



# St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

## SEN Policy

### The Mission Statement:

**'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally, forming them through Faith so they can achieve their aspirations and contribute to their community.'**

Date of Policy: March 2023

Date of Ratification: 22<sup>nd</sup> March 2023

Date of Review: March 2025

**Owner: Miss Paul**



## Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- ☐ [Equality Act 2010](#): advice for schools DfE Feb 2013
- ☐ [The Children and Families Act \(2014\) – Part 3](#); Children and Young People in England with Special Educational Needs or Disabilities
- ☐ [SEND Code of Practice 0 – 25 \(January 2015\)](#) Schools SEN Information Report Regulations (2014)
- ☐ This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

At St John Fisher we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our students. We want all our students to feel that they are a valued part of our community.

This policy states the current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEN Code of Practice.

The Board of Governors at St John Fisher Catholic School seek to respond to the educational needs of each individual student throughout his/her time at the school. Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and/or behavioural difficulties, physical or sensory need medical or health problems.



## **SECTION 1**

### **Aims**

The aims of this policy are:

- ☐ to provide all students, of whatever ability, with access to the whole curriculum, thus supporting the philosophy of inclusion
- ☐ to support all students with a special educational need to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage
- ☐ to promote, within the staff, a corporate sense of responsibility for the special educational needs of all students.

### **Objectives**

The objectives of this policy are:

- ☐ to identify and distinguish between the various forms of special educational needs experienced by our students
- ☐ to provide detailed information, for all staff, on students' individual needs
- ☐ to be a point of reference for subject areas to enable them to develop their own teaching strategies
- ☐ to keep parents informed of the needs and provision for their children to keep students informed of provision put in place for them
- ☐ to use external agencies effectively

## **SECTION 2:**

The Special Educational Needs Department includes the SENCO, Assistant SENCO and a team of HLTAs and LSAs who work with Heads of Year and curriculum staff to help support learning in lessons.

Each year group has allocated a Head of Year (HOY) and a Pastoral Care Leader (PCL) who have the responsibility for the pastoral care and academic progress of the students in their year group. The year teams work with students and their parents and carer's to ensure that their pastoral and SEN needs are met.

The name of the SENCO and their contact details are outlined on the SEN Information report on the school website.

## SECTION 3:

### Identifying Special Educational Needs:

There are four Broad Areas of Need (SEND COP 2014) for which the school is responsible for planning provision:

- ☐ Communication & Interaction
- ☐ Cognition & Learning
- ☐ Social, Emotional & Mental Health Difficulties
- ☐ Sensory and / or physical needs

The purpose of the identification of a SEN is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs of the student.

The school is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- ☐ Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- ☐ Attendance and Punctuality, Health and Welfare
- ☐ EAL (*English as Additional Language*)
- ☐ Being in receipt of Pupil Premium Grant
- ☐ Being a Looked After Child
- ☐ Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as we know the child/young person well & can respond to their needs.

All teachers are responsible and accountable for the progress and development of all of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.



## SECTION 4:

### **The arrangements which have been made for co-ordinating the provision of education to students with Special Educational Needs**

#### **The Role of the SENCO**

The SENCO plays a crucial role in the SEN provision of the school. This involves working in collaboration with the Headteacher and Board of Governors to determine the strategic development of the SEN policy. Other responsibilities include:

- ☐ Coordinating the provision for students with SEN
- ☐ Liaising and giving advice to fellow teachers and Learning Support Staff
- ☐ Managing learning support assistants and Higher Level Teaching Assistants
- ☐ Overseeing records of students with SEN
- ☐ Liaising with parents of students with SEN
- ☐ Liaising with external agencies, LA support services, health, Connexions, social services and voluntary bodies
- ☐ Informing parents of the fact that SEN provision has been made for their child
- ☐ Organising the screening and further appropriate testing for access arrangements for GCSEs and other external exams

#### **The Role of the Board of Governors**

The Governing Body has an important responsibility with regards to students with SEN. This includes:

- ☐ Ensuring that the provision for SEN students is made and this is of a high standard
- ☐ Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with a EHC Plan
- ☐ Ensuring that SEN students are fully involved in school activities
- ☐ Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students
- ☐ Being fully involved in developing and subsequently reviewing the SEN policy

#### **The Role of the Subject Teacher**

*“ALL TEACHERS ARE TEACHERS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.”*

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEN. Quality First Teaching is an essential element of addressing and supporting students with SEN in their classes. The teacher's responsibilities include:

- ☐ Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN students
- ☐ Collaborating with the Curriculum Leader, SENCO and HOY to decide what action is required to assist the SEN student to progress
- ☐ Working with the Curriculum Leader, SENCO, and HOY to collect all available information on the SEN student
- ☐ Working with SEN students on a daily basis
- ☐ Developing constructive relationships with parents



## **The Role of the Headteacher**

The Headteacher's responsibilities include:

- ☐ The day-to-day management of all aspects of the work of the school, including the SEN provision
- ☐ Keeping the Board of Governors well informed about SEN within the school Working closely with the SENCO
- ☐ Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **SECTION 5:**

### **Identification, Assessment and Provision.**

At St John Fisher Catholic School, students who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of students with SEN is considered a priority. To aid identification, the school will use appropriate screening and assessment tools. To further assist with the identification of SEN, the school will ascertain student progress through reference to:

- ☐ Evidence arrived at by means of teacher observation/assessment.
- ☐ Referring to their performance in assessments judged against grade descriptions
- ☐ Standardised screening /assessment tools e.g.: Key Stage 2 test results, and group reading and spelling tests.
- ☐ On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or, if students are transferred, between secondary schools. When students with identified SEN start at school, the year teams and the SENCO will:
  - o Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months at secondary school
  - o Identify/focus on the student's skills and note areas that require early support
  - o Make sure that ongoing observations/assessments give teachers regular feedback on achievements/experiences
  - o Involve students in planning/agreeing their targets
  - o Involve parents in a joint learning approach for home/school

The main methods of provision provided for by the school will be full time education in classes, with additional help and support being provided by subject teachers (and in some circumstances Learning Support Assistants) through a differentiated curriculum.

Students with medical conditions and health needs may be included on the SEN list in order to monitor their progress and access additional help when needed such as Access Arrangements for external exams.

## Monitoring Student Progress

In circumstances where teachers decide that the student's learning is unsatisfactory, the HOY and Curriculum Leader are the first to be consulted. The Curriculum Leader and teacher, firstly, will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through *SEN Provision*.

The process by which the school will identify and manage students with SEN status is outlined below:

- ☐ Assess
- ☐ Plan
- ☐ Do
- ☐ Review

The Principles of Assess, Plan, Do and Review have been identified as an underlying principle of the new Code of Practice and will continue to be an essential component in the way St John Fisher Catholic School identifies how students with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through SEN Support.

Adequate progress is defined as that which:

- ☐ Narrows the attainment gap between the student and his/her peers
- ☐ Prevents the attainment gap increasing
- ☐ Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- ☐ Equals or improves the student's previous progress rate
- ☐ Ensures full curricular access
- ☐ Shows an improvement in self-help, social or personal skills
- ☐ Shows improvements in the student's behaviour

Where concerns remain, despite curriculum area intervention, the student will be raised with the Inclusion Steering Group (ISG).

Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage which their child has been identified. They will be invited to discuss the issues with the SENCO if they wish.

### Criteria for exiting the SEN register

- ☐ If students with SEN status no longer require additional support to make the progress that the school expects of them they will be reviewed to determine whether they can come off the SEN register.
- ☐ Students with an Education, Health and Care Plan (EHCP) will remain on the SEN register for as long as they have their ECHP
- ☐ The decision to remove a student from the SEN register will be made by the School after consideration of improvements in academic performance.

## Record Keeping

The school will record the steps taken to meet students' individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile may include:

- ☐ Information from parents.
- ☐ Information from the student themselves on how they learn best
- ☐ School information on progress and behaviour
- ☐ Student's own perceptions of difficulties
- ☐ Information from health/social services/other agencies, e.g.: CAMHS
- ☐ A provision map to show what interventions are in place

**All confidential information regarding SEN will be kept in locked filing cabinets.**

## SECTION 6:

### Request for Statutory Assessment

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the student remains a significant cause for concern in line with guidance and procedure set out by Medway Local Authority.

Requests for statutory assessments may also be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- ☐ The action followed with respects to *SEN Support*
- ☐ Outcomes from ISG discussion and actions
- ☐ Literacy/numeracy attainments
- ☐ Other relevant assessments from specialist i.e. support teachers/educational psychologists
- ☐ The views of both parents and student
- ☐ Social services/educational welfare service reports
- ☐ Costed Provision Map
- ☐ Any other involvement by professionals

An Education, Health and Care Plan (EHCP) has replaced the Statement of SEN. It will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required above that which the school is able to offer. The decision to grant an EHCP is made solely by the Local Authority.

The school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- ☐ Matched to the longer term objectives set in the EHCP
- ☐ Established through parental/student discussion
- ☐ Implemented in the classroom
- ☐ Delivered by the subject teacher with appropriate additional support where specified.





## **Annual Review of EHCPs**

The school will review each EHCP annually and the SENCO will invite:

- ☐ The student's parent/carer
- ☐ The student
- ☐ A representative of the LA
- ☐ Any other person the LA considers appropriate
- ☐ Any other person the Headteacher/SENCO considers appropriate

The aim of the review will be to:

- ☐ Assess the student's progress in relation to targets outlined in their EHCP or last review.
- ☐ Review the provision made for the student in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills
- ☐ Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether or not to cease, continue or amend the existing EHCP
- ☐ Set new targets for the coming year when the EHCP is to be maintained

Year 8 and 11 review will be significant in preparing for the student's transition to options, employment, further education, work based training, higher education and adult life.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

## **SECTION 7:**

### **In School Reviews**

St John Fisher Catholic School has replaced In School Reviews with the Inclusion Steering Group (ISG). This group involves Assistant Headteachers for Inclusion, Safeguarding, Attendance and Behaviour.

The main discussions will centre around students not making academic progress and will centre around review of provision in place and what additional support is needed.

ISG provides an opportunity for discussing students that are causing concern and for providing strategies to meet their needs.

## **SECTION 8:**

### **Storing and Managing Information**

- ☐ The school recognises the importance of appropriately managing and storing documentation associated with SEN.
- ☐ All information on students who have left the school is archived appropriately.

## **SECTION 9:**

### **Reviewing the Policy**

- ☐ The SEN policy will be reviewed on a bi-annual basis given the climate of reform and extent of changes at a National Level

## **SECTION 10:**

### **Dealing with Complaints**

- ☐ If parents and carers have complaints about the SEN provision within the school, they can address these directly with the SENCO or Senior Deputy Headteacher. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.
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