and discuss any concerns with the teacher and the SENDCo
- ❑ The views of students are taken into account as a valued contribution to the process.
- ❑ The designated Leadership Team member is responsible as SENDCo for the strategic management of the SEND policy within the school
- ❑ The Headteacher has overall responsibility for ensuring that special needs provision meets the requirements of the SEND Code of Practice 2014 and the Disability Discrimination Act, and that an Accessibility Plan is in place to ensure continued development of our strategies for inclusion
- ❑ The Governing Body has a strategic accountability for agreeing, revising, monitoring and evaluating the SEND Policy. This role is delegated to the Curriculum Committee

Approach

- ❑ Before entry, the special educational needs of all students are identified through communication with feeder schools and the LEA. On entry, further assessment takes place including a range of screening, diagnostic tests and teacher assessments
- ❑ Detailed information about the individual pupils needs and suggested teaching approaches is compiled and made available to staff to plan and inform their teaching
- ❑ Students identified as having SEND will be categorised into 4 Broad Areas of Need:
 - Communication and Interaction** (includes Autism Spectrum Disorder (ASD), Speech, Language and Communication)
 - Cognition and Learning** (includes Specific Learning Difficulties such as Dyslexia and Dyscalculia and Working Memory Deficit)
 - Social, Emotional and Mental Health** (includes Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD))
 - Sensory and Physical Needs** (includes Visual Impairment, Hearing Impairment, Developmental Co- ordination Disorder)
 Identification will then enable the school to work out the action required and any support provided should be based on a full understanding of the student's particular strengths and needs
- ❑ For identified pupils, SEND support should take the form of a four part cycle known as the graduated approach: Assess, Plan, Do and Review in line with the requirements of the 2014 Code of Practice. Where necessary, external support agencies will be involved with identified students following consultation with parents and student
- ❑ In providing for pupils with SEND, resources are allocated to ensure maximum access to effective education within the limits of the school's available resources
- ❑ Detailed assessments to identify individual learning needs, including Dyslexia, are carried out by a Specialist Teacher. Referrals are made via the SENDCo

- ❑ The SENDCo and the Specialist Teacher produce Education Plans (Student Profile and Learning Assessment) for identified students. These are reviewed with students, parents and staff and are used to assist in meeting students' particular needs
- ❑ Specialist literacy teaching as well as a range of interventions are delivered to identified students whose reading/spelling age falls below a standard score of 85
- ❑ Students are assessed for eligibility for Access Arrangements in external exams and appropriate provision is put in place
- ❑ Staff training and development needs will be identified through School Self Review and Evaluation (SSRE) processes and will be integrated into the School Improvement and Continuing Professional Development Plans
- ❑ A comprehensive CPD programme is planned and delivered by the SENDCo and other professionals to improve teachers' understanding and skills which will enable access, participation and achievement of pupils with SEND
- ❑ Additional support is made available for identified students with special educational needs during transition phases

Outcomes

- ❑ Staff are fully aware of student's profiles of need and plan and deliver high quality differentiated lessons in response to the individual needs
- ❑ Learning activities enable students with special educational needs to make progress alongside their peers and facilitate maximum access to the curriculum including the National Curriculum. Where appropriate, students have Education Support Plans which are relevant and which contribute positively to learning
- ❑ Access to specialist services and external support agencies to provide advice and training to the school in meeting the needs of particular students is available. Students with special educational needs experience a high quality inclusive education throughout their school life at All Saints and achieve their potential alongside their peers

Key named people:

Leadership and SENDCo: John Prosser, Assistant Head
 SEND Manager: Debbie Dent
 SEND Link Governor: Frances Haigh/Linda Ellis

Links to Other Policies and Documents

- ❑ Accessibility Plan
- ❑ Children and Families Act 2014
- ❑ SEN Code of Practice 2014
- ❑ Disability Discrimination Act
- ❑ Single Equality Scheme
- ❑ Supporting Pupils at School with Medical Conditions 2014
- ❑ Personal and Intimate Care Policy
- ❑ Teaching and Learning Policy

Monitoring and evaluating

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation of performance data and also draws on data gathered from monitoring teaching and learning, assessment and reviews

Review procedures

This policy will be reviewed annually by Curriculum and Student Welfare committee for ratification by the Full Governing Body.