SEND Policy
Special Educational Needs and Disabilities

Date: September 2015
**SBSJ School Offer – Supporting pupils with special education needs or disabilities**

**SEN Pupil Ranges**

**SEN 4-5** – pupils with a statement or an EHCP

**SEN2/Targeted** – pupils who require more personal and targeted means of support. Specific, school-led interventions and provision that is designed to meet individual needs.

**SEN1/Universal** – pupils who require low levels of alternative support and provision. Major focus on differentiation and universal Quality First Teaching for all.

**SEN3/Specialist** – pupils who require tailored, rigorous interventions and support which is provided by the school but with significant support from specialist outside agencies.

**Intervention from a range of outside agencies, including Learning Support Services, Educational Psychology teams, CAMHS, school nurses, Autism Services, Hearing/Visual Impairment Support, Speech and Language Therapists, Specific Learning Difficulties Team, etc.**

**Liaison with health and social care representatives to consider the implementation of an EHCP if necessary**

**Full time one-to-one support for pupils with exceptional needs**

**Implementation of CAF form for pupils with a complex range of needs.**

**SEN3/Specialist**

**Specialist SEND teachers and learning support staff who work in the school’s specialist SEND provision department, The Achievement Centre**

**Learning support assistants linked to specific pupils, classes and teachers to improve the progress of pupils with additional needs and allow more QFT for SEND pupils** (full details of the SB&SJC Learning Support Model can be found in supporting documents on this site)

**Testing and screening of pupils referred by parents, teaching staff or outside agencies for specific learning difficulties not diagnosed in KS1/2**

**A range of interventions delivered in The Achievement Centre/mainstream classes which focus on improving literacy, numeracy and social skills to ensure pupils will be able to fully access the curriculum in the future**

**A pastoral support network to address specific behavioural/social needs**

**A differentiated curriculum in KS3/4/5, including “nurture”, ASDAN and BTEC qualifications in each respective key stage.**

**SEN2/Targeted**

**SEN1/Universal**

**All teachers use suitable Quality First Teaching to meet the needs of the learners in their classes. They also use differentiation in relation to particular student groups, including those pupils with additional needs**

**Pupils are taught in a range of subject areas, using a spectrum of teaching and learning styles across a broad and balanced curriculum**

**Assessment is regular, and targeted to the particular needs of specific pupils, explaining what they need to do to improve and progress**

**For full details of QFT/Differentiation strategies, see supporting documents, including lessons plans and resources.**
St Bede’s and St Joseph’s SEND Policy

Foreword
This policy has been written to replace the existing policy which referred to the old SEN Code of Practice. The new policy refers to the new DfE SEND Code of Practice which came into effect in September 2014. Major reforms and changes will be implemented in response to government policy and statutory expectations relating to pupils with special educational needs and disabilities.

The trigger for the changes in education relates to The Children and Families Bill 2013. This document outlines the major changes and differences relating to schools and SEND below:

“The government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The bill will extend the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in 'Support and aspiration: a new approach to special education needs and disability - progress and next steps' including by:

- replacing old statements with a new birth-to-25 education, health and care plan
- offering families personal budgets
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together”
MISSION STATEMENT: In our learning community we grow in love for God by recognising Christ in every person and living our faith through action.

In accordance with our Mission Statement and to implement the Special Educational Needs Code of Practice, the College aims:

- To offer children with special educational needs full access to a broad, balanced and relevant education.
- To train all teaching and support staff so they are enabled to deliver Quality First Teaching (QFT) to a good or outstanding standard, including suitable differentiation and inclusion for pupils with additional needs.
- To promote the self-worth and self-esteem of all who learn and work within the community.
- To identify and assess any learning difficulties experienced by children.
- To assist each pupil, without discrimination to achieve their highest potential.
- To work with the pupil, their parents and, if necessary, outside agencies.
- To carry out regular monitoring and review of progress.
- To promote professional sensitivity towards all children with Special Needs and their families.
- To recognise the spiritual, moral, cultural, social and personal needs of each student.
- To celebrate the achievement, successes and progress of all pupils, including those with additional needs.

Special Needs-Definition (SEN Code of Practice – Draft 2014)

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).”

This SEN Policy and our Local Offer detail how St Bede’s and St Joseph’s Catholic College will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach or work with them.

We will use our best endeavours to ensure that teachers in our school are able to identify and provide for those pupils who have special educational needs to allow those pupils to join in the activities of the school so far as is reasonable, practical and compatible with the child...
receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The College has regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensures that parents are notified of a decision by the school that SEN provision is being made for their child. The pupils themselves will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their reviews and transition processes.

**Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s Headteacher, the Special Education Needs Co-ordinator and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The school will assess each child’s current levels of attainment on entry in order to ensure that we build upon the pattern of learning and experience already established during the child’s primary school years. If any child has an identified special educational need, this information may be transferred from the feeder school. The SENCo and subject teachers will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure on-going observation and assessment provide regular feedback about the child’s achievements and experiences to form the basis for planning the next steps of the child’s learning;
- Involve parents in implementing a joint learning approach at home.

**Partnership with Parents and Primary Schools**

Transition visits to Primary Schools are made by the Team Leader of Year 7 and the SENCo during which information about the special needs of pupils is gathered. The SENCo attends annual reviews of Year 6 pupils with existing statements, EHC plans or CAFs.

New entrants visit the school in the summer term and children with special educational needs are invited to a series of additional visits to ease transition.
Parents are able to contact School through the Student Planner which every pupil carries or if necessary by telephone. They can also make an appointment to discuss more serious issues with the SENCo.

**Admission Policy**

We welcome children with Special Educational Needs to our College Community.

The school recognises the need to achieve an effective system of integration for students with Special Educational Needs and accepts that there must be a whole school approach to the organisation of the curriculum for such students involving teachers from all departments. This is managed by the SENCo.

Although the College was not designed and built for disabled pupils, the Governors are fully supportive of the legislation and duties of the Special Educational Needs Disability Act (SENDA)

The two key duties of The Act for schools are:

- not to treat disabled pupils less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

It does not

- require the school to provide auxiliary aids and services (these should be provided by the Authority’s SEN framework)
- require the school to make substantial alterations to the physical features of the school

**Partnership with Outside Agencies**

Liaison with outside agencies takes place following school-based assessment or parent/teacher referral. If a pupil who is in the SEN 2 (Targeted Provision) category is not making progress in terms of their specific needs and targets, the school may seek advice and expert knowledge from the local authority or other outside agencies. If other agencies are involved, the pupil will move to SEN 3 (Specialist Provision) category to ensure their needs are met. For full details of outside agencies who might be asked to support our school, please refer to the “Local Offer” page on this site.
Support and Additional Provision Available at SBSJ

Pupil Support

Classroom:

- All pupils with a statement or EHC Plan (SEN Stage 4 or 5 – Specialist) receive in-class support for all lessons. Where possible, the school promotes independent learning without students developing a degree of reliance on the support staff. LSA staff are introduced to the relevant pupils and staff, and arrangements are made that suit each individual case, teacher or pupil. The pupils are advised as to who their LSA is and how to work with them or ask for help if they need it. Additionally, LSAs are trained to approach those pupils that they feel may be struggling in certain areas, but are reluctant to ask for help.
- The majority of pupils at SEN 3 Stage (Specialist) receive in-class support in some of their lessons and some pupils at SEN 1 and 2 Stage (Universal and Targeted) receive support in English, Maths and Science. Other SEND pupils may receive alternative support/provision on varying scales depending on specific needs.
- HLTAs are located in English, Maths and ICT to support the teaching and learning in these subjects. These TAs are trained in particular aspects of the subject curriculum and can deliver some specialist provision to small groups. They are also used for specific interventions relating to their subject area.

Non-structured Time:

- Break and lunch times – pupils with additional social needs are encouraged to use The Achievement Centre learning spaces to socialise with other pupils. These areas are staffed at all times and ICT resources are always available. (SB only, but similar things are available on a wider scale at SJC in the form of clubs and social areas for vulnerable pupils.)

Modified Curriculum

An alternative curriculum for KS4 students with academic, social and emotional difficulties. This life skills course is suitable for those pupils who find a traditional KS4 curriculum difficult to manage.

Modified Curriculum – KS3

Nurture Group:

- After a screening process involving online reading tests, staff referrals and KS2 data/testimony, some pupils in years 7, 8 and 9 are chosen to begin an alternative curriculum. This involves the pupils attending “Nurture Group” lessons in the school’s “Achievement Centre” (a branded area in the school used for the delivery of SEN/EAL group work). The nurture groups run at the same time as Geography, History and MFL lessons and the pupils follow a timetable that integrates these subjects with additional literacy and social skills elements.
• Pupils are assessed in their normal lessons, but they have **additional assessment opportunities** in the Nurture Groups and **regular reading/spelling age tests to track progress** and measure intervention.

• The Nurture Group works on the basis of lessons having three outcomes: a written outcome; a verbal/oral outcome; a social outcome (this might involve a discussion or a child praising/assessing their peers).

• For year 7 pupils, the staff might use **phonics work** to supplement the pupils’ learning in English. Although the pupil curriculum appears narrower, the Nurture Groups allow all subjects to be touched upon, but also allow staff to **focus on the greatest needs of the pupils**. The thinking behind the Nurture Groups suggests that unless the pupils have the basic skills that the Nurture Groups improve, they will not be able to access any part of the curriculum properly.

• Nurture Groups have a maximum of 6 pupils. Generally speaking each Nurture Group pupil receives 3 nurture lessons per week delivered by 2 staff. **This generous staff/pupil ratio** allows speedy progress and gives the pupils a good chance of being reintegrated into mainstream curriculum by year 10 with the necessary skills to access it *(Case Study – Some pupils arrived at KS3 with a reading age below 8 years of age and now they are accessing the majority of their KS4 curriculum and are socially integrated into the school community)*

• Because there is a **social skills** element to the schemes of work, the pupils are taken into the community to develop their life skills and learn to integrate with other members of their community. These classes can also be **used to improve behaviour, self-esteem and confidence** in relation to learning.

• Four HLTA/LSA staff are now trained to deliver a Multisensory literacy intervention which has already proved to be a great success in terms of improving reading ages and English levels.

**Literacy/Social Skills 1 – 1 support:**

• MFL lessons in years 7, 8 and 9 are used to withdraw some pupils to deliver additional **1-1 literacy sessions**. This is used as a short or medium term catch up measure to supplement their English curriculum.

• Currently, some pupils are not able to achieve in certain areas of the curriculum in particular subjects due to social inclusion reasons. If this is the case, particularly for pupils with a statement or EHC Plan, the pupils are given **1-1 support** in an alternative area to develop social skills on a smaller scale, whilst allowing less opportunity for conflict and anxiety for pupils involved. For example, a pupil with autism is struggling to maintain a productive relationship with his peers and teaching staff in a particular subject. Instead of him remaining in the lesson and making no progress at all due to behavioural/social issues, he is withdrawn from the lesson to work in the achievement centre on the same subject, but on a 1-1 basis.

• Pupils are also timetabled for withdrawal from certain periods that are designated form time sessions. During this time pupils will work on a specific need instead of the whole school pastoral issues covered in the form group. For example, a year 9 pupil with speech and language difficulties might work on communication and conversation with an LSA during a form period.

• In the last two academic years there has been significant improvements made in terms of **Student Mentors**; Year 10 and 12 pupils at SB and SJC respectively have work for a whole term with vulnerable and needy pupils from KS3 to **develop literacy skills and build positive relationships with older pupils** who have had
a very positive influence on the learning, behaviour and attitude of their younger peers.

**Non-curriculum Learning**

**Better Reading Programme/Toe-by-toe:**
- Pupils are selected based on their reading age from year 7 tests. Pupils below a certain chronological age/percentile will attend TBT/BRP 3 times per week. This is a 1-1 session with an LSA for 20 minutes per session.
- This may run for an entire school year for some pupils or it may involve substituting pupils based on progress and subject referrals.

**Needs based registration provision:**
- Pupils from all year groups will be identified for various types of pre-school intervention based on their needs. This might involve new to English pupils working with EAL support staff or a pupil with BESD needs working to develop relationships with their peers/staff.
LSA (Learning Support Assistant) Responsibilities

- LSA staff will be linked to their subject specialism. Each LSA will have a link with a particular department. This will improve subject knowledge and allow for planning/meeting time.
- LSA staff will also have a need of focus, for example dyslexia. They will act as the key worker for their group of students. This will improve the SEND department in terms of staff knowledge and skills.
- Some LSA staff will be involved in one to one groups/reading scheme.
- Some specialist LSA staff will be involved in intervention groups.

Interventions (Range 3 - 5 Pupils)

- Only a small minority of students will be taken out for intervention.
- Interventions will have a focused scheme that will be assessed each term to show progress. This will appear on Sims markbook.
- Reading scheme and B square will continue. This information will be tracked on Sims provision map. Students in year 11 and 12 will be trained to help lead the reading scheme.
- Possible short term interventions will take place for those students who are identified as showing lack of progress (all years).

Teaching staff

- Teaching staff will receive training by SEN leaders; all teachers will be given information on how to effectively use LSA staff and SEN leaders will monitor if the suggested strategies are in place and making an impact on pupil progress.
- Each department will have a SEN representative that will work with LSAs and SEN leaders throughout the year.
- All SEN information, provision and mapping will be on Sims for all staff to access.
- SEN leaders will provide 'drop in' sessions for teaching staff and LSAs who need training in a particular area or need.

LSA Training

- LSA staff will receive regular, targeted training relating to support strategies, needs and basic skills.
- SEN leaders will deliver this training.

St Bede’s and St Joseph’s LSA Model
Important Documents and Legislation

Here are some important documents and links that explain the SEND changes in more detail or from a government/LEA point of view. All documents are from Bradford Schools (Bradford LEA) or the DfE (Department for Education) website.

- Important questions and answers about SEND at schools from September 2014 - \FILE02\home_staff\dteale\Desktop\LOCAL OFFER\CSP local offer for SB SJC.docx
- A summary of the range of needs and the suggested provision relating to each need at any specific stage. Supplied By Bradford LEA - \FILE02\home_staff\dteale\Desktop\LOCAL OFFER\Q What does the LEA suggest should be on offer for specific needs - School Local Offer - LEA doc for all needs.doc
- The DfE SEND page and links to all important documents – https://www.gov.uk/childrens-services/special-educational-needs