

# Cardinal Heenan Catholic High School

## Policy for Special Educational Needs

### **Mission Statement:**

#### **Cardinal Heenan Catholic High School: *Putting our Faith in Education***

#### **Our Mission**

This school exists to serve the Catholic community in providing education of our young within a faith environment, grounded in the vision of Jesus Christ. Our school aims to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others, and grow in the love of God. We aim to serve each other, the Church, parents and the wider community.

We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

#### **Our Goals**

##### *Worship*

To celebrate our faith by creating structures and encouraging attitudes that will make prayer and liturgy highly valued, with all members of our community becoming involved.

##### *Attitudes and Values*

To create within the school a caring community that respects the dignity, integrity and individual needs of all and to develop an understanding and pride in the diversity that is our school's and this country's heritage. In so doing, to ensure that this is a place of truth, honour and kindness where the values of the gospel are seen in all that is attempted and achieved, and where the love of God touches all who come into contact with the school.

##### *Achievement*

To provide all pupils with the means and opportunity to identify and develop their potential intellectually, physically, spiritually and socially, through a balance of self discovery and excellent teaching.

##### *Community*

To value the diversity of people's backgrounds and faiths in our global community and to promote equality of opportunity for all. In so doing, to work with partners, other schools and local businesses to develop life-long learning opportunities and to establish the school in the wider community.

##### *Using Our Talents*

To use the expertise and resources of the school's specialist language status in developing innovative practice and raising standards across the school.

## **Definition of Special Educational Needs (SEN):**

Pupils have special educational needs if they:

- have a learning difficulty in the language in which they will be taught;
- have a learning difficulty which calls for special educational provision to be made for them;
- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.
- are of compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

The Disability Discrimination Act 1995 defines a disability as “a physical or mental impairment which has substantial and long term adverse effect on their ability to carry out normal day to day activities”.

Particular care is required with the identification and assessment of the special educational needs of pupils whose first language is not English. It is necessary to consider the pupils within the context of their home, culture and community. The school will make use of local sources of advice relevant to the ethnic group concerned.

## **Objectives of the Policy:**

The practice, management and deployment of resources within the school are designed to ensure that no child is left behind and that the needs of all learners are met.

The school will work with the local authority (LA) to ensure that pupils' educational needs are identified early and that best practice is used when devising interventions.

Special needs professionals and parents will work in partnership.

The views of parents will be taken into account in respect of their child's particular needs.

The wishes of the child concerned will be taken into account, in light of age and understanding.

All interventions for each pupil will be reviewed regularly and there will be close co-operation between all the agencies concerned. A multi disciplinary approach will be used to resolve issues.

Cardinal Heenan Catholic High School has regard to the SEN Code of Practice whilst meeting its responsibilities.

## Responsibility for SEND Provision

Special Educational Needs provision which is 'additional to' or 'different from' the provision made generally for pupils of their age within a mainstream school.

### Roles and Responsibilities:

#### **The Governing Body Inclusion Governor**

- Determine the school's general policy and approach to provision for pupils with SEND. Establish appropriate staffing and funding arrangements and maintain general oversight of the school's work.
- report to parents annually on school's SEND Policy

#### **SEND Co-ordinator**

- Oversee the day to day operation of the school's SEND Policy
- Liaise with and advising colleagues
- Manage the SEND team of teaching assistants
- Co-ordinate provision for pupils with SEND
- Oversee records on all pupils with SEND
- Liaise with parents of pupils with SEND
- Contribute to the in-service training of staff
- Liaise with external agencies including LA support and psychology service, the careers service, health services, social services, Catholic Care and other voluntary bodies as appropriate.

#### **Assistant Headteacher**

- Work closely with SEND Co-ordinator
- Have overview of all provision for all SEND pupils.

#### **All Teaching Staff**

- Be involved in development of SEND policy
- Be fully aware of school's provision for identifying assessing and making provision for pupils with SEND.



#### **All Teaching Assistants**

- Be involved in development of SEND Policy
- Work with specifically named SEND pupils.

## Identification, Assessment and Provision

Identification and assessment of pupils with special educational needs is a continuing process. The school will use a graduated response to the needs of pupils whilst embodying the principles set out in the Code of Practice that:

- provision for a pupil with special needs should match the nature of their needs;
- there should be regular recording of a pupil's SEN, the action taken and the outcomes.

## Identification

Includes the following, to measure pupil's progress:

- information from primary schools as a starting point for developing the curriculum (SATS);
- information from CATs and Standardised Reading tests
- evidence from teacher observation and assessment;
- the pupil's performance against the level descriptions within the National Curriculum at the end of a Key Stage;
- the pupil's progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks;
- standardised screening or assessment tools.

## Special Educational Needs Provision

Provision for students with SEND is a matter for the school as a whole. In addition to the governing body, the schools head teacher, SENCO and inclusion team, all other members of staff have a responsibility to ensure this is normal practice.

All teachers are teachers of students with SEND, teaching such students is a whole school responsibility which is central to our school ethos.

At the core of every lesson and every curriculum area is a continuous cycle of planning, teaching, assessment, evaluation and reflection that takes into account the wide range of abilities, aptitudes and interests of the students in our school community. The majority of students will learn and progress in line with age related expectations. However, for students with special educational needs there may be a need to provide an enhanced level of provision that supports.

All staff have access to SEND Register documents for students with SEND. It is the responsibility of all staff to make themselves familiar throughout the year with the individual needs of these students in their classes and make differentiated arrangements for their learning.

These are sensitive documents and due care should be taken to protect confidentiality.

## Definitions

There is a wide spectrum of difficulties that can lead to a child experiencing problems in learning, and being assessed as having SEND. This can be divided into four key areas.

### 4 Key Areas of SEND Specific Needs we support

Communication and interaction	Autistic Spectrum Disorders (ASD) Speech, Language and Communication Needs
Cognition and learning	Moderate Learning Needs Specific Learning Difficulties (SpLD)
Social, emotional and mental health	Behavioural Needs Emotional and mental wellbeing Social Needs

Sensory and/or physical	Hearing Impairment Visual Impairment Multi--Sensory Impairment Physical Medical

## **A Graduated Approach to SEND Support**

Cardinal Heenan Catholic High School will adopt a graduated response to meeting special educational needs.

### The Referral Process

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure children's progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the expected targets
- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- Standardised screening or assessment tools

When a student is identified as having special educational needs, the school will enter that student onto a 'waved' structure. Such intervention is a means of helping the school and parents to match special educational provision to individual student needs. The school will record the steps taken to meet the needs of individual students.

The waves are as follows –

### **Wave 1 (Amended teaching)**

High quality teaching is the first step in responding to students who have or may have SEND.

Teachers will engage in a continuous cycle of planning, teaching, assessment and evaluation that takes account of the abilities, aptitudes and interests of all students. The SEND Code of Practice states that additional intervention and support CANNOT compensate for a lack of good quality teaching.

### **Wave 2 (Formal differentiation/intervention in class)**

Any student who does not make adequate progress once they have had all the intervention provided by good quality teaching will be moved to Wave 2. This does not mean they are put on the SEND Register. Class Teachers, Intervention Teaching Assistants and Curriculum Leaders will make regular assessments and informally gather information on the students, including student and parent views.

Teachers may have concerns that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will make a referral to the SENCO to consider what else might be done.

### **Wave 3 (as above with specialist input)**

Where a student continues to make inadequate progress, the SENCO (working with class teachers) assesses whether there is a significant learning need. If so, then there is an agreement about SEN support – at this point they would be placed on the SEN register.

#### **Wave 4 (as above with external input)**

If the student does not make satisfactory progress despite intervention the SENCO will then work with outside agencies to support improved progress.

When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parent will be sought.

Such specialists may include

- Speech and Language Therapists
- Educational Psychologists
- The STARS team
- TaMHS (Targeted Mental Health in Schools)
- CAMHS (Child and Adolescent Mental Health Service)

#### **Wave 5 (support specified in EHC plan)**

Where a student has significant needs they may apply for an Education, Health and Care plan.

This is for students aged up to 25 who need more support than is available through SEND support alone in school. This request should be made where, despite purposeful and relevant action to identify, assess and meet SEND through a graduated approach, the student has not made expected progress.

It is expected that there will be clear evidence of the action taken by the school as part of SEND support when a request for an EHC assessment is made.

A student having an EHC plan means that the school will work closely alongside other agencies providing education, health and social care support to help them make reasonable progress. It will detail extra support needed, effective strategies and relevant information to be used by classroom teachers to better support the student in a classroom setting. This plan will be reviewed regularly to ensure it remains appropriate, until the student reaches the age of 25.

The above process is a fluid one; students can progress both up and down this structure depending on their individual need. Cardinal Heenan Catholic High School will follow an "Assess, Plan, Do, Review" cycle in order to monitor the correct provision being made for each student.

#### **EAL (English as an additional language)**

Whilst EAL alone does not constitute a special educational need, the identification and assessment of the needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of language that is used there or arise from special educational needs.

## **Supporting Students and their Families**

Cardinal Heenan Catholic High School will endeavour to support students and families by working alongside parents and carers and outside agencies in order to create a holistic and multi-actioned approach that will reinforce the positive impact of the overarching support mechanisms. Details are set out in the Cardinal Heenan Catholic High School's 'Local offer' which is available to view on the school website.

Support includes:

- Year 6 Induction days, Year 6 Ambassadors programme, other specific arrangements required for individuals of greater need, such as extra meetings and visits as necessary.
- Joint meetings with parents and appropriate agencies, including annual review meetings.
- Progress Reports and consultation evenings
- Leeds' Local Offer

<http://www.leeds.gov.uk/residents/Pages/Leeds--Local--Offer.aspx>

- Outside agencies: CAMHS, TAMHS, Educational Psychologist, STARS, Dyslexia Action

Transition from class to class, across keystages and to another school will be monitored by the SEND team with necessary information being passed to the appropriate staff.

## **Exam Access**

Students identified as requiring exam access or who have an existing EHC plan will receive the correct level of exam access testing and evaluation. This will be reviewed at each key stage and prior to external exams in order to secure the appropriate level of support required.

Evidence of attainment and progress will be used to support the appeal, alongside any existing access arrangements.

## **Supporting students at school with medical conditions**

Cardinal Heenan Catholic High School realise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case we will comply with the duties set out under the Equality Act 2010.

Some students may also have SEND and may have a statement or EHC plan and the SEND

The Code of Practise will be followed.

Staff will be made aware of the individual medical needs of students through the Inclusion Register. In some cases individual risk assessments and healthcare plans will be implemented.

Staff receive training on specific medical needs, including annual epi-pen training and first aiders maintain an up to date qualification.

Medical supplies are kept in a clearly labelled, locked room, accessible by trained first aiders. Medical supplies, are regularly checked to ensure they are "in date", and parents

and carers notified if not. It is the responsibility of parents and carers to supply the school with the appropriate supplies.

### **Monitoring Pupils' Progress**

If teachers have concerns that a pupil is not learning as effectively as possible, despite a differentiated teaching style, the SENCo will be consulted to consider what else might be done. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might for instance be progress which:

- closes the attainment gap between the pupil and the pupil's peers;
- matches or betters the pupils previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self help, social or personal skills;
- demonstrates improvements in the pupils behaviour;
- is likely to lead to appropriate accreditation;
- is likely to lead to participation in further education, training and or employment.

### **The Role of the Private Assessment in identifying Specific Learning Difficulties**

We are aware that sometimes parents choose to have a private Educational Psychologist assessment and that a 'diagnosis' of Specific Learning Difficulties may be made from this, along with recommendations for intervention.

Parents need to be aware that private assessments may make recommendations for specialist teaching and/or programs. These recommendations can be discussed with school however school may not be able to put into place very specific recommendations around programs and resources.

### **Financial Resources**

Funding for inclusion (FFI) is available for SEND pupils with severe and life long difficulties. This will be used to meet pupil's special education needs.

### **Complaints Procedure**

#### **Grievance with the School**

If a parent or carer believes that the school is not meeting the needs of the child:

1. The situation should be discussed with the SENCO.
2. If the outcome of this discussion is unsatisfactory, reference should be made to the Assistant Headteacher responsible for Inclusion.

3. If the outcome of this discussion is unsatisfactory, reference should be made to the Headteacher.
4. If the parents are still unsatisfied, the matter should then be referred to the Governor with the responsibility for Special Needs.

### **Grievance with the LA**

The parents should contact the Responsible Officer at the LA.

### **Admissions**

Please refer to the following links for information on admissions.

<https://www.gov.uk/government/publications/school-admissions-code--2>

You'll find our admissions policy on the website at:

<http://www.cardinalheenan.com/index.php/admissions/admissions-2017>