



**ST. PETER'S CATHOLIC HIGH SCHOOL**

# Send Policy

**Author:** Mrs C Hartley

**SLT Approved :** Yes

**Date adopted by Governors:** July 2018

**Date of next review:** July 2019

**Signed:**

**Chair of Governors**

## SEND Policy

### Section 1 - Staff Details

Member of SLT responsible for SEND and LAC: Neil Ashton

SENCO and line manager for TAs: Carrie Hartley

Responsibility for pupil premium: Ian Bromelow

Governor for SEN: Julia Watts

Contact details: St. Peter's Catholic High School, Howards Lane, Orrell, Wigan WN5 01942 747693

### Section 2 - SEND definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her 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.

The aims of our approach to SEND are:

1. To have an inclusive approach to education through friendship and faith
2. To raise aspirations of all students
3. To raise expectations for all

Our school will do this through a systematic approach to identifying and providing for all students who have a special educational need, disability or other additional need. We will work within the guidance provided in the SEND Code of Practice 2014. The SENCO will work within the guidelines of the SEND Policy to provide support and advice for all staff who work with SEND students.

### Section 3 - Identifying Special Educational Needs

Students could be identified as having needs in one of the following four areas, as defined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health issues
4. Sensory and/or physical needs

Students could be identified through one or more of the following ways:

- Transition meetings with primary schools in which we discuss all children and their strengths and difficulties - these meetings highlight children requiring additional support.
- Baseline assessments upon arrival and regular monitoring and assessment highlights areas in which young people need additional intervention for support with learning.
- Referrals or concerns received from staff are explored and investigated and appropriate support is put in place where necessary.
- Parents and carers can contact school with any concerns which can be discussed and investigated.
- Pupils themselves can self - refer if they feel they need support.

#### Section 4 - Our Approach

In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom.

Where additional support is required assessments will be completed and a plan will be put into place which could include:

- In class support
- Small group/1-1 literacy or numeracy intervention
- Small group/1-1 support to help pupils with social, mental and emotional health difficulties
- 1-1 support for behavioural coaching and mentoring.
- Small group 1-1 support for developing social, communication and interaction skills.
- Small group/1-1 support for improving fine motor skills and handwriting.
- Access to specialist literacy/numeracy packages.

(Where intervention packages are put in place, this will inevitably mean short or long term withdrawal from mainstream classes.)

In most cases all children will follow the same curriculum, however this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement.

Some classes are set according to ability; in each year group we have a 'small group' class for those pupils experiencing significant learning difficulties. Small group classes are kept much smaller in number than other classes to allow for more individual teacher input and will usually have at least 1 TA present.

If appropriate at Key Stage 4, a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.

If a member of teaching staff identifies that a student in his or her class is experiencing difficulties they will complete the initial concerns sheet (available on G: Drive, SEN area). This sets out the difficulties being experienced by the students and strategies that are being implemented by the class teacher to overcome these difficulties. These strategies should be implemented for at least half a term. If these strategies work then they can be shared with other teaching staff through the confidential booklet system (a booklet containing details of students with SEND including appropriate strategies available on G:Drive in the SEN area).

If the strategies detailed in the initial concerns document do not overcome the difficulties the student is facing then the SENCO will review this and decide on an appropriate course of action in conjunction with parents and the student. At this point it is likely that the student will be placed on the schools pupil passport system. Pupil passports contain short term and achievable targets along with strategies to help the student achieve. Students and parents are asked to contribute to this document alongside teaching staff; teaching staff will formulate the targets. These documents are then put together by a HLTA and monitored by the SENCO. These are reviewed termly.

If the student isn't making progress towards their targets at the termly review point then further investigation by outside agencies may be considered necessary. The SENCO will refer to appropriate agencies when needed. The advice from these agencies will be followed and specific interventions will be put into place as advised by the agencies. These will be monitored and reviewed termly by the staff carrying out the interventions and the SENCO.

In exceptional circumstances, where a student is not making progress and it is deemed to be due to a SEND by external agencies, school staff and parents then an EHC plan may be applied for. This will only be necessary if, after a costed provision map has been drawn up, the total cost of supporting a student is above £6000 and the difficulties the student faces are causing the student to fall below the nationally recognised cease to maintain criteria.

Once an EHC plan has been secured then students will receive support in line with that detailed in the plan. These plans are reviewed annually by the SENCO, parents, students and members of the local authority SEND team.

For students who may need an alternative specialised school placement we will liaise with the relevant local authority to try to secure a place in an appropriate setting.

#### Section 5 - Exiting the SEND register

At any stage in the cycle described above, students can exit the SEND register or move to a previous stage. This could be due to the student meeting their targets; short term interventions having been successfully completed; the student being at a point where classroom differentiation and quality first teaching is sufficient to support the students. This will be a gradual process and will be closely monitored by the SENCO and the SEN team in school. Parents and students will be liaised with closely through these stages.

#### Section 6 - Supporting pupils and families

Information relating to this can be found at

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Special-Educational-Needs-Information-for-families.aspx>

and

<http://www.saintpetershigh.wigan.sch.uk/keyinformation/SEND>

and

<https://www.saintpetershigh.wigan.sch.uk/keyinformation/admissions>

#### Section 7 - Supporting students in school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

#### Section 8 - Monitoring and Evaluation of SEND

The quality of the in class and intervention provision for SEND students is monitored through regular learning walks of small group and intervention classes.

Annual reviews and termly pupil passport reviews also provide an opportunity for staff, parents and students to monitor the impact of interventions and in class support and differentiation.

Feedback from students through student voice activities is done yearly and parent's feedback is taken at termly SEND parental drop in sessions. This feedback is evaluated and acted upon by the SENCO.

SEND representatives from each curriculum area meet with the SENCO half termly to review the progress of students, evaluate the effectiveness of support on offer and share good practice.

Twice yearly SEN planning and review meetings are held between the SENCO, TESS teacher and Educational Psychologist.

### Section 9 - Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this can include a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

All staff have access to in house CPD when needed. Training courses offered by the local authority are offered to staff. Manual handling certificates and training are updated yearly.

All staff have access to the schools confidential booklet that details the needs of and the strategies to support SEND students. Pupil passports, that contain individual targets, are centrally located on the schools G:Drive. They are also glued into pupil's journals.

The SENCO attends the LA SEND cluster meetings termly and the NASEN SEND conference yearly.

The schools SEN budget is spent on securing teaching assistants to support students with SEND in school and high quality resources to support learning and the emotional and social needs of students.

### Section 10 - Reviewing the policy

Given the current changes in SEND, this policy will be reviewed annually and updated as needed.

### Section 11 - Accessibility

The school complies with regulations set out in the DDA, as amended by the SEN and Disability Act 2001.

### Section 12 - Complaints

Please speak to a member of staff about any concerns that you have.

The procedure for complaints is set out in the schools current policy.

<https://www.saintpetershigh.wigan.sch.uk/keyinformation/policies>

### Section 13 - Bullying

Please see the schools behaviour and anti bullying policy.

<https://www.saintpetershigh.wigan.sch.uk/keyinformation/policies>