



## St Augustine of Canterbury Catholic High School

**This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.**

### **Special Needs Policy**

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the learner does not make adequate progress even when teaching approaches are targeted at a learner's identified area of weakness, then the learner may be identified as having special educational needs.

Some learners find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. These learners receive support from the DSEN Department and may also benefit from intervention from the EAL service.

### **Guiding Principle**

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

### **Legislation**

This policy is in line with Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

### **Code of Practice Definition of Special Educational Needs**

For the purposes of this policy we have used the term Special Educational Needs as defined by *the special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people with special educational needs or disabilities. June 2014*

A child or young person has DSEN 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have DSEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have DSEN, but there is a significant overlap between disabled children and young people and those with DSEN. Where a disabled child or young person requires special educational provision they will also be covered by the DSEN definition.

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

### **Objectives in making provision for learners with DSEN**

- To value all the learners, in our school, equally.
- To ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure the aims of education for learners with difficulties and disabilities are the same as those for all learners.
- To ensure that all teachers understand their responsibility in identifying and meeting the DSEN of learners. In this they can draw on the resources of the whole school.
- To ensure every child has an entitlement to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- To ensure that all learners are entitled to experience success.

- To ensure that consideration of DSEN crosses all curriculum areas and all aspects of teaching and learning.
- To understand that any learners may encounter difficulties in school at some stage.
- To ensure that learners and parents are fully involved in all special educational provision, as this is more effective.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for learners with DSEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Roles and Responsibilities/ Co-ordination of provision**

Provision for learners with special educational needs is a matter for the school as a whole.

### **Governing Body**

The school governors have specific responsibilities. These are:

- To do its best to ensure that the necessary provision is made for any learner who has special educational needs.
- To ensure that, learners' needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those learners who have special educational needs.
- To consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
- To ensure that a learner with special educational needs joins in the activities of the school together with learners who do not have special educational needs, so far as is reasonably practical and appropriate to the child receiving the special educational provision without a limiting effect on the education of the learners with whom they are educated.
- To ensure that parents are notified of a decision by the school that DSEN provision is being made for their child.

In doing so Governors will have regard to the Special Educational Needs Code of Practice. The nominated Governor for DSEN is Mrs Caroline Murphy.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for learners with DSEN. The Headteacher keeps the governing body fully informed and works closely with the school's DSEN co-ordinator or team. The Headteacher seeks out and shares best practice with the LA and other schools.

### **The School Staff**

All teachers are teachers of children with DSEN and do their best to adapt the curriculum to

meet their needs. All staff are involved in the development of the school's DSEN policy and are aware of the procedures for identifying, assessing and making provision for learners with DSEN. The designated teacher is Ms C Davis.

### **The Special Educational Needs Co-ordinator (SENDCo)**

The Special Needs Co-ordinator is Ms C Davis. She can be contacted by ringing the school office during normal office hours. Her responsibilities include:

- Co-ordinating provision for learners with special educational needs.
- Keeping appropriate personnel informed of all matters relating to the DSEN of particular learners.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Liaising with parents of learners with special educational needs.
- Liaising with the Primary school SENDCos, the LA Additional Needs Service, Educational Psychologist, school nurse, speech and language therapists and other health services.
- Keeping up to date records including the DSEN registers.

The SENDCo meets regularly with SENDCos in other schools which enable him to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

### **Admissions and inclusions**

Learners with DSEN are admitted to the school on the same basis as any other child. The Governing Body uses the admissions criteria as set out by the diocese of Liverpool.

### **Specialist provisions**

- The school has its own unit named The Rainbow Centre for learners who have Social, Emotional and Mental Health Difficulties (SEMH). Learners are placed in the unit by referral from the House Managers to the SENDCo. Learners will spend varying amounts of time in the centre depending on their individual needs. During all sessions learners will be asked to reflect on a specific aspect of social or emotional development, which may be in abstract or personal terms as required. The centre accommodates small groups of learners and is managed by Ms K Hynes.

### **Special facilities**

The school welcomes applications for admission from the parents of learners with mobility difficulties and has wheelchair access to most of the ground floor. The school has disability learner access at the front of the school, disabled parking and disability access ramps to the majority of entry points. Reasonable adjustments are made to the timetable to allow all lessons to be taught on the ground floor for learners with mobility difficulties. There are two toilets for disabled learners. The governors would, however, make every effort to accommodate a learner's particular needs and would work with the LA to adapt facilities to meet the needs of

individuals.

### **Allocation of resources**

The school plans and provides for learners with DSEN from their main budget. The school spends this money on:

- Learning support assistants (LSAs).  
Mrs Sadler (HLTA)                      Miss Barton                      Mrs Smedley  
Mrs Hutton                              Mrs Clarke                      Mrs Melling  
Mrs Beattie                              Miss Winstanley              Miss G Thompson
- Training for all teachers and learning support assistants so they can meet learners' needs more effectively.
- Special books and equipment including ICT.

The details of how individual learners receive support are recorded on the annual provision map or in an Individual 'My Plan'. 'My Plans' are mainly written for those students with an Education, Health and Care Plan (EHC plan) or at the Enhanced DSEN support stage of the Code of Practice.

The school receives additional funding for learners with an EHC plans or at Enhanced DSEN support stage of the code of practice for any support over 15 hours.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided.

### **Identification and assessment of learners with special educational needs**

All learners are entitled to a balanced and broadly based curriculum including the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of learners will have their needs met through normal classroom arrangements and appropriate differentiation. DSEN learners are identified in the following ways:

- parent concerns or information provided;
- medical and/or academic information provided at the transition stage;
- literacy levels of all learners are tested at the beginning of Year 7 and again at the end of each academic year. Learners who have a Reading Comprehension Age of below 9 Years 6 Months and/or a KS2 SATs outcome of below expected progress (working towards) and/or a verbal CATs score of below 85 are identified as having Moderate Learning Difficulties in Literacy. Two out of the three criteria need to be met;
- numeracy levels are tested at the beginning and end of Year 7, Year 8 and Year 9. Learners who have a KS2 SATs outcome of below expected progress (working towards) and a quantitative CATs score of below 85 are identified as having Moderate Learning Difficulties in Numeracy;
- The teaching and pastoral teams continuously identify learners with SEMH concerns and liaise with the SENDCo for appropriate provision;
- the LA provides the SENDCo with a list of new Year 7 learners with an Education, Health and Care Plan (EHCP) or on the Enhanced DSEN Support stage of the Code of Practice;
- teachers identify additional needs through the course of their normal lessons.

The Governing Body will ensure that it makes appropriate provision for all learners identified as having need of special educational provision. The Head teacher and the Governing body set

targets and specific criteria (see section 'Success criteria') for the success of the DSEN policy. The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting DSEN.

## **Differentiation**

Differentiation means teaching a learner in ways and at levels, which match their ways of learning. Learners make progress at different rates. Not all learners learn in the same way and need to be taught in different ways. All learners will receive help through differentiation but if the learner does not make adequate progress, the school will do more to help. All staff are responsible for identifying learners with special educational needs. The SENDCo will work with staff to ensure that those learners who may need additional or different support are identified at an early stage. The progress made by all learners is regularly monitored and reviewed. Learners are only identified as having special educational needs if additional or different action is being taken. The range of support that every learner at the school can expect is:

- Ability setting in core subjects at KS4 and in the majority of subjects at KS3.
- CATs and SATs data analysis.
- Well planned, four part lessons (The Excellent Lesson).
- In class support – subject teachers plan lessons with specific supporting roles for the LSA.
- Multi- sensory learning which incorporates Visual, Auditory and Kinaesthetic activities.
- Learning Mentor Support from House Managers.
- Chaplain Support.
- Individual target setting in all subjects.
- Assessment for Learning.
- Homework club.
- Learning activities arranged by House Managers.
- ICT support.

## **The levels of the DSEN Code of Practice**

### **DSEN Support**

Through DSEN support, the learner will get help that is either extra to and/or different from the help that the school usually gives learners through differentiation. If there are concerns that the learner is not making adequate progress, the class teacher will discuss these concerns with the SENDCo. The SENDCo will gather information from the learner, parents, class teacher, form tutor, subject teachers and pastoral team. The information gathered will help the school to decide what help may be needed. The help will be recorded in the Annual Provision Map or a 'My plan'. A 'My Plan' will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the learner's needs.

The delivery of the interventions recorded in a 'My Plan' continues to be the responsibility of the

English or Maths teacher (if targets are literacy or numeracy based) in the first instance but is also the responsibility of every teacher who teaches that learner. For behavioural targets the interventions recorded in the 'My Plan' are the responsibility of all staff with an overview from the pastoral team.

A 'My Plan' will be reviewed every term. Learners will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process.

Support available to learners through DSEN Support includes:

- Small group Wave 3 literacy intervention.
- Small group Wave 3 numeracy intervention.
- bespoke curriculum programs, taught in transitional environments for most vulnerable Y7 and Y8 learners.
- period 6 classes taught in KS4.
- comprehension programme.
- spelling programme.
- IDL.
- SEMH support through the Rainbow Centre.
- Behavioural support through the Behaviour Improvement Groups (BIG) and the Learning Support Unit (LSU).
- 1:1 work on targets identified on the learner's 'My Plan'.
- Specific interventions to address particular needs.
- ICT support which includes intervention packages and 'text to speech' software.

If the learner does not make adequate progress receiving DSEN support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, CAMHS and Occupational Therapist. Learners and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at this point will be similar to that already made but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the 'My Plan' and these professionals will be invited to contribute to the monitoring and review of progress. The 'My Plan' will have fresh targets and strategies which should be implemented at least in part in the classroom setting.

### **Enhanced DSEN Support**

If a learner demonstrates significant cause for concern, the school may request additional funding for 1:1 support over 15 hours through the LA's Provision Agreement Panel. If support is granted then the learner is said to be receiving **Enhanced DSEN Support**. A Provision Agreement is made between the school and the LA with specific goals and targets to be met. The Provision agreement is reviewed annually and the LA then decides whether to continue

provision, increase provision (by increasing funding for more 1:1 support), decrease provision or end the provision all together.

### **Statements and EHC plans**

In some cases the Provision Agreement Panel may decide to conduct an Education, Health and Care (EHC) needs assessment. Whilst the EHC needs assessment is being carried out, the learner will continue to receive DSEN Support or Enhanced DSEN support. The assessment may lead to an EHCP.

For learners who have an EHCP, in addition to the regular review of their 'My Plan', their progress and the specific support outlined in their EHC plan will be reviewed annually and a report provided for the LA. When learners are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

The school will liaise with the Career Connect Service and other agencies to arrange Transition Plans for students with an EHCP (and those in receipt of Enhanced DSEN Support) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

If a learner makes sufficient progress an EHCP may be discontinued by the Education Authority.

### **Complaints procedures**

The school's complaint procedures are set out in the school prospectus.

Under The Children and Families Act 2014 Sections 51 – 57 and 60 parents and young people may seek advice on resolving disagreements by contacting the Parent Partnership Service or the LA's Disagreement Resolution Service. The school will make further information about this process available on request.

### **Arrangements for training and development of all staff including Learning Support Assistants and Midday Assistants**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs are included within all school training. In addition staff attend training organised by the LA and other agencies e.g. universities.

### **Arrangements for partnership with parents**

The school will always tell parents when their child is receiving help for their DSEN.

Partnership with parents plays a key role in enabling learners and young people with DSEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of learners with special educational needs will be treated as partners and supported to play an active and valued role in their learner's education.

The school will provide information about the DSEN information, advice and support service (SENIASS) to all parents of learners with special educational needs upon request.

Parents of any learner identified with DSEN may contact the SENIASS Service for independent support and advice. The SENDCo will work closely with parents at all stages in the learner's education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the SENDCo or House Manager. Parents are invited to attend all reviews.

### **Learner participation**

Learners and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to 'My Plans' and transition processes.

### **Links with other mainstream schools and special schools**

Advanced planning for learners in Year 6, Year 8 and Year 11 is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of the primary schools serving the area to ensure that effective arrangements are in place to support learners at the time of transfer.

When learners move to another school their records will be transferred to the next school within 15 days of the learner ceasing to be registered, as required under the Education (Learner Information) Regulations 2000.

The school maintains links with specialist/behaviour units and special schools to draw on expertise as needed.

### **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for learners with special education needs.

The school receives regular visits from the nominated Education Welfare Officer, School Nurse and Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services for learners with sensory impairment or physical difficulties.

Multi-agency planning meetings, with representation from Social Services, the Career Connect Service, Health, The Language and Social Communications Service (LASCS) and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable learners.

The Career Connect Personal Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.

### **Success Criteria**

The success of the education offered to children with DSEN will be judged against the aims set out in this and the DSEN report. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria are:

1. Are learners making progress towards targets set on their 'My Plans'?
2. Is there improvement in basic literacy and numeracy?
3. Are learners reverting to earlier stages on the DSEN register or being removed from the DSEN register altogether as they no longer require special help?
4. Are learners motivated to learn and develop self-esteem and confidence in their abilities as learners?
5. Are learners with SEMH successfully included in the everyday life of the school?
6. Are learners using and benefiting from the support mechanisms in place, ie. Rainbow Centre, Learning Support Unit?
7. Are learners with physical difficulties successfully included in the everyday life of the school and having access to a broad and balanced curriculum?
8. Are learners with MLD leaving at the end of KS4 with at least one qualification or award?
9. Is the school closing the gap between DSEN and non-DSEN learners across the curriculum?
10. Are learners who are looked after by the LA making good progress?

## **Appendix**

The following legislation and guidance is also relevant to this policy:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements
- Working Together to Safeguard Children (2015)
- The Equality Act 2010
- Equality Act 2010: Advice for schools
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Care Act 2014
- The Chronically Sick and Disabled Persons Act 1970
- The Children Act 1989
- The Children Act 2004
- National Health Service Act 2006
- Health and Social Care Act 2012
- The Community Care Services for Carers and Children's Services (Direct Payments) Regulations 2009
- The National Health Service (Direct Payments) Regulations 2013
- The Education Act 1996
- The Children and Young Persons Act 2008
- The Apprenticeship, Skills and Learning Act 2009

**Reviewed on: August 2017**

**Next Review Date: July 2018**

**Reviewed by: ..... (Signature)**

## Equality Impact Assessment

**Title of Policy, Decision, Practice or Programme:** Special Additional Needs Policy

**Department:** Special Educational Needs

**Responsible Officer:** JoAnne Skinner

**Date Completed:** August 2017

**Date Review Required:** July 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

|   |
|---|
| To ensure that consideration of DSEN crosses all curriculum areas and all aspects of teaching and learning. |
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2. **Impact upon different sections of the School / Community / Staff Groups:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

| Equality Strand               | Issue     | How will this be taken into account? |
|-------------------------------|-----------|--------------------------------------|
| General Issues                | No issues |                                      |
| Age                           | No issues |                                      |
| Disability – Including Carers | No issues |                                      |
| Sex (Gender)                  | No issues |                                      |
| Transgender                   | No issues |                                      |
| Race (Ethnicity)              | No issues |                                      |
| Pregnancy and maternity       | No issues |                                      |
| Religion or Belief            | No issues |                                      |
| Sexual Orientation            | No issues |                                      |
| Community Cohesion            | No issues |                                      |

3. **Indirect discrimination**

**Are there any rules or requirements in the policy / decision that:**

- a Can be met by a considerably smaller proportion of people from a particular section of the community?

- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

#### **4. Publishing the results of the assessment:**

**Decisions** This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

**Policy** This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

**Practices and Programmes** The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.