

CARDINAL POLE CATHOLIC SCHOOL



Special Educational Needs & Disability Policy

Approved by
Governors

Signed:

Date:

Review due date (2 years):

1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of pupils and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teachers or non teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teachers and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in pupils and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should in their behaviour and attitudes set positive examples for pupils and encourage them in the practice of faith. The school seeks to establish close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

3. Aims

- To establish an ongoing commitment to building a Christian Community through the individual care of pupils and staff
- To be an achieving school
- To ensure that all members of staff promote pupil achievement through the acquisition of skills and knowledge appropriate to their own ability and within the framework of equality of opportunity
- To establish an environment appropriate to teaching and learning in which positive and responsible attitudes in our pupils are encouraged and recognised
- To promote the spiritual and professional development of our staff so that they may lead by example and encourage our pupils in their academic and spiritual development

We plan to meet these aims through the following objectives:

- Accord the spiritual development of members of our community the highest possible importance.
- Promote school, year team and form liturgies
- Promote the personal and social development of our pupils
- Create a caring community in which respect, acceptance and concern for others

- are deemed essential qualities
- Develop strategies that will encourage pupils to achieve the highest possible standards of work appropriate to their ability
 - Encourage high levels of expectation in our pupils and a determination to aspire to them
 - Ensure that the school is set in the context of a partnership with our parents, parishes and the local community
 - Establish effective systems of monitoring our aims

4. Special Educational Needs & Disability Policy

5. The school fully endorses the principle of equal opportunity and recognizes that it has a statutory duty to meet the needs of all pupils and provide maximum access to the National curriculum. This policy follows the guidelines set out in the Special Education Needs Code of Practice (England, Ireland & Wales 2014).

6. Basic Information about the school's special education & disability provision

6.1 Our aims are:

- To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs
- To support pupils with social, emotional and mental health difficulties so that they can achieve success at school
- To develop pupils' literacy, numeracy and study skills to enable them to access the curriculum
- To identify and assess pupils with SEND as early and thoroughly as is possible and necessary
- To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

- 6.2 The SEND policy contributes towards meeting the above objectives by having an effective referral system and relies on early identification and assessment. It outlines of the different types of provision offered to pupils and ensures that the implementation and success of the policy is monitored by the Head teacher and the Governing Body .Goal setting, exam results of pupils with

SEND and the monitoring of attendance, number of exclusions and the school intake provide indicators of the success or failure of the SEND policy.

6.3 The person who is responsible for co-ordinating the provision of education for pupils with special educational needs at the school is the Special Education Needs Coordinator, line managed by the Deputy Headteacher for Inclusion.

6.4 The Special Education Needs Coordinator is responsible for the following:

- Raising awareness and providing leaders with information relating to the progress of students with SEND
- setting up systems for identifying, assessing and reviewing SEND
- collecting and making effective use of data to monitor and evaluate the achievement and attainment of pupils with SEND.
- maintaining the SEND register and overseeing the records of pupils with SEND
- setting targets for pupils with SEND
- identifying and adopting the most effective teaching approaches for pupils with SEND
- identifying resources and developing programmes of support needed to meet the needs of pupils with SEND
- identifying and teaching study skills that will develop pupil's ability to work independently
- monitoring teaching and learning activities to meet the needs of pupils with SEND
- advising staff on strategies to be used to meet the needs of individual pupils
- encouraging all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEND
- managing the provision of information to parent/carers and staff about pupil needs , goal setting, one page profiles , and reviews
- liaising with all Department Heads in order to effectively deliver the special educational needs and disabilities service, and to ensure that all pupils make progress in accordance with their One Page Profile.
- working with Heads of Year to co-ordinate involvement of outside agencies such as Educational Psychology Service, Child Guidance Services and other relevant external agencies .

6.5 Admission arrangements for pupils with special educational needs and disabilities but without an Educational Health Core Plan are the same as for other pupils. For pupils with an EHCP Hackney Learning Trust determines admission, having regard to parental preference and in consultation with the school.

6.6 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 0-25 July 2014 describes the four broad categories of need as:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical Needs

These areas give a broad overview of the range of needs which practitioners should plan for. We recognise that individual learners can often have needs which are identified as being in some, most or all of these areas and that these needs may change over time.

As such our response should be person centred, graduated and always based on an understanding of their needs and personal strengths and should seek to address and support them all. This is achieved by using evidence based interventions which are targeted at areas of difficulty and where required embrace the use of specialist equipment or technology.

This will help to overcome any barriers to learning and participation for students and support them in engaging with a broad and balanced curriculum and in their ability to make at least good progress over time from KS2 to KS4. Where students are identified as making slow or horizontal progress due to their specific needs this progress may be relative to their starting points.

- 6.7 Other factors may contribute to a negative impact on progress but are not considered to be a Special Educational Need. The primary factor of being placed on SEN Support being in receipt of an Education Health and Care Plan (EHCP) must be an educational need. These other factors might include:

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not equate to SEN but the SENCO will consult with students and parents to ensure that any reasonable adjustments are made)

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of the Pupil Premium Grant

Being a Looked After Child

- 6.8 In line with the code of practice we no longer recognise behaviour as a category of need or as an acceptable way of describing SEN. Any concerns relating to a student's behaviour are assessed to ascertain the underlying cause of the behaviour as a response to an educational need.

7. The Code of Practice states that students are only identified as SEN if they do not make adequate progress despite a consistent diet of Quality First Teaching and appropriate interventions.

Cardinal Pole Catholic School supports teaching staff to be responsible and accountable for the progress and development of students in their classes. This includes being involved in the planning for and monitoring of the progress of students who access support from additional adults. High quality teaching, which is differentiated for individual students, is the first response to students who may or may not have SEN.

- 7.1 Additional intervention and support cannot compensate for a lack of quality teaching.

- 7.2 The school monitors and reviews the standard of Teaching and Learning through its observation schedule and appraisal programme. Teachers are formally observed three times a year and the Headteacher, senior staff and pastoral team conduct regular learning walks.
- 7.3 The identification of underachieving students by Senior Leaders, Heads of Department, Heads of Year and the SENCO allows the school to ensure the quality of teaching for all students is good or better.
- 7.4 Where a need for further training or development is identified, staff are supported to broaden their understanding of teaching students with High Incidence, Low Need and Low Incidence, High Need.
- 7.5 The SENCO may decide it is appropriate in line with the graduated response to place a student on the SEN register for SEN Support. This involves consultation with the student, their parents and the student's teachers. Assessment data is analysed to evaluate student progress in line with their peers within the school, nationally and in the context of national expectations. This includes a range of high quality assessment tools which provide the SENCO with standardised scores and quantified data to establish areas of specific need.
- 7.6 Where a higher level of need is identified it may be necessary to consult with specialist teachers, other educational and health care professionals or Educational Psychologists to conduct more specialised assessments in order to further develop both understanding and response to these additional needs. This may but not always result in a decision to apply for an Education Health and Care Plan in order to ensure we are funded sufficiently to employ the range of provisions which will enhance the students' educational experience and support them to make at least expected progress. There is still an opportunity to apply to the Local Authority for additional funding without the need for an EHCP. The SEND department, working in close collaboration with outside agencies, caters for the following categories of SEND: Communication & Interaction (C&I), Cognition & Learning (C&L), Social, emotional and mental health difficulties (SEMH), Sensory and/or physical needs (PD). There are also pupils with a mild hearing loss, minor eyesight difficulties, medical conditions such as sickle cell or a physical disability. There is an Inclusion Room for pupils at risk of exclusion. Learning mentors provide counselling and support for pupils with emotional, behavioural and social difficulties. All SEND teachers and teaching assistants are encouraged to develop specialisms within the field of special needs.
- 7.7 Facilities for disabled pupils are available and include adapted toilets, handrails and graded ramping. The school will continue to reduce physical barriers to inclusion by increasing the availability of physical aids to access the curriculum, making further adaptations to the building where possible and working with neighbouring schools to share resources.

8. Identification, Assessment and Provision

- 8.1 The allocation of resources to support pupils with SEND is determined by the type of SEND and level of need. The nature and amount of support received by a pupil in class and in a withdrawal setting depends on the recommendations of the EHCP and the level at which the EHCP is resourced by the LEA. Pupils without an EHCP, in particular those at SEND Support, also qualify for additional support from SEND staff both in the classroom and in a withdrawal setting, based on the advice of the external agency involved. Intervention and SEND support for pupils with initial concerns or minor needs is carried out by the class teacher through curriculum differentiation. Whatever the amount of direct support provided by support staff to pupils within EHCP and those at SEND Support, delivery of individual education plans, devising strategies and identifying appropriate methods of access to the curriculum for every pupil with SEND is the responsibility of subject teachers. The school receives funding for pupils with SEND from, and is accountable to, the Hackney Learning Trust. The Headteacher decides how to use the funds in order to provide the best possible support to pupils with SEND.
- 8.2 The process of identification and assessment starts through liaison with our primary feeder schools. Information is also collected from visiting parents; the cognitive abilities test is done prior to admission, reading comprehension and maths tests on induction day, a spelling test shortly after admission, lesson observations and primary school files. Relevant information is distributed to staff to ensure that early action and an appropriate curriculum is planned for pupils with special educational needs and disabilities.
- 8.3 Pupils causing concern for the first time and not already known to the department may be referred for assessment by staff, parents or other professionals. Staff is advised to fill in a referral form, copies of which are in both staff rooms. Concerns are investigated by referring to teacher observations and assessment, National Curriculum levels, exam performance, pupil and parental views as well as results from standardized screening tests. As the result of such an investigation, a pupil may start receiving SEN support. Provision of SEND Support involves advice and support from outside agencies.
- 8.4 All SEND pupils have an OPP/IEP. The OPP records that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all pupils. The OPP focuses on three or four individual targets, chosen from those relating to the key areas of communication, literacy, numeracy, mental health and social skills to match pupils' needs. The targets are chosen in consultation with pupils, parents and teachers.
- 8.5 OPP reviews for pupils on SEND Support are done at least twice yearly, in December/January and June/July. Pupils with an EHCP are reviewed as often as is necessary, at least once termly in addition to the statutory annual review which involves outside agencies. Parents, pupils and relevant staff are invited to review meetings. Feedback from staff may also be gathered from school

reports. The progress of pupils may be reviewed at parents' evening, in particular those at SEND Support level.

- 8.6 Pupils joining the school after the start of the academic year are tested and any relevant SEND information is passed on to the Head of Year and members of staff concerned and appropriate action is taken by the SEND department.
- 8.7 SEND pupils follow the same National Curriculum as other pupils although there are occasions when it may be necessary to choose work from earlier key stages to enable some pupils with SEND to progress and demonstrate attainment. A request for disapplication in Year 10 or 11 may be made if a pupil cannot cope with the National Curriculum.
- 8.8 Support is provided to pupils as far as possible within the classroom to provide access to a balanced and broadly based curriculum and to promote inclusion. Pupils with very specific needs may be withdrawn individually or in a small group to improve their literacy, numeracy or social skills, or to be given support with coursework. Sometimes pupils may be withdrawn in a small group to help them access the curriculum.
- 8.9 It is the responsibility of mainstream staff to use differentiated materials to increase pupils' access to the curriculum. In lessons which are supported, both the mainstream and the support teacher/LSA must liaise and collaborate to plan relevant activities and develop or adopt appropriate teaching methods and resources. SEND staff are available to offer advice and information on how pupils' needs can be met within the mainstream classroom and on relevant INSET courses on SEND.
- 8.10 In-class support is targeted at pupils with SEND. However, support teachers are encouraged to help other pupils and to engage with the whole class when possible so that pupils with SEND do not feel they are in any way different from the rest of the class.
- 8.11 Pupils with SEND are encouraged to attend after school/Saturday revision classes, homework and extra-curricular clubs so that they can have better access to the National Curriculum.
- 8.12 Pupils with SEND are given the same opportunities as other pupils. They are encouraged to engage in the activities of the school together with pupils who do not have special educational needs and disabilities.
- 8.13 The governing body and the SEND governor (Ms Lynn Stone) cooperate with the Headteacher in overseeing provision for pupils with SEND. Target setting, reviews, analysis of exam results in both internal and external examinations provide relevant indicators of the success or failure of the school's SEND policy. The self-review done in collaboration with the Educational Psychology Service and the regular audits by the Hackney Learning Trust provide the SEN department with an action plan and targets for improvement. The SEN policy is an important means of enhancing the quality of SEN provision. It is a working document to be referred to by staff and to be reviewed regularly.

The Learning Support working party provides an ongoing opportunity to review and improve SEN provision.

- 8.14 If parents are not satisfied with the proposed provision or feel that the school is not meeting the needs of their children, they should contact the Special Needs Co-ordinator, by telephone or letter, to arrange a meeting to discuss their concern. Review meetings and parents' evenings also provide parents with an opportunity to express any concerns. If matters are not resolved, they may ask for a meeting with the Deputy Headteacher responsible for learning support. (Paula White). If a mutual agreement is not reached, they should contact the Headteacher and eventually the SEN Governor. If parents are still not happy after using the school's complaint's procedure, they should contact the Hackney Learning Trust. Parents are advised to be accompanied, if necessary, by a friend or a representative from the Parent Partnership Service or a voluntary organisation.

9. Staffing policies and Partnership with External Agencies

- 9.1 All SEND and mainstream teachers are encouraged to attend external INSET courses on SEND. Support staff must seek to develop within the field of special needs. Heads of subject departments has a responsibility to ensure that members of their department receive appropriate training in meeting the diversity of needs in the classroom and overcoming barriers to learning. Information on INSET is available in the SEN department and the staffroom notice boards. The SEND department offers training and advice to NQTs and trainee teachers. Discussion of special educational needs issues also takes place at staff meetings, link meetings and subject department meetings attended by support teachers. Subject departments may request the SEN department to offer training to their members. The school may also draw on the Hackney Learning Trust and other external agencies to support staff development related to SEND provision.
- 9.2 The school works closely with professionals from the Hackney Learning Trust, including the Educational Psychology Service, the Inclusion Team and the Speech Therapy Service. Such external support may be targeted at individual pupils, groups of pupils, staff development, curriculum or organisational development.
- 9.3 The school acknowledges the importance of effective communication with parents as outlined in the Code of Practice. Regular contact is maintained with parents through phone calls and letters and at parents' evenings. They are invited for every review of their child's progress. No referral to an external agency is made without their permission. Similarly they are consulted before their child is put on the SEND profiling system. They can have access to records, reports and results of any assessment or test.
- 9.4 The school keeps close links with the feeder primary schools by phone calls, letters and regular visits to discuss transfer of pupils with SEND. We work closely with other secondary schools to exchange and share ideas and information on SEND issues and practices .We welcome pupils from local special schools to give them an opportunity to be integrated into mainstream schooling. A representative from Connexions attends review meetings of

pupils who have an EHCP or are on SEND Support to help them plan for further education and a career. The SEND department works closely with the school's careers officer so that pupils with SEND get appropriate careers advice and liaises with Alternative Provision to monitor the progress of pupils with SEND who are on external provision or on an alternative placement.

- 9.5 The school recognises the need for effective collaboration with external agencies such as Social Services, Health Services, Education Welfare, the Child and Family Consultation Service, and the careers advisory services in order to get expert help and support for pupils with SEND.

10. EXITING THE SEN REGISTER

10.1 It is always an ambition of the school that the support which is put in place at whatever level will result in the student making progress in line with their peers. If this progress is sustained over time then it will always be the intention of the school to reduce the level of support the student receives. If this is the case we may recommend that a Statement or EHCP is no longer appropriate and this would be done at the student's Annual Review meeting. Where students appear on the SEN register of SEN support it may mean that they are removed from the register completely.

- 10.2 A student would only be removed if they had evidenced sustained progress over time with a level of support which has been faded back to the point where any progress is achieved independently.

11. Outcomes for students in year 11 and 13 with SEND

All students who have special or additional needs have made a positive transition to education or employment at Post 16, some of whom gained enough points to remain at Cardinal Pole catholic School Sixth Form.

Most students with additional needs leave the school at 16 and join appropriate courses at college.