

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



SEND POLICY

Appendix 1

(to Stuart Bathurst Catholic High School's SEND Statement of Intent)

Revised Jan 2018

Next Review Date Jan 2019

Approved by Governors: 31 Jan 2018

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.

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Stuart Bathurst Catholic High School Appendices

SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

The school's Governing Boards must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award or be working towards it within 3 years of appointment to the role.

The **Special Educational Needs Coordinator (SENCO)** is responsible for:

Students

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students SEND and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organizing meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of EHCP and Statemented students and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.
- Leading the Learning Support department (Good Shepherd Centre) which provides Wave 1, Wave 2 and Wave 3 interventions.
- Overseeing the smooth running of the Good Shepherd Centre **Staff**
- Liaising with the Senior Leadership Team, Heads of Year and the school Governor with responsibility for SEND.
- Acting upon 'referrals' from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

Other Responsibilities

- To liaise with outside agencies and county support services where necessary. These include the Inclusion Support team, Complex Communication and Autism Team, Hearing and Visual Impairment Team, Speech and Language Therapy Service, , Child and Adult Mental Health Service. In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers, Educational Welfare Officer and the Careers service.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the SEND Team.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons, following advice from SEND passports/One Page Profiles.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of Statemented students or those with Education Health Care Plans.
- Referring students who are having difficulties to the SEN team, via the school referral form.
- Attending training sessions provided by the SENCO.
- Using Teaching Assistant support available in lessons appropriately and liaising with the Teaching Assistant in advance, of how best to support an individual.

The Headteacher, SENCO and the School's leadership team has the responsibility to ensure the implementation of the SEND Policy.

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The appointed governor for SEND plays a vital role in ensuring that SEND stays on the Governing body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND.

The current SENCO at Stuart Bathurst Catholic High School is:

Mrs Sara Cattell

If you have any concerns about your child's educational needs, please do not hesitate to contact her at the school address.

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IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

Where a student is identified with SEND, Stuart Bathurst Catholic High School will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response

Assess

Stuart Bathurst Catholic High School has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognize the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. Stuart Bathurst will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who fail to meet age-appropriate scores will have further individual specialized tests carried out to assess further need.

The SEN Team and subject teachers make regular assessments of progress for all pupils. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

The SEN Team have a referral system for staff to highlight concerns. The team will fully investigate all referrals. Stuart Bathurst Catholic High School has a very proactive approach to assessing Special Educational Needs and wider issues relating to Social, emotional and Mental Health difficulties.

Plan

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEND register at SEN Support.

Students who are placed on the SEND register will have a Special Educational Needs Passport drawn up to outline their specific needs and to support staff in how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents.

Furthermore, all students on the SEND register will be allocated a key worker within the SEN/Pastoral Team who will conduct bi-annual passport reviews and feedback to parents.

Do

All teachers are teachers of SEND and therefore will remain responsible for working with students on a daily basis, with support and advice from the SEN team.

In addition, the SEN Team will provide in-class support where required, through the Teaching Assistant team and additional lessons through the small group interventions in a variety of skills and subjects.

The SENCO will support all staff and pupils within the school to ensure Inclusive Education for All.

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Review

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies.

If your child is on the SEND register, you will have the opportunity for direct contact related to your son/daughter's progress, with a representative of the SEN team. This contact can include; opportunities to meet with the SENCO at the annual parents' evening, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, the SEN Team would welcome a phone call to discuss this further.

Education Health Care Plans

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite Stuart Bathurst Catholic High School taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

ADMISSION ARRANGEMENTS Appendix 3

Pupils with SEND are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

The Equality Act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEND be treated fairly. Admissions:

- Must consider applications from parents of students who have SEND, but do not have an Education Health Care Plan.
- Must not refuse to admit a student who has SEND because they do not feel able to meet their needs.
- Must not refuse to admit a student on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Stuart Bathurst Catholic High School to assist accessibility for all students. This is laid out in the school Accessibility plan.

TRANSITION ARRANGMENTS

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students arriving at Stuart Bathurst Catholic High School, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by both the SENCO and Transition Co-ordinator teams. Furthermore, close liaison takes place between the SENCO, current Head of Year and the feeder

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schools to ensure necessary personalized provision and information is taken into account in advance of the students joining the school.

In year 11 students receive independent careers advice and guidance Connexions

Students in the Sixth Form are also supported in their applications and transition to University.

ACCESS ARRANGEMENTS AT Stuart Bathurst Catholic High School Appendix 4

Access Arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage

The SEN Team at Stuart Bathurst Catholic High School uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with *Access Arrangements Online*.

The SENCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at Stuart Bathurst Catholic High School.