



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

SEN(D)



Mission Statement

'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do'.



St. Cuthbert's
Roman Catholic High School

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1. POLICY AIMS AND OBJECTIVES

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Ensure that the SEN(D) and disability Act and relevant Codes of Practice and guidance are implemented effectively across school.
- Ensure equality of opportunities for and to eliminate prejudice and discrimination against, students with special educational needs and disabilities
- Annually review the effectiveness of SEN(D) provision

2. SCHOOL VISION, VALUES AND BROADER AIMS

As a school we are committed to providing an appropriate, high quality education to all students. We believe that all students, including those with special educational needs, have an entitlement to be fully included in all aspects of school life including a broad and balanced curriculum, which is accessible to them. St Cuthbert's values the abilities and achievements of all students and is committed to providing the best possible environment for learning for all students to enable them to flourish. We are committed to a curriculum which is rooted in the teachings of Jesus Christ and His Church, which provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens who bring about the Common Good. We are committed to making sure all students have the opportunity to thrive and that we support them to reach their potential. Our holistic curriculum enables us to be the best that we can be.

We believe that it is vital that students are challenged and supported to make outstanding progress academically and personally. St Cuthbert's is committed to inclusion. We aim to offer new opportunities to students who may have experienced previous difficulties and to identify needs as they arrive and provide opportunities which allow every student to reach their full potential. Provision for children with Special educational needs is inclusive and allows for reasonable adjustments to be made to support learning and wellbeing of our students, regardless of need. This does not mean that we will treat all students in the same way but that we will respond to their individual needs and support personalised learning plans.

We believe that it is vital that provision for students with SEN(D) needs is planned collaboratively, in line with the SEND Act, we plan our provision by liaising with parents and careers, our primary feeder schools and in line with our colleagues from outside agencies. We are focused on creating an inclusive environment where students needs can be met with tailored provision. The head teacher and SEN(D)Co meet regularly to monitor SEN(D) provision. Provision will be regularly developed with the whole staff through regular, at least termly, SEN(D) training sessions. The SEN(D)Co meets weekly with members of the pastoral, welfare, safeguarding and student premium team to identify and monitor concerns around students, both academically and personally.

The following document sets out how students who have special educational needs or a disability are supported, nurtured and encouraged from transition to the school, through to transition into the post 16 sector. We recognise that students with SEND can experience significant barriers to or difficulties with learning which can hinder their progress, we either short or long term. It explains the procedures and practices that we have in place to overcome these barrier to learning.

3. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN\(D\) Code of Practice](#) particularly section 6, and the following legislation:

- [Part 3 and section 69\(2\) of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and/or disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report

4. INCLUSION AND EQUAL OPPORTUNITIES

At our school we strive to create an inclusive teaching environment that offers all pupils, that supports their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our provision for students with SEN(D) aims to:

- Identify educational needs effectively and provide effective provision and intervention necessary to enable all students to make progress, based initially on 'quality first teaching' that includes effective differentiation and adaptations to allow all students to access learning in a safe and secure environment. This includes monitoring the progress of all students to identify needs as they arise and to provide support as early as possible.
- Involve students in planning and decision making that affects them.
- Involve parents/ carers of students with special educational needs and disabilities to ensure that they are fully informed of their child's progress, provision and interventions.
- We work with students, parents/carers and outside agencies, as outlined by the SEN(D) Code of Practice, collaboratively to evaluate our graduated response (provision and interventions) for individuals to ensure its effectiveness in meeting individual's needs.
- Ensure that all advice from outside agencies is effectively responded to, acted upon, and is considered in evaluating a students' provision
- Ensure that we are able to meet the needs of as wide a range as possible of students who live in our catchment area.
- Ensure that students with SEN(D) are perceived positively by all members of the school community and that inclusive provision is valued by all. The SEN(D) team will support departments and pastoral staff to meet individual student's needs and remove barriers to learning.
- Provide full access to the curriculum through differentiated planning by class teachers in collaboration with the SEN(D) Team. In rare cases disapplication arising from a particular need(s) is required, however we aim to offer the full curriculum to all students.
- Review the provision and progress of all students with SEN(D) when appropriate, at least annually.
- Work closely with feeder school and post-16 providers, to share detailed information about students with special educational needs to ensure continuous provision which meets their individual needs.

5. DEFINITIONS

A student has SEN(D) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEN(D) provision means provision which is additional to, or different from, the educational provision made generally for students of the same age in mainstream schools in the area. Interventions will be selected that are appropriate for the student's particular area(s) of need at the relevant time. St Cuthbert's RC High School will take due consideration of students needs when carrying out our duties towards all students. We will ensure that parents/carers are notified when additional provision is made for their child.

There are four broad areas of special educational need and/or disability; communication and interaction; emotional and social difficulties; sensory and/or physical needs and cognition and learning difficulties. Some children may have needs in one or more of these areas. Students needs may also change over time. These needs can range from moderate to complex and severe. In order to meet the needs of these children, a range and variety of different types of provision is required.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia, Attention deficit disorder, attention deficit hyperactive disorder • Learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. ROLES AND RESPONSIBILITIES

SEN(D) team SEN(D)Co – Nikki Hamnett, SLT link – SEN(D) governor – LSC – learning support coordinator, LSA – learning support assistant,		
Claire Phillips – Assistant SEN(D)CO	Miss Golden LSA	Ms Davison LSA
Mrs Chudoba LSC	Miss Hitchings LSA	Ms Trendall LSA
Mrs Barlow LSC		Ms Matthews LSA
Mr Barlow SEND teacher		Ms Pearcey LSA
		Ms Sahi LSA
		Supply/ vaccines LSA

The SEN(D)Co

The SEN(D)CO is **Nikki Hamnett**, they can be contacted via email on nhamnett@stcuthberts.stoccat.org.uk or by ringing school on 01706 647761 ext 523

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the head teacher, senior leadership team and SEN(D) governor to determine the strategic development of the SEN(D) policy and provision in the school, including advising on all policies and decisions relating to the provision for students with SEN(D)
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans ensuring all statutory requirements are in place.
- To monitor and review the progress and provision of students with SEN(D) and intervene as required, as early as possible. This includes:
 - Conducting and attending meetings as required
 - Conducting SEN(D) reviews
 - Applying for, contributing to and reviewing Educational Health Care Plans (EHCPs) where appropriate
 - Liaising with external agencies and parents as required regarding students with SEN(D)
 - Liaising with Primary partners to ensure continuous provision for students with SEN(D)
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils. To plan, implement and monitor the graduated approach to SEN(D) support including internal; alternative curriculum courses and

arrangements for students with special educational needs. This takes into account the catchment area of the school and provide the widest provision possible to suit the needs of the catchment area.

- To advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively. Including reviewing provision and writing reports on SEN(D) for senior leadership, Governors and the LA as required.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Ensure the school keeps the records of all students with SEN(D) up to date.
- Maintain and review the SEN(D) register, all needs are recorded on SIMs. All students with identified SEN(D) will have information for teachers, including strategies to support quality first teaching, available on class-charts.
- The SEN(D)Co produces support timetables for the support staff team. These change according to fluctuating need and available staffing.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN(D) receive appropriate support and high-quality teaching including:
 - providing appropriate CPD on practice and understanding for students with SEN(D),
 - providing information, support and guidance for individuals through student passports and collaboration with class teachers and support staff,
 - regularly liaison with Heads of Department and the pastoral team in regards to students with SEN(D) and any SEN(D) related issues
 - The SEN(D)Co produces support timetables for the support staff team. These change according to fluctuating need and available staffing.

Assistant SEN(D)Co and SEN(D) teacher

The ASSISTANT SEN(D)CO is **Claire Phillips** , they can be contacted via email on cphillips@stcuthberts.stoccat.org.uk or by ringing school on 01706 647761

To work closely with the SENDCo, headteacher, SLT and governors:

- To oversee, organise and manage the testing arrangements for baseline testing and exam access arrangements
- To manage and implement exams access applications and provisions including liaising with other professionals to ensure that these arrangements are in place within examinations, summative assessments and as a 'normal way of working' for students
- To manage a specified caseload of students and monitor and review the progress and provision of those students SEN(D) and intervene as required, as early as possible. This includes:
 - Conducting and attending meetings as required
 - Conducting SEN(D) reviews
 - Contributing to and reviewing Educational Health Care Plans (EHCPs) where appropriate
 - Liaising with external agencies and parents as required regarding students with SEN(D)
 - Liaising with Primary partners to ensure continuous provision for students with SEN(D)
 - Be the point of contact for external agencies, for specific students, especially the local authority and its support services.
 - Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- To support the SEN(D)CO with developing and managing the implementation of and development of an inclusive curriculum including provision maps.
- To support the SEN(D)Co with identification of and support for students with SEN(D).
- To oversee, organise and manage the testing arrangements for dyslexia diagnoses where appropriate.

Learning support team (LSC/LSA)

- Contribute to ensuring that students move on from us well equipped in basic literacy and numeracy skills and with social independence to meet the demands of life post 16.
- To liaise with parents/ carers and students to plan relevant provision and reasonable adjustments to meet their needs.
- To support the planning, implementing and monitoring the graduated approach to SEN(D) support including internal; alternative curriculum courses and arrangements for students with special educational needs.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for all students recorded as having SEN(D) including:
 - developing and delivering schemes of work specific to the needs of Students with SEN(D)
 - maintain records of their progress within these interventions.

- Provide specific intervention lessons for students who are working significantly below expected levels.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through differentiated planning by class teachers, SEN(D)Co and LSA/LSCs as appropriate. (Except where disapplication, arising from particular needs is required. Disapplication is very rare and we aim to offer the full curriculum to all our students.
- To ensure that students with SEN(D) are perceived positively by all members of the school community, and that SEN(D) and inclusive provision is positively valued and accessed by staff and parents/carers.
- To attend meetings as required.
- To contribute to, and assist the SEN(D)CO with the preparation, implementation and monitoring of SEN(D) support provision and Educational Health Care Plans.
- To contribute to, and assist the SEN(D)CO with the preparation, implementation and monitoring of interventions.
- To contribute to, and assist the SEN(D)CO with keeping up to date SEN(D) records
- To provide in class support and incidental intervention for students with SEN(D) needs
- To run interventions for underachieving Students with SEN(D) in consultation with the SEN(D)CO
- To provide specific interventions for Students with SEN(D) as part of their Educational Health Care Plan
- To contribute to any reports or reviews for Students with SEN(D) as required
- To mentor identified SEN(D) students as required
- To attend meetings as required
- To undertake any other reasonable duties as directed by the SEN(D)CO
- To provide specialist support within core lessons

THE GOVENING BOARD/ BOARD OF TRUSTEES

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum

- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND including the allocation of resources from the school's devolved/delegated budget
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

The SEND link governor

The SEND link governor is TBC

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this ensuring that a high standard of provision is in place for students with SEND
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Ensuring that provision of a high standard is made for Students with SEN(D)
- Ensuring that Students with SEN(D) are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN(D) policy

THE HEADTEACHER AND SENIOR LEADERSHIP TEAM

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties

- Have an overview of the needs of the current cohort of pupils on the SEND register
- Inform the Governing Body to ensure they are well informed about SEN(D) within the school
- Ensure that the school has clear and flexible strategies for working with students and their families to encourage involvement in their education.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

TEACHERS AND CURRICULUM LEADERS

- The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:
 - Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach
 - The progress and development of every pupil in their class
 - Ensure that teaching is inclusive and responsive to students needs and to ensure an inclusive. Positive environment for all learners that reduces inequality
 - Being aware of the school's procedures for the identification and assessment of, and subsequent provision for Students with SEN(D)
 - Ensure that they are aware of up to date information about students individual needs to support their student's success in learning.
 - Collaborating with the SEN(D)Co and SEN(D) team to plan, implement and review provision to support student progress
 - Work with the SEN(D)Co and SEN(D) team to ensure up to date information about student's and plan student's provision
 - Implement the school's SEN(D) policy
 - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
 - Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
 - Ensuring they follow this SEND policy and the SEN information report
 - Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

PARENTS OR CARERS

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

STUDENT

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The student's views will be taken into account in making decisions that affect them, whenever possible.

7 SEN(D) INFORMATION REPORT

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

The kinds of SEN(D) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia, dyspraxia, moderate/ severe learning difficulties, attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD),
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy, Charcot-Marie-Tooth

These needs can range from moderate to complex and severe. In order to meet the needs of these children a range and variety of provision is required.

Identifying students with SEN(D) and assessing their needs

Early identification of students with SEN(D) is vital. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

This data may be collected by:

- Baseline CAT testing in year 7 whole school
- LUCID EXACT reading testing for students from year 8-10
- Baseline assessments from year 8, which can be repeated annually to measure progress for students where this is needed
- Cognitive attainment tests
- Evidence from class teacher observation/ assessment and referrals
- SEN(D) team and outside agency observations e.g educational psychology, Rochdale additional needs service,
- Student's progress towards subject standards and subject teaching assessments, this may include progress reviews
- Standardised screening or assessment tests or tools
- Observations and assessments for social and emotional development

- Screening/ diagnostic tests
- Records and reports from feeder schools or previous schools
- Discussions/ meetings with parents/carers and/or students
- External exam results

When teachers identify an area where a student is making less than expected progress, they will target the area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Below expected progress and low attainment **will not** automatically mean a student is recorded as having SEN(D). Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents

As a school we understand that students and their families are at the heart of decisions about provision and that their input is really important. We endeavour to ensure that students and parents/carers are involved in the provision for their needs, we will have discussions with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the students and/or parents' concerns
- Everyone understands the agreed outcomes and next steps are explored and identified sought
- Everyone is clear on next steps

Notes of these early discussions will be added to the student's pastoral record and can be shared with parents/ carers on request. These discussions **will not** automatically mean that a student is recorded as having SEN(D).

We will formally notify parents when it is decided that a student will receive SEN(D) support.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS until April 2024 then Arbour , and will be made accessible to staff in a student passport alongside relevant assessments and any assessment summaries for identifying specific needs. Some students will also have an individual plan to identify specific targets and provisions.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and student
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

Waves of provision

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN(D). High quality first teaching is characterized as (DCSFs guide to personalized learning, 2008):

- Highly focused lessons designed with sharp objectives
- High demands of student involvement and engagement in their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- Regular opportunities for students to learning through talking
- Expecting that students will accept responsibility to their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

This is often referred to as **wave 1 provision**.

In order to make progress a student may require differentiation which may involve modifying learning objective, teaching styles or access arrangements. This may include whole class planning with individual targets set. Where students are supported by learning support assistants/coordinators they will work collaboratively with teachers to develop personalised plans for students with identified plans and strategies these will be based on a student's EHCP or student passport.

Students' progress is reviewed at the same intervals as their peers and a decision made about whether they are making appropriate progress or whether additional provision/ intervention is required. Regular reviews of data are completed by the SEN(D)Co and SLT.

Where the nature or level of a student's needs are unlikely to be met by such, an approach/provision at the School Support Stage (K) may need to be made. School Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop specific literacy or numeracy skills.
- Additional support is required for emotional or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.
- Additional support maybe required for medical or mobility reasons.

These may be short or long term needs.

The responsibility for planning for those students remains with the class teacher, **in consultation with the LSAs/LSCs and/or the SEN(D)Co / specialist support.**

Monitoring will be carried out by teachers and LSA/LSC's who will record any significant achievements and difficulties. LSA/LSC's will raise any issues which concern them with the SEN(D)Co and at departmental meetings.

For some students there will be a need for more specific interventions such as:

- Mentoring/coaching from a key adult
- Subject specific interventions and catch up sessions
- Literacy interventions including accelerated reader, guided reading, IDL,
- Pastoral support
- Additional support
- Modified curriculum
- Support through the BOOST or SELECT centers and interventions
- Personalized classroom strategies
- Student passports and learning plans
- Referrals to outside agencies
- Exam access arrangements
- Sensory adjustments

This is often referred to as **wave 2 provision.**

Those children who hit the criteria of complexity of need and have had specific interventions, without significant success, will be considered for an EHCP. The process of obtaining an EHCP is managed by the Local Authority. Schools, health professionals, parents/carers and the young person themselves, can all apply to the Local Authority who will decide if a student should be assessed for a statutory, Education, and Health Care Plan. The school would prefer to work together with parents / carers and the young person in order to apply for statutory assessment as

this has proved to be the most successful route in the past. Advice on how to apply for a statutory assessment can be found on the Rochdale Council website, using the following links: <https://rochdale.fsd.org.uk/kb5/rochdale/fsd/advice.page?id=Lu54YEKauKQ>. The support for those children who have an EHCP will include many of the interventions outlined at wave 2, but the level of support should be enhanced and very specific. Children at wave 3 intervention currently have an Individual Education Plan or IEP. This is changing and following conversion to an EHCP, children will have an Individual Provision Map (IPM). IMP are reviewed regularly and sets out the strategies and interventions to be used by those working with the student to address their needs. The EHCP is reviewed annually with all parties involved. This is often referred to as **wave 3 provision**.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc., scaffolding, chunking or extended overlearning.

Additional support for learning

Within school we have a number of learning support assistants (LSAs) and subject specialist learning support coordinators (LSCs). Where students have high level needs that require additional staff support students may work with a LSA or a LSC. Support staff may work with student's on a 1:1, paired or small group basis. Dependent on need support staff may work on individual plans or interventions or may provide incidental in class support as and when needed. Some students are allocated a key adult or keyworker to support them with their wellbeing and to support their academic progress.

External agencies

Where appropriate we will refer, liaising and collaborate with outside agencies to support the needs of students this includes:

- The school educational psychologist, visits monthly to assess and advise on specific students following referral by the SEN(D)Co
- A visual impairment specialist teacher from Rochdale Additional Needs service (RANs) visits fortnightly to review provision and accessibility.
- A hearing impaired specialist teacher from Rochdale Additional Needs service (RANs) visits half termly to review provision and accessibility.
- An autism specialist teacher from Rochdale Additional Needs service (RANs) visits at least half termly to review provision and accessibility and work with individual students and staff to provide advice and training.
- Child and adolescence mental health service CAMHS
- #thrive
- Positive steps

- School health
- Barnado's
- Physiotherapy
- Occupational therapy
- Speech and language therapy
- RCT school counsellor
- Mentally healthy schools practitioner

Where appropriate the SEN(D)CO may be involved in the early help assessment process or child in need/ child protection process.

Where appropriate the school will loan or purchase specialist equipment to support a student's individual needs e.g weighted blankets, sensory resources, ipads, laptops, reader pens, hearing aids, talking measuring aids.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

The class or subject teacher will work with the SEN(D) team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of student
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

To assess the effectiveness of provision we

- Tracking attainment progress,
- Tracking individual target progress and/ or specific intervention progress
- Carrying out the review stage of the graduated approach
- Use student surveys and voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the student and their parents

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. Where appropriate we will agree with parents/carers and students which information will be shared as part of this. The SEN(D)Co and positive steps liaise to ensure that appropriate details are given to post 16 providers.

On transition to St Cuthbert's RC High School we collect information from previous schools by:

- Meetings/ discussions with SEN(D)CO and year 6 teachers to share information about a student's individual needs, this may include students where there is cause for concern who are not on the SEN(D) register.
- Where necessary further meetings may be arranged with the school and the young person's family where appropriate.
- Additional transition visits are arranged for student's, these are planned around a student's needs and can include extra visits with primary staff, quiet tours, transition booklets, school photograph packs, support on transition day,
- The SEN(D)Co and assistant SEN(D)Co visit feeder schools.
- The SEN(D)Co is also available at the transition evening and transition day.
- Annual reviews for students with EHCPs are attended for students in year 5 and 6 where we are identified as the secondary provider and we are invited to the meeting.
- For students who are transitioning to the school mid-year heads of year will collate information from the student and parent/carers on admission which will be shared with the SEN(D)Co, The SEN(D)Co will collect information from previous schools where there is an identified need which will then be shared with subject teachers.
- The SEN(D)CO and Head of Year will also attend the transition event arranged by the local authority to collect information about students transitioning from year 6 to 7.

Enabling students with SEN(D) to engage in activities available to those in the school who do not have SEN(D)

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in all aspects of school for example sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN(D) or disability.

Where necessary additional arrangements can be put into place to support students on educational visits and in extra-curricular activities.

9. EXPERTISE AND TRAINING OF STAFF

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

All staff

All staff are involved in SEND training within the INSET days this enables sharing of good practice for students with SEND with all staff eg trauma informed practice, thrive training, communication needs training.

All staff are invited to attend briefings where they can to support whole school understanding of SEND. Staff are invited to any additional training where relevant eg meeting student's communication needs.

Teaching staff

Teaching staff have regular briefings on SEND needs which can be tailored to specific needs or students these are held on a Friday and are at least once a month.

SEND training as identified is also scheduled into the Continuous Professional Development Calendar to ensure that staff are regularly receiving SEND training.

The SENDCo works closely with curriculum leads to identify any specific areas of training needed and can work with specific departments or individuals to support practice for students with SEND.

Support staff

As a school we have prioritised training support staff to ensure that students are not working with staff that are not suitably qualified within interventions. This has included:

- A bespoke CPD programme for the learning support staff team based around the needs of the staff from quality assurance procedures
- An extended CPD to include the pastoral team where relevant
- Regular attendance at training through the real trust for specific areas of need
- Whole staff training for trauma informed practice
- Support staff training for reading and phonics
- RANS training for ASC and using specific strategies to support students
- Teaching assistant external qualifications at level 2 or 3

In addition, we have specialist trained staff as:

- HLTAS
- ELKLAN (communication skills)
- Thrive (Development/ SEMH)
- ELSA (SEMH)
- Team teach

10. ADMISSION AND ACCESSIBILITY ARRANGEMENTS

We work hard to ensure that where students have SEND we are aware of their specific needs on admission.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN or disability
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible

School works closely with transitioning primary schools to ensure that:

- Student needs are understood and that relevant information about needs is shared and understood
- There is a clear understanding of any provision in place or that may be needed
- That any agencies involvement continues or that school are aware of historic involvement
- Passports and relevant provisions can be in place as soon as possible to give students the best start in high school
- The SENDCO/ ASENDCo attend the parent transition evening to enable parents to discuss their child with them prior to admission
- Where appropriate someone from the SEND team will attend any meetings with the primary school and families
- Members of the SEND team support the transition day to support students with SEND and to enable them to get to know them prior to starting
- Some students will be invited to additional transition as appropriate to their needs.

Students with an EHCP

Where a student has an Education, health care plan (EHCP) the admissions process is different. Students do not go through the normal admissions system, students are instead allocated as part of the EHCP plan as a “named school”. Where we are the named school for a student the SENDCo will ensure that:

- Consultations are responded to in a timely and efficient manner
- Students with EHCPs have the school named in section I of the EHCP, where we are named we will admit the student. All governing bodies are required by [Section 324 Education Act 1996](#) to admit to the school a child with EHCP that names the school.
- Appropriate funding is in place and allocated for the student
- Students with an EHCP will have an admission meeting that includes the SENDCo/ASENDCo and provision will be identified through the EHCP and the aims and goals set out in the initial meeting.

- Students with an EHCP will have regular contact with the SEND team to ensure that their needs continue to be met and to ensure appropriate provision.

In year transfers/ manage move/ offsite direction

Where students needs are identified on transition the SENDCO/ head of year collects information at or before transition to ensure that:

- Student needs are understood and that relevant information about needs is shared and understood
- There is a clear understanding of any provision in place or that may be needed
- That any agencies involvement continues or that school are aware of historic involvement
- Passports and relevant provisions can be in place as soon as possible to give students the best start in high school
- Where possible someone from the SEND team will attend the admission meetings where needs have been shared and highlighted on the transition forms.

At St Cuthbert's our admission criteria, including our oversubscription criteria, does not disadvantage students with a disability or with Special Educational Needs. As a faith school the school part of our admission arrangements being Roman Catholic is part of our admissions criteria where there we are oversubscribed. If there is a situation resulting in over-subscription then tie-breaker admission following the admission criteria then this will be decided by the safest shortest walking route, as determined by the central point of the home to the main entrance gate of the school.

11.2 Accessibility arrangements

- Our accessibility plan sets out the steps we have taken to prevent disabled students from being treated less favourably than other students
- The facilities you provide to help disabled students access your school, including the provision of auxiliary aids and services
- Our Schools Accessibility plan is on the school website and a paper copy can be requested from school. It covers how we will:
 - Increase the extent to which disabled students can participate in the curriculum
 - Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled students

11. COMPLAINTS ABOUT SEND PROVISION

Students and parents/ carers can raise concerns via:

- Subject teachers
- Key adults/worker where appropriate
- The SEN(D) team
- The SEN(D)Co
- If appropriate the head teacher

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN(D) provision in our school should be made via email to the SEN(D)CO, Nikki Hamnett, in the first instance.

If the issue cannot be resolved within 10 days, the parent/carer can submit a formal complaint to the headteacher, in line with the school's complaints policy, in writing or any other accessible format. The headteacher will reply within 10 working days.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

12 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SEN(D)Co, Nikki Hamnett in collaboration with relevant parties **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Supporting students with medical conditions
- Complaints policy

The local authority local offer

Our contribution to the local offer is included in our information report.

- Our local authority's local offer is published here
<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0>

Useful links

- Children and Families Act 2014(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- Equality act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/section/10>)
- Special Educational Needs and Disability Regulations 2014
(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Regulation 51(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)