ST. CHAD'S CATHOLIC AND CHURCH OF ENGLAND HIGH SCHOOL

SEND/INCLUSION POLICY

September 2016

Key Contacts:

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At. St. Chad's School, our SEND/Inclusion policy and practice are firmly embedded in our Mission Statement and Values:

"St. Chad's Catholic and Church of England High School is a secure, friendly community and Faith-centred community where we seek to realise the full potential of all our members through the living love of Christ."

All our work with pupils, staff, parents, governors, parish priests and the wider community will be influenced by the following values:

All members of St. Chad's community will be encouraged to love God and their neighbours by following the teaching of Jesus Christ.

All members of St. Chad's community have equal value.

Every pupil and member of staff will be helped to achieve personal fulfilment and excellence.

At St. Chad's, pupils are cared for and parents are made welcome.

St. Chad's will encourage a spirit of friendship and partnership, particularly with home parishes and the wider community, which will make us sensitive to the needs, beliefs and culture of others.

Introduction

The SEND/Inclusion Policy has been devised with regard to the new Code of Practice for pupils with Special Educational Needs and Disabilities (SEND) which came into effect on September 1st 2014. The Children and Families Act of 2014 puts children , young people and their parents at the centre of decision making , giving them access to opportunities and more choice over the support they receive.

This is reflected in the Local Offer.
Click her to see Halton Local Offer www.halton.gov.uk/localoffer.
Click here to see St Chad's Local Offer.

Definition of Special Educational Needs.

The 1996 Education Act provided a legal definition of special educational needs as 'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'

A learning difficulty means that the student either
- Has significantly greater difficulty in learning than the majority of children of the same age.
Or
- Has a disability which prevents or hinders them from making use of educational facilities which are provided for children of the same age in a mainstream school.

The new Code of Practice 2014 identifies four areas of special educational need.

- **Communication and Interaction**. Children and young people who have difficulties communicating with others. This would include children with speech, language and communication needs as well as children with difficulties on the Autistic Spectrum.
- **Cognition and Learning**. Children and young people who learn at a slower pace than their peers even with appropriate differentiation. This would include children with moderate learning difficulties and specific learning difficulties such as dyslexia or dyscalculia.
- **Social, Emotional and Mental Health Difficulties**. Children and young people with social and emotional and mental health difficulties may not be able to make full use of the educational opportunities available to them for a variety of reasons. . They can present as withdrawn, disruptive, challenging, anxious or depressed. This would also include children with disorders such as attention deficit disorder and attachment disorder.
- **Sensory and Physical Needs.** Children and young people who require specialist provision because they have a physical or sensory difficulty. This would include children with a visual or hearing impairment.

Aim of the School's SEND/Inclusion Policy

To ensure that all students feel safe, secure and welcomed in St Chad's High School and have every opportunity to be included in all aspects of school life.

Objectives of the School's SEND/Inclusion Policy

The school uses the local authority strategy for the inclusion of pupils with SEND as set out below
- To ensure the SEND Code of Practice 2014 and the Disability and Discrimination Act 1995 are implemented effectively across the school.

- To ensure all pupils with SEND have access to a broad and balanced curriculum.
- To ensure **all** teachers seek to improve levels of educational achievement and attainment for all pupils with SEND.
- To work in partnership with children or young people and their parents in meeting the needs of students with SEND.
- To liaise with outside agencies to secure specialist assessment or provision if required.

Co-ordination and Management

Duties and Responsibilities

1. The overall responsibility for the management of the SEND Inclusion policy rests with the Deputy Head teacher.

2. The SENCO has responsibility for the identification of pupils with additional needs in partner primary schools and for the transfer of records and assessments to appropriate members of staff. The SENCO and Transition mentor will be responsible for organising a transition programme for pupils with additional needs.

3. CTLs are responsible for ensuring that SEND provision has a high priority in departmental plans and meetings. They will ensure that information on policy/procedures and on individual pupils is communicated effectively in departments.

4. The CTL for English has responsibility for the development of pupils' literacy in line with the Literacy policy. He/she will work closely with the SENCO and the HLTA Literacy Intervention Coordinator to ensure that the specialist support programmes are effectively delivered, monitored and evaluated.

5. The CTL for Mathematics has responsibility for the development of pupils' numeracy in line with the Numeracy policy. He/she will ensure that specialist support programmes are effectively delivered, monitored and evaluated.

6. The Inclusion Deputy Head teacher will be responsible for co-ordinating the Social Inclusion Team which will facilitate discussion about pupils with emotional, behavioural or attendance difficulties and agree strategies to support them.

    The team will comprise the Inclusion Deputy Head teacher, Senior PPCs, PPCs, the SENCo, the Family/CAF co-ordinator , the Behaviour Manager , the Emmaus Centre Manager and any appropriate representatives of external agencies.

7. The SENCo will have responsibility for co-ordinating the day to day operation of the school's SEND Policy including :

    -      co-ordinating the provision for pupils on the SEND List .
    -      overseeing the records of all pupils with SEND
    -       liaising with and advising fellow teachers
    -       leading the Annual Review or Transition Review Meetings

- liaising with parents
- managing the teaching assistants
- liaising with external agencies including the LA, EP, SEN Service, Children's Social Care, Primary Mental Health Team, CAMHS, Speech and Language Service.

8. The Inclusion Deputy Head teacher will have overall responsibility for the management of the Learning Support Base (Emmaus Centre) which will offer support to vulnerable pupils. The Learning Support Base Manager will have responsibility for the day to day operation of the base.

9. The Inclusion Deputy Head teacher is responsible for co-ordinating the alternative provision programme in Key Stage 4 (ASPIRE)

10. PPCs are responsible for monitoring pupil progress, monitoring pupils with behavioural and attendance difficulties, meeting with parents to review progress and seeking support when appropriate from the SENCO, Attendance Co-ordinator and Inclusion Deputy Head teacher. PPCs will work with the Assistant Head teacher attached to their Year Group to devise IBPs for pupils who have failed to respond to PPC Monitoring and will review progress at regular intervals. When appropriate, they will draw up Pastoral Support Plans and liaise with the SENCO, Inclusion Deputy Head teacher, external agencies and parents to seek the most effective support for individuals to avoid exclusion.

11. Tutors will be responsible for the initial identification of pupils with behavioural and attendance difficulties and will maintain records of strategies and minutes of meetings with parents.

12. Subject teachers will be responsible for providing differentiated resources to support all pupils in teaching groups. They will assess and monitor progress against benchmarks obtained through tests and other assessments and will set targets for all pupils to raise attainment and to achieve high standards. IEPs and other records will be updated and reviewed regularly. Pupils on the SEND Register will be recorded in teacher planners , in line with agreed procedures.

13. All records for pupils with SEND will be kept in the central filing system held in the Social Inclusion Base. The SENCO will oversee the systems but it is the responsibility of all staff to ensure that detailed records are maintained to fulfil our statutory responsibilities for pupils with additional needs.

Policy into Practice

There are three key activities that must be addressed if our policy is to be translated into effective practice:

1. **Identification and Assessment of Need**: we must have agreed procedures and strategies to identify the different the needs of pupils so that we can begin to cater for them at the earliest opportunity.

2. **Provision of Teaching/Learning and Support Strategies**: these must be planned in response to the identification of needs.

3. **Monitoring/Evaluation of Provision:** we must continuously review practice to ensure that programmes are effective in improving pupil performance and in removing obstacles to learning and progress.

The following procedures will be in place from September 2014:

1.   Identification and assessment of need

The following data is currently collated for all pupils:

KS2 SATs Scores   :   English, Maths .
CATS Tests   :   Autumn Term of Y7
WRAT Reading Accuracy Test: Autumn Term of Year 7.
Other tests/assessments   :   Reading / Spelling assessments for target pupils.

KS2 SATS Scores, end of year targets and progress data will be available on SIMS and SISRA. Pupils with Statements/ Education Health Care Plans will be identified by the SENCO and detailed information/ Pen Portraits will be provided for all staff. Pupils who will need SEN Support will be identified by the SENCO and recorded on SIMS. Individual Support Plans for these pupils will be available on SIMS.

Pupils with emotional and behavioural difficulties will be identified initially by the Transition Mentor following discussion with primary school staff. Information will be distributed to all staff by the SENCO and appropriate advice offered to colleagues where necessary. The progress of these pupils will be carefully monitored by PPC s and the SENCO. Some of these pupils may be allocated Learning Mentor support or access to the School Counsellor. Nurture provision will also be available for targeted groups of pupils.

Responsibilities

- **CTLS**   ensuring work is differentiated for all teaching groups.

     identifying and monitoring pupils who need additional subject based intervention.

     liaising with SENCO to discuss further intervention / support.

- **Subject teachers**   delivering Quality First Teaching.

     monitoring and tracking the progress of SEND pupils.

     planning appropriate teaching and preparing relevant, differentiated materials.

     maintaining records in line with agreed procedures.

     planning for use of TAs when available .

2.   **Provision for Teaching/Support**

1.   CTLs for English and Maths are responsible for implementing strategies and programmes to improve pupils' basic skills in literacy and numeracy. Provision will be outlined in Departmental Action Plans and evaluated through monitoring.

2.   Individual teachers are responsible for the teaching programme, tracking of progress and identification of further support when necessary.

3.   Departments should also identify basic skills that need to be developed to facilitate success in the subject i.e. presentation skills, speaking and listening skills, graphical skills.

4.   Pupil progress records on SISRA should indicate clearly how well pupils are progressing in relation to targets.

5.   Pupil support strategies, monitoring of pupils' progress and target-setting will be linked to the Key Stage. At Key Stage 3, the Corrective Reading Programme, Accelerated Reading Programme, Lexia Literacy Programme, Everyone Can Read Programme, SSER Spelling, Literacy and Numeracy Intervention, Language support and other programmes will be provided to improve pupils' basic skills. Members of the Inclusion Team will be responsible for each programme. They will monitor progress and keep colleagues fully informed of improvements.

At Key Stage 4 a more flexible curriculum will be developed to provide vocational alternatives or further work on basic skills for identified pupils.

3.   Monitoring and Evaluation

1.   SEND provision and the development of pupils' basic skills will be evaluated through the monitoring system involving CTLs and the Senior Leadership Team. Classroom observation, analysis of pupils work, test results, SATs scores and ultimately GCSE grades will indicate areas of improvement and areas where further improvement is required.

2.   The Social Inclusion Team will monitor and evaluate the progress of all pupils with additional needs.

3.   The responsibility for planning, provision and monitoring of SEND provision and basic skill development in a subject rests with the CTL.

Complementary Policies and Procedures

SEND provision is one strand of the complex procession to motivate and support pupils to achieve their potential. This policy overlaps with other policies and complements the range of practice described in detail in a range of documents. Reference will need to be made to the following to understand the teaching/learning and support framework established in St. Chad's School.

1.   Numeracy policy.
2.   Literacy policy.
3.   Attendance policy.
4.   Exclusion policy.
5.   Safeguarding Policy.
6.   Behaviour Management Policy

SEN Policy Review Date

June 2017

Appendix   : SEN Terminology

SEND	Special Educational Needs and disabilities
SENCO	Special Needs Co-ordinator
LA	Local Authority
EP	Educational Psychologist
CAMHS	Child and Adolescent Mental Health Services
PPC	Pupil Progress Co-ordinator
CTL	Curriculum Team Leader
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
IEP	Individual Education Policy
IBP	Individual Behaviour Policy
CATS	Cognitive Attainment Tests
WRAT	Wide Range Achievement Test