

**STUART BATHURST CATHOLIC
HIGH SCHOOL**
College of Performing Arts



**SPECIAL EDUCATIONAL NEEDS (SEN)
POLICY
STATEMENT OF INTENT**

Mission Statement

“Tien-Ta-Foy” – Keep the Faith

As a Catholic school we aim to provide an environment where background, personal growth and faith are brought into harmony.

We seek this through the subjects we study, in the light of the gospel and by providing an experience of being served, accepted and valued in a way that reflects the example and attitude of Jesus.

At Stuart Bathurst Catholic High School we, therefore, aim to operate an educational philosophy which:

- Places prayer, liturgy and worship at the heart of school life; both celebrating and fostering the development of faith in each individual within the school community.
- Recognise the importance of a purposeful link between home, parish, school and community as a preparation for the student’s role as a Christian in the modern world.
- Strives to make our student’s experiences of relationships within the school productive and positive and seeks to cherish and develop what is good through mutual respect and understanding.
- Promotes the growth and development of the whole person to their full potential by ensuring that their curriculum experience is within a Catholic context and where the student can be supported in acquiring skills, knowledge, positive attitudes and moral values.
- Provides a Christ centered setting whereby all can live, experience and celebrate the love of Jesus.

Special Educational Needs Policy – Statement of Intent

RATIONALE

Stuart Bathurst Catholic High School is committed to ensuring that the necessary provision is made for every pupil in the school's community. The school is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people from 11-18 with a learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for students with SEND is a whole school matter. In line with the new Code of Practice, the school will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENCO

CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action the school needs to take to support students in mainstream education. It is not to fit students into specific categories.

IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.

- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Governing Body every three years in accordance with the school's review cycle.

APPENDICES (Appendices to be attached specific to each school within the School providing specific details under the four following headings.)

- SENCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1
- IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2
- TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3
- ACCESS ARRANGEMENTS Appendix 4