





Deus Fortitudo Mea

# St Augustine's Catholic High School and Sixth Form

## SEND Policy

Approved		Date
Co-Chair, Governors		07.12.22
Principal G T O'Connor		07.12.22
Committee Meeting:	Standards & Performance	07.12.22
Cycle of Review: 3 years Next Review Date: Dec-25		



# Our Lady of the Magnificat Multi-Academy Company

## SEND Policy

*'It is our aim to provide the very best for all pupils in our schools in the context of a loving Christ-centred educational community.'*

The Board of Directors has a responsibility to ensure the school has a qualified teacher as the SENCo. This policy is a generic policy across the MAC with minor amendments made for each individual Academy.

### Beliefs and values

As Catholic Academies, within the Our Lady of the Magnificat, we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children. We believe that every teacher is a teacher of every pupil; including those with SEND.

### Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo) and the SEN information report

### Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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. 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.
- Accordingly, the special education needs policy seeks to ensure that:
  1. Individual differences in pupils are recognised and needs identified.
  2. Each pupil receives the best education possible and achieves their full potential.
  3. Children with SEND will be offered a broad, balanced and relevant education.

4. All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

## **Roles and responsibilities**

### **The SENDCo**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The Headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Provide Wave 1 provision in the classroom
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **SEN information report**

#### **The kinds of SEN 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, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Within the school SEND information report, which is found on the schools website and updated yearly, you will see the provisions that are put into place for students with these various needs.

### **Identifying pupils with SEN and assessing their needs**

Pupils with SEND are identified using The Code of Practice 2015 (pg 95 6.17/6.18/6.19)

### **Entry and Exit to the SEND register**

#### **Entry to the SEND register**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. We will also liaise with feeder schools to provide a clear picture of any provision that has been put in place previously. On a termly basis, we will make regular assessments of progress for all pupils 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will follow the graduated approach and firstly consider what Wave 1 strategies have already been used and is there any further support that can be put into place. We will then look at any Wave 2 strategies that could support, usually this will mean the student will be placed on the SEND Monitoring list to see if progress is made, some students may be placed onto the SEND list at this point depending on level of need. Following this, Wave 3 strategies could be put into place and the student may be added to the SEND register.

#### **Exit from the SEND register**

At the three assessment points throughout the year when we review student progress, students will be considered for removal from the SEN register if they are making progress in line with expectation. The discussion around this will occur at the relevant times within the year and parents will be kept informed of any decisions related to their child through conversations with the SEND team and where students are to be removed from the SEND register, this will be confirmed in writing.

#### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's provision map.

We will formally notify parents when it is decided that a pupil should be added or removed from the SEND register. Students who are taken off the SEND register will continue to be monitored for a minimum of two terms on the schools SEND monitoring list.

### **Assessing and reviewing pupils' progress towards outcomes**

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

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

### **Our approach to teaching pupils with SEN**

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. These are our Wave 1 strategies.

Other additional support (Wave 2 strategies) we may provide include:

- Progress leaders and HLTAs supporting students in interventions and small groups
- Mentoring, 1:1 support, small group support via the SEND team
- Homework support
- Enhancement/revision sessions
- Organisational support
- Phonics support
- Lexia Core 5
- Well-being support through our welfare officer
- Access arrangements for examinations and assessments if needed
- Access to external support agencies e.g CCN team, LST support (Wave 3 strategies)

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

#### **Complaints Procedure**

- Refer to school complaints policy.
- Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) <http://www.worcestershire.gov.uk/sendias>
- For further concerns parents can contact SEN Services: [SEN@worcestershire.gov.uk](mailto:SEN@worcestershire.gov.uk) for mediation services.