



St Bede's

Roman Catholic High School

SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY

A WHOLE - SCHOOL POLICY ON SPECIAL EDUCATIONAL NEEDS AND INCLUSION

PHILOSOPHY AND ETHOS

This document is a written statement of St Bede's R C High School's whole-school policy on SEND. It is not a standalone policy. It should be read in conjunction with other school policies, such as Children's and Families Act 2014, the Behaviour for Learning Policy, The Disability Discrimination Act 2005 which was superseded by the 2010 Equality Act, Department Policies, Multi-cultural Education, Child Protection and Safe to Learn Policies. Most information provided about children with SEND is protected under the provision of the Data Provision Act.

Blackburn with Darwen Education Authority is committed to inclusive education and has produced an action plan of its intentions. The overall aim of inclusion is for pupils with SEND into the mainstream school to enable each child to be a part of the school society. If there is to be genuine inclusion of children with a variety of SEND, then this must be the concern of **everyone** in the school.

It will be made available to all staff, parents and governors.

AIMS OF THE LEARNING SUPPORT DEPARTMENT.

The aims of the department are summarised below:

- To develop staff awareness and understanding of pupils' individual needs, thus leading to their acceptance of shared responsibility for the education of all pupils.
- Ensure that the Learning Support Department has a high status and is valued by staff, parents and pupils.
- To encourage the acknowledgement of all forms of achievement in an attempt to raise the self-esteem of the pupils who have previously experienced failure and disappointment.
- To advise and assist staff in the preparation of differentiated materials and approaches, which enable pupils to become independent learners.
- To work partnership with parents in the identification and implementation of strategies for support of pupils with difficulties.
- To work in close liaison with external agencies to provide appropriate and effective support for all pupils with Special Educational Needs.

The Department constantly strives to achieve these aims through the Departmental Development Plan, which is regularly evaluated and amended to reflect current government, LA and School Policies.

ETHOS

The Special Needs Policy has the Aims and Objectives of St Bede's Catholic High School central to its implementation. The Governing Body supports the principles of:

The work of the school is the spiritual, moral, intellectual, aesthetic and physical development of each pupil. It seeks to put Christ at the centre of every activity, worship, learning and service to others.

With regard to Learning Support we seek to:

- Promote early identification and assessment of children with Special Educational Needs
- Provide suitable individual programmes to try to help pupils overcome specific problems
- Promote inclusion in all activities

The policy is linked to the whole school improvement plan, and targets relating to Inclusion are reviewed annually.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEND provision is continually monitored;
- The SEND policy is reported on in the school prospectus and children's progress is reported in the school profile.

ADMISSIONS POLICY

The school's admissions policy for pupils with special educational needs is the same as for all pupils and is administered by the Local Education Authority.

COMPLAINTS PROCEDURE

We hope that informal discussion with the Learning Support Co-ordinator will resolve most issues of potential or actual concern.

Where, however, such concerns are not resolved, the Head Teacher and other senior staff are readily available to discuss any matter with parents.

We have a formal complaints procedure, which involves the school's Governing Body and/or the Local Authority. Details of the procedure and documents may be obtained from the school website at www.stbedesblackburn.com

THE CURRICULUM

The Learning Support Department recognises that all children are entitled to a broad, balanced and differentiated curriculum, relevant and appropriate to their needs.

Access to all areas of the curriculum, for all pupils, will be sought in the following ways:-

- By implementing an agreed strategy for the identification, diagnosis and monitoring of all pupils with SEND.
- By implementing agreed strategies for supporting pupils with SEND and ensuring that individual and group needs are met.
- By ensuring that all children have access to all of the buildings and facilities.
- By careful expenditure of financial resources to allow access to all areas of the curriculum for all pupils.

At Key Stage 4, where appropriate, some pupils may be offered an alternative or personalised curriculum.

THE SEN CODE OF PRACTICE

St Bede's makes note of the Code of Practice as appropriate.

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

a Have significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority.

STAGED INTERVENTION

Pupils with needs which require additional support or funding or nurture provision are placed on the SEND register as well as pupils with IPRA/EHCPs.

Pupils on the school SEND register have an individual provision map outlining KS2 and KS3 attainment in English, Maths and Science, details of external agencies and named staff working with the pupil. Barriers to learning and suggested strategies to be implemented are included. These are held on the school Intranet and are available for teaching staff; this outlines the provision required to meet those needs.

Each pupil on the register has their needs monitored, to assess the effectiveness of the provision and to identify future needs.

THE DISABILITY EQUALITY DUTY

In 2006, the “disability equality duty” came into force, as introduced by the Disability Discrimination Act 2005. This puts a general duty on public authorities - including schools and further and higher education institutions - to promote disability equality. Regulations published under the Act put a specific duty on public authorities to prepare and publish a disability equality scheme which gives details of how disability equality is being promoted. Schools must have regard to the need to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment, promote positive attitudes to disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people’s needs, even if this requires more favourable treatment.

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

IDENTIFICATION AND MONITORING OF PUPILS' SPECIAL EDUCATIONAL NEEDS.

This involves the identification and targeting of pupils with SEND and the analysis of their difficulties. This process may involve the following approaches:-

1. Obtaining information from Feeder Primary Schools.

- Transfer documents
- Liaison with Primary school Head Teacher, Class Teacher, SENDCO.
- Meeting with parents.
- National Curriculum Key Stage 2 Levels (SATs)
- Information from National Literacy Strategy and National Numeracy Strategy.
- Attendance at Year 6 Reviews whenever possible.

2. Screening of Year 7 Pupils.

- During the first half-term, Year 7 pupils have tests for reading accuracy, reading comprehension and spelling by the Learning Support Department. In addition, we administer an on-line Lucid specific learning difficulty assessment in the first term.
- Pupils who have below average scores are further assessed and may be given specific intervention.
- The Mathematics Department place pupils in appropriate sets at the beginning of the first term following an assessment.

3. Screening Tests

- NFER Group Reading Tests for Accuracy and Comprehension.
- Young's Parallel Spelling Test.
- WIAT tests in spelling, reading and numeracy.
- LUCID Rapid and LUCID Exact
- DASH handwriting

4. Results obtained from the tests_

- Reading Accuracy.
- Reading Comprehension.
- Spelling Age
- Verbal Ability
- Auditory processing
- Non-verbal Ability
- Quantitative Ability
- Reading speed
- Speed of handwriting, speed of keyboard use and measure of accuracy

5. Teacher Observation

- In-class observation by subject specialists to assess pupils' difficulties in coping with the curriculum.
- In-class observation by members of the Learning Support Department to assess difficulties.
- Referrals of pupils experiencing difficulties, to SENDCO, by Pastoral or Subject Teachers.

PUPILS WITH IPRA/EHCP

Copies of EHCPs and IPRA documentation are kept in the pupil files in the Learning Support Department. Appropriate information is available on the school Intranet and updated regularly. Pupils have their IPRA/EHCPs reviewed at least annually.

PROVISION MAPS

The identification of pupils with special educational needs is followed by careful analysis of the strengths, weaknesses and needs of each individual, so that a programme of learning can be planned and implemented.

- The nature of the child's learning difficulties.
- Special educational provision - including staff involved and specific programmes, activities, materials and equipment.
- Strengths and weaknesses/barriers to learning plus strategies to address these

PROVISION OF SUPPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The support provided is be as flexible as possible, in order to meet the needs of the individual pupil.

Curriculum

- All pupils are entitled to follow the National Curriculum.
- Schemes of work are designed so that they are accessible to all abilities. Work set is differentiated according to ability.
- Sufficient extension work can be set in order to stretch the more able pupils.
- If necessary, each skill area can be task analysed into smaller "chunks" for pupils experiencing difficulties.
- All teachers are responsible for appropriate differentiation of materials used in their lessons.
- Other media, such as computers, audio and visual facilities are explored, wherever appropriate, to aid pupils.

Organisation

- Organisation of teaching groups to maximise the achievement of pupils.
- The Learning Support Co-ordinator will organise a timetable of support for pupils with SEND as appropriate.
- The support provided will take a variety of forms - in-class, group or individual withdrawal.
- The Learning Support Co-ordinator, Support Teachers and Teaching Assistants will liaise closely with subject teachers, to establish the most effective methods of support for individuals and groups of pupils with SEND.
- External and ancillary support may be used, wherever appropriate, e.g. specialist teachers for Hearing Impaired, Complex Learning Difficulties etc.

Teacher Awareness

- The Learning Support Co-ordinator informs staff about all pupils identified as having SEND.
- It is the responsibility of Academic Leaders and Heads of College to establish a climate of support for SEND within their groups - to confirm and share good practice and to refer pupils who are experiencing difficulties in their subject to the Learning Support Co-ordinator.

Cross-curricular and Pastoral Links

- There are well established links between the School's Behaviour for Learning Policy and the Learning Support Department. Pupils with Social, Emotional and Behavioural Difficulties receive support from the Learning Support Department.
- The Learning Support Department and the English Department have an active role in establishing the National Literacy Strategy across the whole school curriculum.
- The English Department leads the whole school reading intervention strategy across all year groups.
- The Learning Support Department works closely with the Mathematics Department to implement the National Numeracy Strategy.
- The school's staff development programme is structured to encourage flexibility in teaching approaches. Special needs issues are an integral part of the programme.

The Literacy Across the Curriculum

Pupils across all year groups can be withdrawn for additional literacy intervention following diagnostic screening.

Courses for Key Stage 4 pupils

Pupils with SEND now have the opportunity of selecting some alternative curriculum courses to GCSEs.

FINANCIAL RESOURCES

In order for there to be access to all areas of the curriculum for all pupils, the allocated resources to support pupils with SEND must be reflected in an adequate proportion of curriculum expenditure.

The Learning Support Department has a delegated budget each academic year. All school departments are provided with sufficient funds to allow a proportion of their budgets to be spent on pupils with SEN.

THE ROLE OF THE LEARNING SUPPORT CO-ORDINATOR

At St Bede's R C High School, the role of the Learning Support Co-ordinator is undertaken by the Assistant Headteacher (SEN/Inclusion). This is a strategic role in helping the school to develop quality provision for pupils with SEN across the curriculum. This will be done by contributing to new initiatives undertaken by the school. In addition, the Learning Support Co-ordinator is responsible for maintaining and developing the work of the department's structures and systems.

In order to achieve this, the Learning Support Co-ordinator will :-

- Promote the importance of the role of the Learning Support Department with all staff in school.
- Ensure that all staff are confident in their ability to plan for and meet the needs of pupils with SEN.
- Actively become involved in the induction programme of new staff, NQTs and pupils to ensure that they are familiar with SEND procedures and are confident in their ability to meet the needs of pupils with SEND.
- Liaise with subject specialists, Pastoral Managers and Teaching Assistants with regard to the identification, and assessment of pupils with SEND and creation and updating of Pupil Thumbnails.
- Regularly review the progress of pupils on the register of special needs.
- Co-ordinate the work of Specialist HLTAs and the Lead Teaching Assistants.
- Co-ordinate curriculum support across the full range of ages, attainment and subjects.
- Efficiently manage the SEN Resource Base and Foundation School.
- Support subject specialists in dealing with pupils with SEND.
- Liaise with the Senior Management Team.
- Provide information on pupils with SEND to all subject staff, Heads of College and Pastoral Managers.
- Liaise with Partner Primary Schools and SENCOs.
- Become involved with and, where appropriate, lead developments in whole school initiatives.
- Liaise with relevant external agencies.
- Work in partnership with parents of pupils with SEND.
- Contribute to the Statutory Assessment process for pupils with substantial special needs.

- Initiate and carry through annual EHCP and IPRA reviews.
- Arrange Year 9 Transition Reviews and write Review Summaries and Transition Plans.
- Liaise with the examinations officer in applying for access arrangements, where appropriate, in GCSEs and other external examinations and tests. Arrange access arrangements for school examinations.

LIAISON WITH PARENTS

St Bede's values the contribution that parents can make to the education of their children. To this end, close links have been established with the parents of pupils with SEND. All parents of the new Year 7 intake are invited to a presentation by the Head Teacher which includes SEND provision as part of the Key Stage 3 Transition evening.

Parents are consulted at each stage of the identification, assessment and monitoring of pupils. Every attempt is made to work with parents in partnership, if their child is encountering difficulties and to work with parents in joint support of their child's needs.

REVIEWS

Parents are invited to annual reviews of pupils. It is sometimes necessary to hold more than one review a year. Parents are consulted, where necessary at each stage of the monitoring and assessment of pupils. Parents are encouraged to contact the Learning Support Co-ordinator if they have any concerns about their child's progress. Reviews are undertaken following the guidelines in the Code of Practice.

LIAISON WITH EXTERNAL AGENCIES

The Learning Support Department is committed to a multi-disciplinary approach to meeting the needs of pupils. As a result, close links are established between St Bede's R C High and local services for SEN. There is a regular exchange of expertise and facilities. As a Senior Designated Person for Child Protection, the Assistant Headteacher for SEN/Inclusion works closely with the First Response and Early Intervention Team as part of Children's Integrated Services.

ACCESS TO SCHOOL BUILDINGS AND FACILITIES

Access to the school buildings and facilities is available to promote independent access to all areas. Disabled toilets are situated in both buildings. School works within Blackburn with Darwen's Disability Policy guidelines.

Individual pupil's medication is kept in a locked cupboard in the SENDCO's or school office. The administration of medication is undertaken by nominated staff, after consultation with parents regarding suitable times for collection. Date, dosage, medication and signature of supervising adult is recorded in accordance with government guidelines.

Learning Support Staff attend INSET, conferences and courses to regularly update their knowledge and expertise in SEND procedures, and the teaching and supporting of pupils with SEND.

EVALUATION: THE EFFECTIVENESS OF ST BEDE'S R C HIGH'S SEN POLICY

The school's SEN policy shall be reviewed annually, in order to:-

- Consider its effectiveness on behalf of the children with SEN.
- To make any necessary changes in the policy.
- To enable the school's Governing Body to include such information as part of their annual report.

The evaluation process takes account of the effectiveness of the school's SEND systems in the following areas:-

1. All pupils' special needs are identified at the earliest possible time.
2. The needs of pupils with SEND are accurately identified, through use of appropriate methods of assessment, including: Standardised tests, Transfer documents, National Curriculum levels and progress made in relation to their peers.
3. That adequate provision is made for pupils with SEND in the following ways:
 - Access for all to the National Curriculum Programmes of study.
 - Access to the support and resources of the school's Learning Support Department.
 - Appropriate and flexible support is provided for pupils with SEND.
 - Good Parent/School links are established in the Learning Support Department.
4. The progress of pupils with SEND will be closely monitored in the following ways:
 - Through use of standardised tests to measure improvement in Literacy and numeracy skills in relation to their baseline ability.
 - Use of National Curriculum levels.
 - Achievement of performance targets, as outlined in reviews.
 - Access to National Curriculum programmes of study.
 - Monitoring by subject teachers.
 - Consultation with parents.
 - Success in internal/external examinations and tests in relation to the pupils' baseline cognitive abilities.
 - When necessary, refer pupil to the school's employed Chartered Educational Psychologist.
5. That clear and complete records are maintained for each pupil with SEND, in the following ways:
 - All subject teachers, having identified pupils with SEND in their groups, keep records of the strategies employed to meet their needs and the progress made by them.
 - The Learning Support Department keeps a register and full records of pupils with SEND, and records of reviews.
 - The SEND Register and Learning Plans are updated as appropriate and are accessed on SIMS and the provision map software.
6. Close liaison is maintained with external agencies and services. Records are kept of liaison between agencies.

INFORMATION FOR PARENTS

The Warnock Report (1978) “Special Educational Needs.” HMSO

The Education Act 1981 (HMSO)

J.Dean (1989) “Special Needs in the Secondary School - A Whole-school approach.”

National Curriculum Council (1991) Curriculum Guidance No.2 “A curriculum for All.”

The Education Act 1993 (HMSO)

The Special Educational needs Code of Practice. (1994)

“Excellence for All” (1997) DfEE

“Meeting Special Educational - A Programme of action.” (1998) DfEE

Special Educational Needs and Disability Act (SENDA) (2001) DFES

Implementing the Disability Discrimination Act in schools and early years settings

DfES Publications Nottingham 2006 ref 0160-2006DOC-EN

The main laws relating to disability discrimination and to special educational needs in education are:

Equality Act 2006 and 2010

Disability Discrimination Act 2005

Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005,

Special Educational Needs and Disability Act 2001

Education Act 1996

Disability Discrimination Act 1995

Children & Families Act 2014