Notre Dame Catholic College

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SEND

Policy

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A McVerry	A McVerry / Governors	09/11/2020	Annual	1	

Opening Hearts, Minds and Doors

SEND Policy 2020

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Mission Statement

Founded by the Sisters of Notre Dame, Notre Dame Catholic College is committed to the Catholic Education of its pupils through Gospel values which permeate the life of the school.

We firmly believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disability.

This Special Educational Needs and Disability policy reflects the vision and values of Notre Dame Catholic College as set out by its aims and objectives below.

At Notre Dame Catholic College we:

- challenge our pupils to become reflective and creative thinkers and to have confidence to think for themselves
- maintain high expectations of all members of the college, challenging them to be the best they can be academically, socially, emotionally and spiritually.
- Ensure that all members of the college actively work to make a positive contribution to the community
- are committed to the preparation and training of high quality teachers and support staff
- strive to actively and purposefully make the vision and mission of the college a reality
- create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect

In Order to Realise this Vision we, the Staff at Notre Dame:

- endeavour to build a community which recognises that all are made in the image and likeness of God
- provide our pupils with a curriculum which is tailored to their individual needs and talents;
- always behave in a professional manner in preparing our work, in how we conduct ourselves in our sessions and in the respect we show to one another and to our pupils
- ensure we are alert to, empathise with and respond positively to the circumstances and needs of others
- always have high expectations of ourselves and our pupils, providing a happy, safe, secure and well-disciplined environment in which our pupils can thrive
- apply agreed policies and procedures consistently, so that all are clear about our expectations and are treated with equality and fairness
- establish and maintain good relationships with our stakeholders

Introduction and Context

This policy has been developed in compliance with the following statutory legislation:

(a) Special Educational Needs and Disability Code of Practice (2015)
(b) Special Educational Needs and Disability Act (2001)
(c) Disability Discrimination Act (1995)
(d) Children and Families Act (2014)
(e) Special Needs and Disability Regulations (2014)
(f) The Equality Act (2010)

In drafting its policy the college has responded to legislative changes by implementing a broad range of methods to identify and assess pupil progress and has sought the advice and expertise of key stakeholders:

- Parent/carers have been asked to give their opinions and information on their child's needs
- Governors have reviewed SEND provision to ensure that the SEND code of practice is followed.
- The school has had an external review through the Archdiocese to ensure that an action plan for further improvements was developed and is implemented.
- Teachers will provide assessments and feedback on pupil progress for those pupils who currently have an EHCP (Education, Health and Care Plan)
- Primary teachers and primary SENCOs have assisted in transition from primary to secondary school by providing information about pupils' special educational needs or disabilities
- Pupils (including those with special educational needs and disabilities) have been asked for their opinion on how their need is catered for at Notre Dame Catholic College and how we can make their experience of school life better.
- Medical and outside agencies have been asked their opinion informally in light of the changing needs of pupils
- External agencies and providers outside of the health and education profession have been asked for their opinion on the accessing of information and the access to the college and its facilities

All this information has led to the adjustment of the SEND policy and Accessability plan priorities.

Objectives

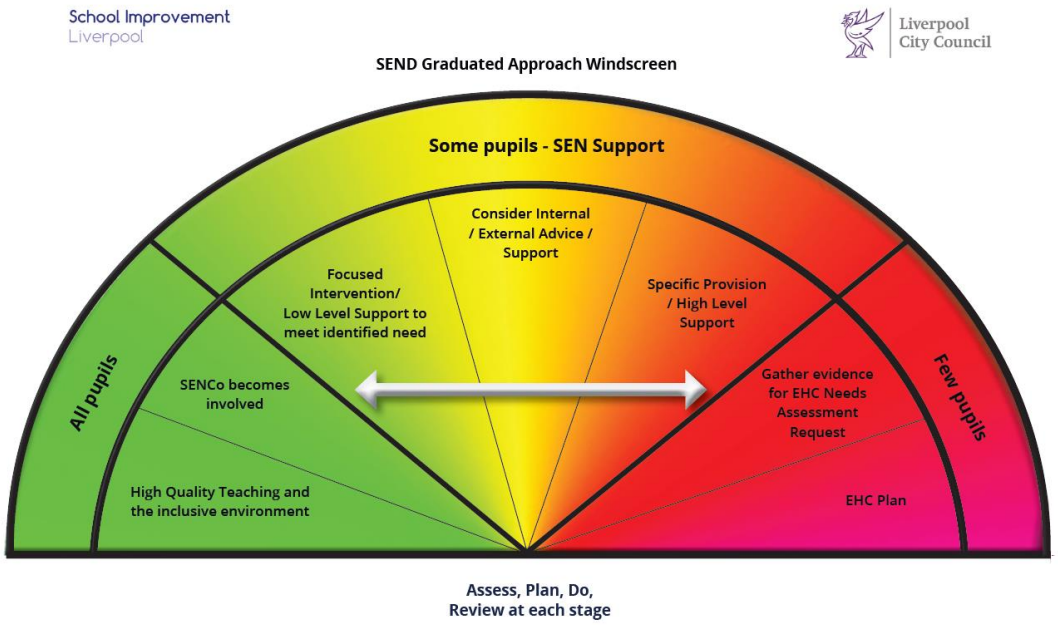
The Objectives of the Special Educational Needs and Disability Policy are to:

1. Provide a comprehensive package of support on an individual basis for each child who has a diagnosis of a special educational need or has been identified as needing support that is additional to and different from other pupils within the classroom.

2. Ensure that pupils of SEN and disability have an equal opportunity of education and that it is accessible to their individual needs, thus providing a personalised learning journey where needed.
3. Raise the aspirations and expectations for all pupils with Special Educational Needs and/ or disabilities.
4. Provide a clear outline of the graduated approach to support for all pupils who may experience difficulty and require support within the classroom and college as a whole.
5. Provide targeted intervention when required that will support pupils to access a curriculum that meets their individual needs.
6. To ensure that pupils, no matter their individual or personalised need, have the opportunity to fully participate in the experience of college life.

The Graduated Approach

The college follows the graduated approach and refers to Liverpool City Council / School Improvement Liverpool guidance and support where applicable. The windscreen below shows the Graduated Approach that the college refer to when supporting pupils with a special educational need.



Roles and Responsibilities

Role of the Headteacher: Mr Peter Duffy
Role of the Deputy Headteacher: Mrs Anne Marie Costello

The Headteacher and Deputy Headteacher are responsible for the day-to-day oversight of all aspects of college life including the ensuring of appropriate facilities and resources to ensure the implementation of this policy.

Role of the SENDCo: Mr Ant McVerry

- overseeing the day-to-day operation of the school's SEND policy
- Ensuring that provision identified in EHCPs is provided for individual pupils and that this is reviewed annually with target and outcomes identified and reviewed to best support the pupil
- co-ordinating provision for children with a diagnosed special educational need or disability;
- advising on the graduated approach to providing SEND support with the classroom when a special educational need is identified
- managing and overseeing the budget line for SEND within the school and ensuring that spending is prioritised on resources and services that meet pupils' needs effectively
- ensuring that all staff receive adequate CPD that supports pupils on a personalised level but also across the school
- liaising with parents/carers of pupils with SEND to ensure that their voice and views are heard and guide and support practice within school
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and that a smooth transition is planned
- working with the Head of School and college governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.

Role of Learning Support Assistants:

- To support the individual needs of pupils identified as SEND across the school
- To provide 1:1 support to pupils who are identified as needing 1:1 support through EHCPs
- Liaising with teaching staff in providing support to pupils within the classroom
- To provide personalised interventions for pupils within the classroom to allow them to access the curriculum
- To offer support for pupils and families through interventions and liaise with parents/carers to provide regular updates on personalised progress of their child

- To offer interventions outside of the classroom that support the pupil's emotional regulation and access to the curriculum
- To support the preparation of resources and interventions that support pupils within the classroom
- To provide interventions to pupils from across the school as determined through data analysis, SEND and other needs. These will take place in the SEND base.

Role of Classroom Teacher:

- SEND needs are in the first instance the responsibility of the classroom teacher through the consistent provision of quality first teaching. This will be achieved by the preparation of appropriate learning resources to challenge and develop each pupil
- To work with the Graduated Approach to SEND support for individual pupils
- To read all relevant and up to date information about those pupils who have a diagnosis of a special educational need or disability and implement any guidance, statutory information or strategies within the classroom
- To differentiate work on a personalised and individual needs basis for pupils identified as having a special educational need or disability
- To liaise with the SENCO or SEND team about support that can be offered within the classroom that is additional to or different from other pupils within the class.
- To work with the statutory information that is written in pupil EHCPs and deliver this within the classroom
- To track and report on pupils' progress against their outcomes written within their EHCPs
- To track and report on the progress of pupils who have an identified special education need or disability and provide interventions to support those pupils who are making weak progress against their personalised targets
- To ensure that pupils with a special need make progress in line with their personal starting point and expectations
- To ensure that pupils who have a special educational need are not disadvantaged and have access to a broad and balanced curriculum that allows them to gain cultural capital and retain knowledge and understanding to progress against their personal progress and starting point
- To support the referral process of any pupil to external agencies by providing honest and reliable information that can be used within an assessment.
- To undertake relevant continuous professional development that will enable them to best support pupils in their classes, providing recognised and personalised support.
- To report any communication of a special educational need and disability nature to the SENCO through CPOMS

Role of the SEND Governor:

The governing body has key responsibilities towards pupils with special educational needs and disabilities. Governors, with the Headteacher, decide the college's general policy and approach to meeting pupils' special educational needs and disability. They will set up appropriate staffing and funding arrangements and oversee the college's work.

The Role of the SEND governor is therefore to:

- develop and maintain an awareness of special needs and disability provision in the college on behalf of the governing body
- understand how the responsibilities for SEND provision are shared within the college;
- meet the SENCO **on a termly basis** to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy
- check that pupils with special educational needs and disabilities have the opportunity to participate as fully as possible in all aspects of college life
- check that parents are notified of a decision by the college that their child has special educational needs or disability
- check that the SEND policy is publicly available and can be easily understood by parents
- report on how the SEND policy is being implemented to the governing body
- confirm that the SEND Code of Practice (2015) is adhered to

Processes within the College

On Admission

A detailed profile of each pupil is gathered from the feeder school prior to admission and this is added to by detailed baseline and diagnostic testing in order to ensure appropriate individual support can be put in place.

Those pupils with identified or diagnosed special educational needs or disabilities will be provided with extra support and strategies through the use of a one page profile that will be shared with all teaching and support staff to ensure that they have the information to hand to support the pupil.

Early identification and implementation of strategies:

- All pupils on entry to the school are screened by completing a range of assessments to identify and diagnose their needs
- During transition from primary to secondary school, both qualitative and quantitative information is collated. This allows the SENCO, in consultation with key staff, to prepare pupil profiles and support strategies for staff and pupils
- During the first term, provision plans are set by the SENCO using assessment feedback and recorded on Pupil Provision Plan Pro forma from a variety of sources

Identifying Special Educational Needs and Disabilities including on Admission

The SEN and Disability Code of Practice 2014 (updated May 2015) identifies 4 broad categories of pupils with a special educational need:

- Communication and interaction;

- Sensory impairment (visual and auditory) and physical disability (A disability is described in law by the Equality Act, 2010);
- Cognitive and learning difficulties, which may be specific for example dyslexia or dyspraxia;
    - Social, emotional and mental health difficulties.

The school aims to consider the needs of the whole child. There are a number of pupils who are not considered to have a special educational need but other circumstances may impact on their progress and attainment. These are:

- English as an Additional Language (EAL);
- Being a looked after child (Refer to the Child Looked After policy);
- Having short or long term Health and Welfare issues (refer to the Safeguarding and Medicines and Healthcare policies).

How the School Responds to Pupils with a Special Educational Need and / or Disability

The school has a graduated approach to pupils who have a special educational need and/or disability. In order to achieve this, the following protocol is followed:

- It is initially the role of the class teacher with specialist knowledge of their subject and the child to identify pupils with a special educational need if they do not make adequate progress, in spite of the teacher's interventions, differentiation and good teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in class, including where pupils access support from teaching assistants, specialist staff and/or SENCDo.
- It is the high quality teaching, differentiated for individual pupils, that is the first step in responding to pupils who have, or may have, a special educational need or a disability.
- The school plans and timetables are in place to carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.
- Should the pupil not make expected progress, key stakeholders such as the teacher/middle leaders and SENCDo will consider all the information gathered including early assessment tools, high quality formative assessment from within the school, alongside national data and expectations of progress.
- For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as educational psychologists and Outreach providers.
- During this assessment process, the school will draw up a profile of the pupil's strengths and needs educationally, socially or emotionally.
- The school follows the Graduated Approach to supporting pupils with a special educational need or disability.
- In line with the new SEND Code of Practice (2015), the school will apply the 'Assess, Plan, Do and Review cycle'.

Assess – This is the gathering of evidence of data and assessment carried out by class teachers and other professionals. It is at this stage that the learner's needs are identified.

Plan – During the planning the key stakeholders including parents and pupils will be involved and agree actions that will lead to successful outcomes.

Do – Stakeholders involved will carry out the agreed actions within a timely and effective manner to endeavour to ensure pupils meet expected outcomes.

Review – It is during this process that pupil outcomes against targets will be measured. It will also determine whether the level of intervention has been effective and if any adjustments need to be made.

Once support is provided to a pupil a plan is put into place with the appropriate resources and interventions commissioned to support the pupil. Throughout this process parents/carers and pupils will be involved in the sharing of information and agreement with any decisions made. The following steps are taken to ensure a well-rounded and holistic approach:

- All information required is shared between parents/carers and staff
- Support plans are reviewed annually and outcomes are reported to parents/carers
- Staff have access to the school 'Inclusion register'. This provides information for all year groups and includes information such as the reading age, type of SEN, disability, EAL or health concern
- Rigorous and accurate records of progress for those pupils who have identified additional and different needs are assessed using the school termly recording procedures. Evidence of progress and outcomes may be requested from staff on request should there be any change in the needs of the pupils they teach
- Under the New SEND Code of Practice a number of pupils who require further intervention will be assessed under the cycle of assess, plan, do and review. Meetings will take place at appropriate and timely intervals

Referral to External Agencies for Support or Diagnosis

If a referral to an external agency is required then this will be decided through a meeting with the SENCO and the parent/carer, with permission being granted by the parent/carer for school to carry out the referral.

The school will follow the processes outlined below to ensure that this is carried out in a fair and holistic way:

- Initial meeting with parent who may have a concern or a member of staff who has a concern about a pupil
- Initial observation by the SENCO of the pupil in specific lessons or environments.
- Recommendations of support put into place by the SENCO (Assess, Plan, Do, Review)
- Initial support package reviewed by the SENCO and college staff
- Meet with parent/carer to review recommendations and support package
- If needed a referral will be made into the relevant external agency with the support of information from the parent/carer, SENCO and college staff
- If needed, an Educational Psychologist appointment can be commissioned by the school through the appropriate channels with the support of the parents/carers.

- Once received, all information will be shared with college staff to support the pupil within the classroom and college as a whole
- Where needed the school will to ensure that pupils requiring an Education, Health and Care Plan undergo a coordinated assessment process. This will include information from a school staff and any other agencies involved in the pupils provision
- Where pupils have an EHCP, this will be reviewed annually and parents and carers will have contact with school staff, including the SENCO three times per year

Support

At Notre Dame Catholic College there is a comprehensive package of support on offer.

Staff are supported by:

- planned and timetabled INSET throughout the school year
- the offer of a SEND consultation clinic once a week with the SENCO
- personalised appointments at a suitable time to discuss individual or groups of pupils
- observations of individual or groups of pupils by the SENCO
- support with classroom interventions from the SENCO, including resources
- assistance, wherever possible, in the provision of a differentiated curriculum which enables each pupil to achieve and derive motivation from that achievement

Staff have Access to Continuous Professional Development and Training Needs are identified by Carrying out Audits of:

- the types of SEN or disability
- the number of pupils involved
- how the interventions or support will need to be delivered, for example one to one or small group support
- the expertise of existing staff

Wherever possible, staff will share their expertise within and across departments.

All teachers and support staff undertake induction on taking up post, including INSET delivered by the SENCO to explain systems and structures that are in place to support SEND pupils.

The college SENCO attends training, briefings and network meetings in order to keep up to date with local and national updates in SEND.

Pupils are supported by:

- the school, to ensure that pupils requiring an Education, Health and Care Plan undergo a coordinated assessment process are a provided for within the school.
- ensuring additional support provided as per Education, Health and Care Plan**;**
- ensuring access to services of the appropriate members of outside agencies relevant to each situation, as, and when, necessary;

- ensuring the establishment and further development of projects to enhance literacy, mathematical and basic study skills;
- developing ICT facilities and relevant programmes to enhance progress;
- continuing to develop expertise among teachers for pupils with a special educational need
- ensuring all staff and learning support assistants should have a basic awareness of a particular forms of SEND and adapt their teaching and learning to meet a particular need

Facilities for SEND and Allocation of Resources

Pupils with a special educational need or disability may be funded from the following sources:

- Access to LEA notional funding and, if appropriate, application of 'Top-Up' funding may be sought from Liverpool City Council.
- Where pupils have Education and Healthcare Plan and it is deemed appropriate, a 'High Need' funding may also be sought from Liverpool City Council.
- For details needed re facilities, specialist equipment staffing etc., please also refer to Accessibility Plan.
- A resource base where pupils can go for interventions that are targeted to their individual needs and also a safe space should they need it.
    - The opportunity for year 7 and 8 pupils to be grouped in smaller and targeted groups that in the main follow a primary model. (Please see our SEND Curriculum Overview Document).

The Criteria for Discontinuing a Specific Type of Support / Intervention for a Pupil

Support may be discontinued for a pupil when:

- They have met the expected outcomes of the support provided
- The support/intervention is no longer relevant since the type of need of the pupil has changed
- They have progressed sufficiently to move onto the next stage of intervention

Parents will be consulted regarding any changes to their child's provision

Monitoring and Evaluation of SEND

The provision of SEND is carefully monitored and evaluated by using timetabled events that assess the quality of provision and measured outcomes we offer all pupils.

We do this by:

- carrying out audits of the numbers and type of interventions undertaken and their impact on pupil progress
- analysing outcomes of pupils with SEND and comparing these to non-SEND pupils
- taking account of parent, pupil and staff views

- providing relevant and timely feedback to the SEND Governor
- monitoring of pupils will take place on a half termly basis as appropriate

The responsibility for carrying out these elements will be carried out by the SENCO and supported by the assistant SENCO.

Outcomes of these various elements will be reported on an annual basis in the SEND information report on the College website.

Working in Partnership with Parents / Carers

The College is committed to working with parents/carers in the identification and support of their child's specific needs. Parents/carers will be involved in each aspect of support and will be kept regularly informed of their child's progress by formal reports and meetings.

Complaints Procedures

Should a parent or carer wish to query the provision their child is receiving at the college, in the first instance they are encouraged to raise their concern with the relevant member of staff. Most concerns can be dealt with by the SENCO or his line manager, however, should any issues not be resolved parents/carers may refer to the College's Complaints Procedure which is available on the website or via application to the main office.

Review of the Policy

The Policy will be reviewed by Governors on an annual basis, but may be amended within that period in the light of legislative and/or Guidance changes.