

STUART BATHURST CATHOLIC HIGH
SCHOOL



SPECIAL EDUCATIONAL NEEDS
AND
DISABILITIES; POLICY

ACADEMIC YEAR 2023-2024

Mission Statement

‘To bear witness to the Gospel values and act always with a steadfast determination to do and be of our best’

SEND Code of Practice: 0-25 years (2014)

“Special educational provision is underpinned by high quality teaching and is compromised by anything else.”

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

REVISED: March 2024

PRESENTED TO BOARD OF DIRECTORS: March 2024

TO BE REVIEWED: March 2025



Keeping Children Safe in Education 2024 states:

Children with special educational needs, disabilities or health issues

202. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

203. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

Policy Statement

This Special Educational Needs and Disability Policy details how Stuart Bathurst Catholic High School endeavours to ensure that;

- the necessary provision is made for any student who has Special Educational Needs or Disability, (SEND);
- an individual pupil's SEND needs are made known to all who are likely to teach and work with them;
- all invested parties are enabled to provide positive, whole school approaches towards the learning, progress and achievement of SEND students.

Ethos

Underpinning all pupil support at Stuart Bathurst Catholic School is our whole school ethos of Agape; the love we show to all human beings, with no desire for reward.

“To change the world, we must be good to those who cannot repay us” Pope Francis

Stuart Bathurst's whole school approach to educating pupils who have a SEND need is based on both the 2014 SEND Code of Practice's statement that '**all teachers are teachers of SEND**', and Pope Francis' instruction that including SEND pupils in education "...is not simply based on physical proximity. It is intentionally planning for the success of all students".

Therefore, we maintain that teaching and supporting SEND students is the conscientious responsibility of our whole community.

We understand that meeting the needs of SEND students requires close partnership between all those involved: individual pupils, parents/carers, school staff, Local Authority (LA), children's services and all other agencies. We are committed to developing trusting relationships within this community around our pupils.

Reasonable adjustments will be made, where necessary and possible, to enable all students for whom our school is the best and appropriate placement, to ensure that pupils can access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

The School in Context

Stuart Bathurst Catholic High School is part of the St John Bosco Catholic Academy and accommodates pupils from 11-18 years of age. Stuart Bathurst offers support for students with various learning needs including those outlined in the **SEN Code of Practice 2014**:

- Sensory and/or physical difficulties
- Social, emotional and mental health needs
- Communication and interaction difficulties
- Cognition and learning difficulties

Since Stuart Bathurst School does not have a lift, we are unfortunately unable to accommodate pupils with a physical difficulty that requires them to have lift access. However, there are other schools within our academy chain that can accommodate pupils with such access needs, and we are happy to provide you with further information about this.

Fundamental Principles- Aims and Objectives

Stuart Bathurst Catholic High School is committed to providing quality education for all pupils. For our SEND pupils, this requires additional care to ensure that their needs are met. The aims and objectives set out in this SEND Policy are part of this process and build upon our approach to Education, outlined in our **Teaching and Learning Policy**.

Aims

- To implement good practice following the guidelines of The SEN Code of Practice 0-25 (DfE 2014) and The Equality Act 2010.
- To meet the needs of those students identified as having Special Educational Needs or a Disability and/or Additional Educational Needs.
- To ensure that no student is discriminated against, in any area of school life, on the basis of his/her learning difficulty, disability or need.

Objectives

- To identify, at the earliest opportunity, any student who may have a Special Educational Need and/or Additional Educational Need.
- To ensure that all school staff are aware of each student's needs, so that such needs may be the shared responsibility of all staff. All teachers are teachers of children with Special Educational Needs and therefore, students with SEND are the responsibility of the whole school.
- To ensure a **graduated response** where a cycle of assessment, planning and scaffolding is in place. Student records include information relating to their individual needs, the adjustments that have been made by class teachers, interventions that have been provided and their outcomes. (*Ref: Appendix 1, Assess-Plan-Do-Review.*)
- To conduct regular reviews of the student's progress and plan accordingly.
- To work in partnership with the student and their parents at all stages.
- To provide an INSET programme for staff.
- To provide support for staff so that each is able to respond, with the appropriate professional skills, to the individual needs of the students.

Admission Arrangements

The policy and guidelines for admission of all students is outlined in the school's general admissions policy and arrangements (see the school website for details or the school prospectus). St John Bosco Catholic Academy Directors are aware of their

responsibility laid down by law, to maintain at all times the Catholic character of the school. Only in the event of Catholic children not taking up all available places will children of other faiths be considered whose parents request an education in a Catholic environment. The Representatives are responsible for admission of students. There is no special provision under admission arrangements for limiting or promoting access for students with Special Educational Needs who are without EHCPs.

We take full account of the following:

- Note 1 - children with an EHCP that names the school must be admitted;
- Note 2 - priority in each category will be given to children who are in the care of the local authority.

Treating all students as individuals is important to us and we welcome students with Special Educational Needs and/or Additional Educational Needs, as long as their needs can be met by making reasonable adjustments and that their admission is compatible with the:

- provision of efficient education for the students alongside whom they will be educated;
- efficient use of resources.

Identification Procedure

In line with the Special Educational Needs and Disability Code of Practice: 0-25 years (2014), we do not regard identification of need as a single event but rather a continuing process; a graduated response (**Appendix 2**), underpinned by a process of assessment, planning, doing, and reviewing, (**Appendix 1**).

All pupil information stored and shared by school, including those regarding SEND needs, is kept in accordance with GDPR.

SEN Support (SENS) and Identification; **The Graduated Approach**

The term SENS (SEN support) refers to most students identified on the school's SEN register apart from those with the most severe and complex needs whose needs are supported with an EHCP.

Good communication is key to the most effective support of pupils; teachers must be fully aware of the strengths and difficulties of all our students and how to effectively support and challenge them to achieve their best, and parents must be kept informed. To facilitate this we use Edukey Provision Map, and Arbor software to ensure staff can easily access all key SEND information. Parents can also access information via Arbor and through communication with school staff.

Baseline screening assessments focused on cognitive and literacy skills, are carried out in the summer term before students join in Year 7. Along with attainment data from primary school, our staff are provided with detailed information about the skills and abilities of our new students.

Assessment for students entering mid years and EAL will be considered in accordance with the appropriateness of the individual's circumstance. Any concerns relating to new students will be referred to the SEND Department, who will carry out an initial assessment and possibly an observation to ascertain their social development, their cognitive ability and literacy skills. Advice will be sought from previous schools and discussions held with the student and parents and/or carers.

These results are carefully analysed and students that require extra support are quickly identified; this allows teachers to **plan and differentiate** for all individual's educational needs. This ensures that we support the needs of all students, including those not previously identified as requiring support. Tests are regularly administered as student's progress, so we closely monitor the impact of our support (assess-plan-do-review).

Further advice and assessment may be carried out by SENCO or sought from outside agencies, as appropriate, and plans/outcomes/interventions are then initiated and closely monitored.

Any member of staff at Stuart Bathurst, parents, or students themselves, may refer a student to the SENCO if they consider them to have difficulties with their education. The SENCO will collect information from other subject teachers. Parents are encouraged to meet with staff and/or the SENCO to discuss their child's needs and to plan and review the support their child will receive. The gathering of information in respect of identifying the student's special educational needs may be via liaison with:

- teachers;
- Primary schools or previous education establishments;
- parents (through school parents' meetings and individual contact: school to parent, or parent to school);
- external agencies where students may have been known to their service.

The triggers for intervention for SENS could be the teachers' or others' concern (underpinned by evidence) about a child who, despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness. For example, the student;

- shows signs of difficulty in developing literacy or mathematics skills resulting in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

Upon referral to the SENCO, an assessment of the student is undertaken to identify the nature and severity of the need.

Appropriate information is gathered from the staff who teach the student, the tutor, and any other member of staff who is deemed to have a valuable input. Assessments take place to effectively inform teachers of the pupil's needs and how to best address those needs in the learning environment. Information is provided from feeder schools initially, as well as a combination of some or all of the following;

- whole-school screen assessments. (Lucid Lass 11-14 -GL Assessment and departmental assessments);
- SEN screen tests (assessment tools for wellbeing, development, attainment, or cognitive ability as considered suitable by the SENCO);
- diagnostic assessment of individuals highlighted from the above areas;
- class teacher/subject area comments and analysis of progress registered through:
 - class teacher/departmental targets via termly reports indicating progress against targets and attitude to learning;
 - class teacher/departmental ongoing marking/assessment/ Students reviews
 - Student reports;
- students referred by class/subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register;
- ongoing assessment, review and record-keeping of students in line with the schools' organisation of the Code of Practice, and in accordance with GDPR.

Discussion takes place with parents to gather appropriate/relevant information on the child and individual, and short-term outcomes are set and agreed.

Where there is deemed to be no SEN, the child will continue to be monitored by the class/subject teachers/tutors.

Review/evaluation SEND department collects information from student's reports and requests staff comments, collates the information, discusses with the student and parents. Either new outcomes are formulated or it is agreed to remove the student from the SEND register.

Following review of outcomes, SENCO decides to either:

- revert to another cycle of **Assess, Plan, Do, Review**; or
- proceeds to ask for advice from external agencies.

The SENCO contacts the parent/s or carer of all students who are referred to the Department and keeps them informed of the results of any screening or interventions that have been put in place either by the school or outside agencies such as the Educational Psychologist or Speech and Language Therapist.

Statutory Assessment for Education, Health, and Care Plan (EHCP).

For those with the most complex needs, the SENCO will contribute to a single birth to 25 years EHCP Assessment. The EHCP will place much more emphasis on personal goals and will clearly describe the support a child will receive across different services, including at school, to achieve these ambitions.

The creation and delivery of these plans will be led by the Local Authority, but Stuart Bathurst Catholic School will be involved in developing, delivering and reviewing these plans, working closely with parents.

As outlined in the SEN Code of Practice 2014, where a request for statutory assessment is made by a school/college to an LA, the child will have demonstrated significant cause for concern.

School may provide evidence from:

- the school's action through SENS (SEN Support);
- records of regular reviews and their outcomes;
- the student's health including the child's medical history, where relevant;
- attainment over time with an emphasis on literacy and mathematics;
- educational and other assessments, (for example, from an advisory specialist teacher or an educational psychologist, or internal assessments carried out by the SENCO);
- views of the parents and of the child;
- involvement of other professionals and social services, or educational welfare service.

Process for Action, Record-Keeping, and Review of EHCP

On receipt of an Education, Health and Care plan from the Local Authority, the SENCO will formulate an individual provision map and learning plan to support the educational outcomes set out within the EHCP.

From collated information and advice from external agencies, the SENCO discusses the child's needs with the child's parent. The support to be provided is indicated and set within long-term and short-term outcomes. Where the LA doesn't issue an EHCP, the child remains at SENS (SEN Support) provision.

EHCP Review/Evaluation:

Annual Review:

SENCO collects information from staff, parents, and child & outside agencies. At the annual review, progress is discussed and either:

- maintain the EHCP; or
- request an amendment; or
- cease the EHCP and revert to SENS.

Interim Reviews:

SENCO collects information from students reports, requests staff comments, collates information, discusses with student/parents and either;

- adapts the plan following the review; or
- initiates an early (interim) annual review.

Roles, Responsibilities and Provisions

Provision for students with SEND is a matter for the school as a whole. All members of staff have day-to-day responsibilities for these students. They are expected to be aware of the learning needs of all the students that they teach.

Teachers:

“Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.”

“High quality teaching, differentiated for individual students, is the first step in responding to students “who have or may have SEN”.

Special educational needs and disability code of practice: 0-25 years (2014)

Teachers must plan for and adapt their teaching in response to the diverse needs of students. To facilitate this information relating to the SEND need and the support given is recorded on each student’s information page on Edukey Provision Map. All teachers are expected to refer to relevant information in order to keep fully informed of the student’s needs and the recommendations for support that have been made. Teachers should identify on seating plans and in their Quality of Education Folders the students who are on the SEND Register and note the nature of each students learning difficulty.

The SEND department at Stuart Bathurst Catholic High School consists of the Special Educational Needs and Disability Co-ordinator (SENDCo), Level 2 and Level 3 Learning Support Assistants. The SEND department oversee, monitor, carry out and review a wide range of provision and support for the students at Stuart Bathurst Catholic High School.

Leader for Special Educational Needs, Disabilities and Inclusion: Miss T Caan.

The SENCo at Stuart Bathurst Catholic School is part of the Senior Leadership Team and provides leadership for the Special Educational Needs team.

The SENCo has the responsibility for the day-to-day operation and strategic lead of the SEND policy and as such;

- oversees the day-to-day management of provision for students with SEND (including general class, small group and individual student support), and develops the school’s SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs;
- oversee the day to day management of the Alternative Care Provision and liaise with the Coordinator.
- identifies students with possible learning difficulties and advises parents how to seek further professional involvement;
- liaises with SLT and other relevant staff to regularly review and monitor SEND provision and to identify those in need of learning support;
- organises and manages the work of the schools LSPs and LSAs, reviewing students on the SEND Register with the SEND team;
- maintains the school’s SEND Register together with all the required documentation and information on the school database relating to the learning support received and identified needs of students on the SEND Register;
- keeps records on students who have SEND needs in accordance with GDPR and ensures their progress is regularly monitored and reviewed; enabling students to be:
- involved in decisions about their learning;
- involved in reviewing how they are doing;
- liaises with teachers, parents and external agencies, ensuring that parents are:

- involved in supporting their child's learning;
- kept informed about the support their child is getting;
- involved in reviewing how they are doing;
- involved in planning ahead for their child;
- ensures Annual Reviews for EHCP students are completed;
- organises meetings as appropriate with designated teachers, external agencies and educational psychologists at regular intervals in respect of special needs issues;
- takes part in formal meetings with external agencies regarding individuals to be assessed;
- liaises with the pastoral team regarding students on the SEND Register;
- liaises with Literacy and Numeracy Co-ordinators, class teachers/subject departments to ensure the needs of students with special educational needs are met throughout all subjects;
- in line with the school's professional development programme/policy, provides access to INSET training to meet the needs of the school and individual members of staff;
- contributes towards the termly Headteachers report, which goes to Representatives;
- liaises with primary schools to ensure a smooth transition of SEND students to Stuart Bathurst;
- liaises with the school's Examinations Officer to provide information relating to the Access Arrangements required for students' external examinations.

The Learning Support Assistants (LSA)

LSAs have qualifications and experience of working with students with physical disabilities, specific learning difficulties and students with social and emotional needs. The students they support are of all ability levels. They support pupils within classes and by delivering interventions, to develop skills, either in small groups or on a 1:1 basis.

Level 3 LSAs support within the classroom, but the main focus for their work is on the delivery of targeted interventions that have been specified to support individual pupil progression.

Level 2 LSAs provide the majority of in-class support to pupils, under the direction of the class teacher. Whilst this is the main focus of their work, they also deliver some intervention work.

Working in Partnership with Parents:

Parents are our partners in their child's education, and we aim to keep them fully informed and consulted in relation to our school offer and future provisions. They will be contacted directly should there be any change in their child's progress, behaviour, or educational provision within school. Parents are encouraged to request the opportunity for informal discussion or an organised meeting and to access the child's school record. The SENCO provides parents with copies of reports provided by outside agencies and invites parents in to discuss them. If the Educational Psychologist has worked with a student and written a report, parents are invited to discuss the outcomes with the Educational Psychologist and the SENCO.

The school will seek to engage the services of a translator, where requested by parents or deemed necessary by the SENCO, to ensure partnership in developing strategies to help an individual student.

All students with an EHCP will have an Annual Review meeting, with a suitable date agreed by parents. Strategies and outcomes are made available at all times for parents on request and parents inform strategies to help support their child.

Parents' evenings are held once a year for each whole year group and the SENCO is available for a follow up consultation should parents wish to have a further discussion.

Parents are given the e-mail address of the SENCO (see Contacts section) to help keep the channels of communication open. New parents are given the opportunity to meet the SENCO, when their son/daughter first visits the school, and subsequent meetings are arranged if it is felt necessary.

The Autism Outreach Service offer parenting support following diagnosis and ongoing as students' progress through school and beyond. Connexions are also closely involved in supporting SEND students and parents as they transition from Y9 and beyond.

The Role of Academy Representatives.

The Academy Directors arrangements for coordinating Learning Support and SEN provision follow The SEN Code of Practice (2014). One Representative is asked to take particular interest in Learning Support and SEND issues and to arrange an annual meeting with the relevant staff to review SEND provision. This Representative will report back to the Academy Directors meeting on the progress made by the SEND team. Academy Representatives can also request that the SENCo give Directors an update on the Learning Support team's activity and effectiveness.

The Representatives should ensure that:

- they are fully apprised of the developing and monitoring of the College's SEND Support and SEND Policy;
- all Directors, especially any with SEND responsibility, are up-to-date and knowledgeable about the School's SEND provision;
- SEND provision is part of the School's development plan.

Provisions and Intervention

We aim to provide a **graduated response** of support, to match each student's level of need. At each stage students are encouraged to take an active role in managing their learning difficulties and parents are kept fully informed of the actions and interventions.

These forms of intervention could be;

- additional intervention by the teacher within the context of day-to-day classroom teaching;
- longer-term 1:1 support with a focus on clearly defined learning difficulties;
- study skills sessions, as a result of poor exam performance;
- some in-class (subject) support to assist the student to access the subject curriculum with practical group work;
- small groups in literacy and numeracy;
- speech and Language interventions;
- Break and Lunchtime Games Club: Supported by LSAs, students can choose to access this facility to sit quietly, play games, and practice social skills away from the bustle of the playground;
- homework Club: Students are supported to complete homework at the end of the school day;
- Before School Club: Supported by LSAs, students have the opportunity to have a chat with a supportive adult at the beginning of the school day.
- Additional support and care in Alternative Care Provision

Exam Dispensation

The SENCO uses a specialist teacher qualified under CPT3A to assess and apply for suitable exam access arrangements for students within the school.

Where dispensation is recommended and applied for, the school Examinations Officer at Stuart Bathurst will oversee the administration of the dispensation. Exam dispensation can also be applied for by the Examinations Officer for students whose first language is not English and who have been in the United Kingdom for fewer than two years.

Close collaboration is needed between the Examination Officer, the SENCO and the LSAs who may act as readers, scribes, Oral Language Modifiers, etc. as required. Copies of the evidence/recommendations of these assessment reports are kept as an active list on Edukey Provision Map and Arbor, so all staff are aware these special arrangements must be **custom and practice** for all tasks and tests. Evidence for these arrangements may be requested at any time by the examinations authority (JCQ) and are securely stored in accordance with GDPR and available for inspection electronically.

Handwriting, writing speed and reading comprehension of all students will be monitored by subject staff. Any concerns will be highlighted to Heads of Department and the SENCO. Students who are not already on the SEND Register, who may require extra time in public exams, can be assessed for access arrangements by qualified staff.

If a student is entitled to exam access arrangements and may perform more competently in their public exams with extra time, then the students' parents are contacted. Any alternative methods of recording that students are entitled to use for exams, must be used as part of general classroom practice.

Where ICT has been recommended as an alternative to writing we will provide individuals with a laptop with word-processing facility to use in school. Laptops remain the property of the Stuart Bathurst Catholic School and are returned to the SEND and/or ICT departments at the end of each day. Some students require a scribe for extended writing tasks. TA's work with students within their lessons to ensure that this becomes part of common practice. Students with comprehension or processing difficulties may be entitled to extra time in exams; again, this should be part of normal classroom practice and can only be granted when the student has been formally assessed.

Provision of In-Service Training:

In-service training is available in respect of SEND for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with School Professional Development Policy. It will be delivered by one of the following:

- SENCO or member of the SEND department;
- individual members of staff within the school who have a designated specialism;
- Local Authority support services;
- external consultants/trainers.

Value Added: The notion of "value added" is an important one to Stuart Bathurst, and is monitored by student achievements in relation to assessments and results in the following ways:

- examinations/tests, both school based and external;
- school's award schemes;
- extra-curricular activities;
- destinations at the end of the student's time in school.

This information provides a valuable insight into the progress of students with special educational needs and/or disabilities.

Liaison with Primary Schools and Feeder Education Establishments

Liaison between feeder primary schools, other education establishments, and Stuart Bathurst Catholic School SEND Department is prioritised throughout the year. The SENCO can attend transition reviews for students with EHCPs in Year 6 and we encourage Primary School SENCO's to invite us to relevant reviews. A transfer document and a meeting with the primary school SENCO is organised prior to any student transferring to Stuart Bathurst Catholic School. These meetings highlight the students' needs, work covered, and tests administered. Electronic documents and folders for all students who have received additional support from the SEND Department in their primary school are transferred to Bishop Milner at the beginning of Year 7 in accordance with GDPR.

Feeder schools are visited by our transition lead on a frequent basis and any relevant information is passed on to the SENCO. Individual needs are discussed with the class teacher and information is collated during visits, as well as supportive discussions with the student. Vulnerable students are invited to Stuart Bathurst Catholic School as part of a bespoke transition plan.

Liaison with Stuart Bathurst Catholic School Departments, External Agencies/Facilities and Support Services

The SEND Department supports a multi-disciplinary approach to maximise the educational provision for SEND students. Working closely with relevant agencies and support services, we are able to help identify, assess and provide support for SEND students. In this way we aim to provide an integrated, high quality, holistic support which focuses on the needs of the child, as highlighted in the Code of Practice. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SEND Department, safeguarding leads and pastoral teams work with the following services:

- Action for Children
- Alternative Provision (Albright Medical School, Impact Independent School)
- Black Country Womens Aid - risk of CSE, controlling relationships, domestic abuse
- Breaking Silence - self harm, self esteem
- Brook Advisory - sexual health and counselling support
- CCAT (Complex Communication and Autism Team)
- Child and Adolescent Mental and Health Services (CAMHS)
- DECCA - support with alcohol and substance abuse
- Edgmond Hall Outdoor Education Centre
- Educational Psychologist Service (EP)
- FST – Family Solutions Team – working with families on the edge of care
- Kaleidoscope - emotional health and wellbeing support
- KRUNCH - support and guidance, emotional well being
- KOOTH - online support for emotional well being
- LACE virtual school
- Speech/Occupational/Physiotherapists Therapists
- Social Services: Child Protection Plan, Child In Need
- PREVENT - support for young people at risk of terrorism and exploitation
- Sensory Advice Team (Teacher of the Visually Impaired, Teacher of the Hearing Impaired)
- Speech and Language Therapy Services
- Special Educational Needs Advisory Teacher for Learning (SENATL)
- Special Educational Needs Advisory Teacher for Social, Emotional & Mental Health (SENAT SEMH)
- Youth Offending Team (YOT)
- Young Carers - support for children who are young carers

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, Local Authority, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

Complaints

Stuart Bathurst Catholic High School's Complaint Policy is available to view online through the website. This policy details the procedure the school follows when dealing with a complaint.

Parents may wish to seek further advice/assistance from SENDIASS (contact details below).

Useful Contacts

The “Local offer” for students with Special Educational Needs may be found on the web at:

Sandwell <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Sandwell SENDIASS: <http://www.sandwellsendiass.co.uk>

Support Service: Sandwell Inclusion Support

Telephone number: 0121 569 2777

Email: inclusion_support@sandwell.gov.uk

If you require any further assistance please contact us using the school’s email and telephone numbers:

Main Reception: 0121 556 1488

Contact: R. Bayliss — Receptionist

Email: admin@stuart-bathurst.org.uk

Parent Portal: parentportal@stuart-bathurst.org.uk

Stuart Bathurst Catholic High School’s staff to contact:

Leader for Special Educational Needs, Disabilities and Inclusion: Miss T Caan.

- Year 6/7 Transition Coordinator and head of year 7 (Mrs Watkins)
- Family Support Officer (Mrs Bayley)
- KS3 Pastoral Support – Mrs Newell

Evaluation of School SEND Policy and Provision

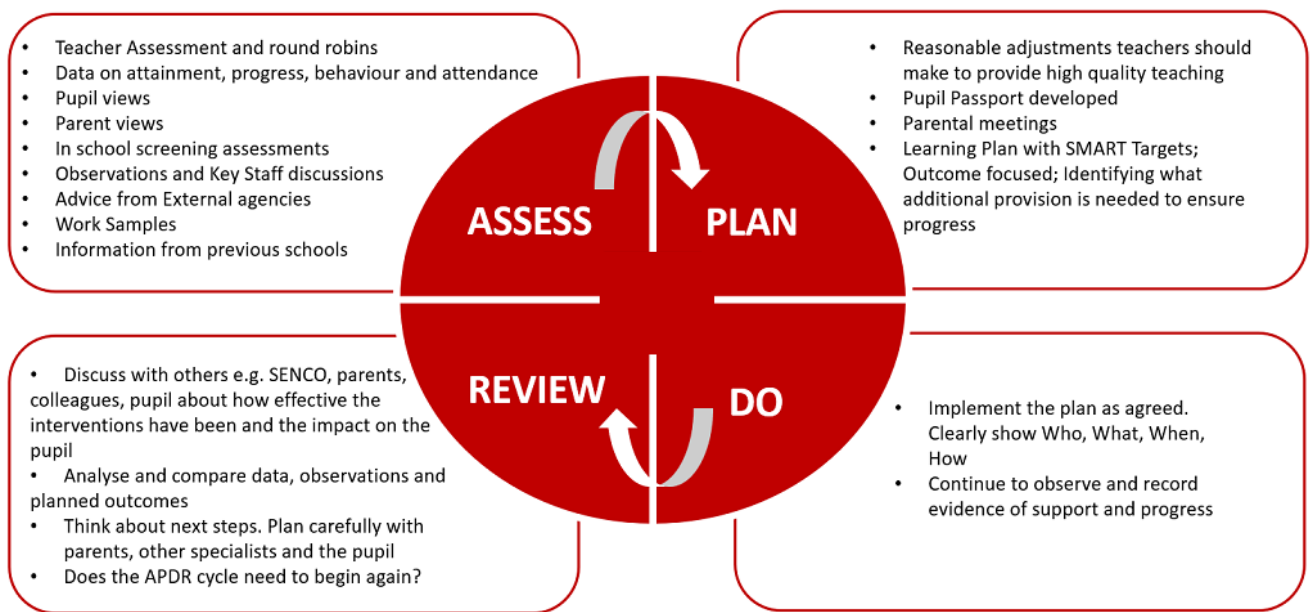
The following procedures provide evaluative points for assessing the effectiveness of Stuart Bathurst Catholic High School’s SEND policy and SEND Information Report:

- Student assessments for review meetings
- Exam Analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review process
- Attendance of Local Authority SENCo meetings
- Parent voice

All Teachers are teachers of SEND

- Student voice
- SEND Governor Meeting Minutes
- SEND Departmental meetings and minutes
- SEND Review documentation and advice

APPENDIX 1 –ASSESS-PLAN-DO-REVIEW CYCLE



APPENDIX 2 – GRADUATED RESPONSE WITHIN SCHOOL

Level	Triggers/Indicators of Need	Interventions
Quality First Teaching (QFT) UNIVERSAL	<ul style="list-style-type: none"> • Some difficulty acquiring skills, notably in language, literacy and numeracy. • Some discrepancies between attainments in different core subjects or within one core subject. • May be slower to retain, use and apply everyday concepts than age equivalent peers. • Mild levels of sensory impairment or fine motor skills e.g. handwriting, may be poorly developed and finds recording difficult or visual / perceptual needs. • May need time allowed for mobility issues. • May have difficulties related to behaviour, social or emotional issues and needs some help with these. 	<ul style="list-style-type: none"> • All teachers are teachers of children with special educational needs (Code of Practice, 5:2). • Quality First Teaching approach through: planning, organisation of groups, delivery of lessons, allocation of tasks, support & resources, lesson objectives/outcomes and through classroom displays.
Monitoring (M) WAVE 1	<ul style="list-style-type: none"> • Continued difficulty acquiring skills, notably in language, literacy and numeracy for a term or more. • Pupils remain below flight path or attainment continues to be lower than those of their age equivalent peers for a term or more (i.e. their performance is amongst that 	<ul style="list-style-type: none"> • Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. • SEND Cause for concern referral made by teacher/behaviour manager/attendance officer or parental meeting with SENCO requested.

	<p>of the lowest 10-15% of their age group).</p> <ul style="list-style-type: none"> • QFT overtime hasn't resulted in progress being made in areas causing concern. • Evidence that pupil's difficulty with acquiring skills is interfering with their ability to make expected progress. • May have at least 2 periods of fixed term exclusions. • May have attendance below 90% for at least a term. 	<ul style="list-style-type: none"> • Some targeted support from TAs in class (Collaborative Teacher/TA planning sheets) • Special arrangements for tests e.g. use of laptop with wordprocessing functions. • Separate room, rest breaks, prompter. • Modified equipment or resources such as coloured paper, overlays etc. • Pupil Passport or learning plan led by pastoral team if required • Screening assessments and/or observations carried out. • Small group support e.g. 3 x 20 minutes sessions intervention sessions; guided reading/writing groups; Language and Social interaction development sessions. • Individual mentoring sessions guided by motivational interviewing.
<p>SENS (K) WAVE 2</p>	<ul style="list-style-type: none"> • Pupil continues to have significant learning difficulties that have not responded fully to additional support given within school for a term or more. • Progress remains unsatisfactory and there is evidence that the learner is falling progressively behind the majority of students the same age in academic attainment despite appropriate support for a term or more. • Measures of the learners' abilities (where available) show their performance to be below the 5th centile or below (equivalent to a standardised test score of 75). • The school requests involvement from external professionals to help the student make progress, assess problems and review the type and level of support given. 	<ul style="list-style-type: none"> • Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. • Working on individual access arrangements in preparation for GCSE exams. • Additional planning and arrangements for transition. • Targeted support from LSAs in class • Modified small group or 1-1 interventions focused on specific learner needs. • Pupil passport and Learning Plan developed, with SEN Termly review meetings led by key worker from the SEND department. • Continued involvement of external agencies necessary – Speech and Language Therapists, Educational Psychologist, Phase trust, Specialist teachers etc.

<p>Application for EHCP / EHCP (E) WAVE 3</p>	<ul style="list-style-type: none"> • At least two terms of evidence that the learner’s performance continues to be at the lower end of their expected flight path in some subject areas despite appropriate support in place. • May have at least two terms of evidence that the learner has continuing difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory. • May have at least two terms of evidence indicating that learner’s low self-esteem and/or difficult behaviour is linked to avoidance of or frustration with tasks requiring their use of weaker skills. • Measures of the learners’ abilities (where available) show their performance to remain below the 5th centile or below (equivalent to a standardised test score of 75), despite targeted intervention. • External assessments over time, together with advice and support for at least 2 terms are indicating a more highly differentiated and individualised programme is necessary. • Cost of provision to support learner’s individual needs significantly exceeds SEN Notional Budget. 	<ul style="list-style-type: none"> • Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher. • Individual access arrangements in preparation for GCSE exams. • Additional planning and arrangements for transition with support from Connexions. • Individualised support from TAs. • Modified small group or 1-1 interventions focused on specific outcomes as agreed by LA. • SEN termly reviews by the SENCO (including annual reviews of EHCP with external agencies). • Continued involvement of external agencies where appropriate – Speech and Language Therapy, Educational Psychologist, Phase trust, Learning support service, Hearing/visual/physical impairment services etc.