

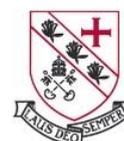
Special Education Needs and Disability policy 2019

By	Review period	Method
Full Governing board	Bi-annual	Meeting

Ownership: Kirsteen Fraser, Senior Leader Curriculum Support

Revision History

Review	Changes	Next review date
February 2019	Review of policy	November 2020



Romero vision

“Aspire not to have more, but to be more,”

Saint Oscar Romero

Education associated with Romero aims to be of the highest possible quality. The formation of the young people in our care is expressed in the values of respect, compassion and justice. Our schools are communities of faith where we hope to empower young people to take up the challenge to be more in their daily lives. To take action for social and environmental justice, and to create a more just and compassionate world.

The College offers an education with a solid foundation of Christian values. We expect the very best from each and every student and seek to be a community where all are valued. The College motto, *Laus Deo Semper* (praise to God always), underpins all relationships in the College. We praise God by finding the best in others and treating each person with dignity as a child of God.

We support this by endeavouring to provide the best support for students with educational needs throughout their time at the College

1. Aim

We are committed to working in active partnership with home, parish and the wider community to enable its students to ‘make a positive contribution’ in their future. The number of students who have special educational needs is increasing and the type of need becoming more complex and requiring specialist intervention. This needs to be addressed effectively and appropriately taking into consideration the available resources, the views of stakeholders as well as carefully considering the access to the curriculum for these students. The backgrounds of these students vary greatly and the pathways they follow will all differ but the end result remains the same. We aim to support all of our students to work towards their ‘infinite potential.’

This policy should be read in conjunction with the equality and diversity policy and the supporting children with medical needs policy which aims to ensure all students with different needs including disability are treated equally.

2. Definition

A student has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for students of the same age in other schools maintained by the Local Authority (*Education Act 1996*).

3. Aims

- to enable every student to experience success.
- to promote individual confidence and a positive attitude.

- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- to give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- to identify, assess, record, and regularly review students' progress and needs.
- to involve parents/carers in planning and supporting at all stages of their child's development.
- to work collaboratively with parents, other professionals and support services.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

4. Identification

We work closely with the primary schools to support an effective transition process for the students with Special Educational Needs. This involves several visits from both the Senior Leader Curriculum Support and Teaching Assistants to fully identify and support the student's individual needs. We screen the whole of Year 7 for basic literacy needs to ensure nobody is omitted from the process. We also observe students where staff have expressed concern regarding their progress and/or behaviour and act accordingly putting in the correct support, liaising with staff and parents and entering the student at the appropriate level on the Inclusion Register.

There are three recognised stages of SEND on the register.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. An EHC Plan replaces the Statement of Special Educational Need.

SEND Support: From September 2015, School Action and School Action Plus have been combined to form SEND Support. These needs will primarily be met by classroom teachers sometimes in conjunction with external professionals. The progress of these students will be monitored and recorded. At St. Joseph's we also have a 'Staff to be Aware' category. This refers to students who have been on the SEND register in their primary school or may have issues that do not meet the Code of Practice's requirements for SEND support .

5. Effective Provision within the classroom

- Departments must provide *and monitor* an appropriately differentiated curriculum. They can draw on the Senior Leader Curriculum Support for advice on assessment and strategies to support inclusion.
- Teaching Assistants (TAs) utilised to support the students with most need.
- Departments are encouraged to plan ahead for SEND students. For example, in Key Stage 4 options process to plan ahead and liaise with the Senior Leader Curriculum Support to ensure resources are suitable and support can be timetabled.
- Ongoing SEND training is offered throughout the year to equip staff with the relevant skills.
- Discussion with Senior Leader Curriculum Support regarding the provision of support and the individual progress of students
- Applications made for Special Access Arrangements for formal assessments where possible
- Involvement of external agencies to offer support and advice where possible *and relevant*.
- A detailed SEND (Inclusion) Register for all staff to consult and to use with lesson planning.
- Students to be selected for the Alternative Curriculum at in year 9 through discussion with all stakeholders.

6. Extra- curricular activities/Enrichment opportunities/Extra Opportunities

We work with the local authority to promote new leisure pursuits for students with both learning and physical disabilities by supporting sports days for this cohort. The students have the opportunity to try new activities in a safe and supportive environment. We encourage the participation of all of our students in the trips and activities offered by departments within the College and provide support for the students if necessary. We always actively seek inclusion opportunities for all our students.

We offer a 'sanctuary' for SEND students at unstructured social times with a range of clubs running at lunchtimes to encourage and nurture social skills and co-operation. We display the work of our students and celebrate their achievements. We believe in providing equal opportunities for all of our students to enable them to participate not just in the Curriculum but to equip them with skills they will need once they leave compulsory education.

7. Support from the Local Authority/Traded Services

Our statemented students are subject to an Annual Review of their Statement of Special Educational Needs and in turn their EHCP and this is sent to the local SEND funding panel for approval and if necessary, amendment. We work in close liaison with the LA SEND Department to ensure the needs of our SEND students are being met. We also engage the services of the local authority's advisory teachers to support the learning and progress of our students and

actively consult them for effective teaching strategies for these students. The Senior Leader Curriculum Support is often a member of the SEND Funding and Assessment Panel for the local area.

8. Continuing Professional Development

We provide regular training opportunities for all of our staff regarding SEND. Every member of staff receives key information about the different types of SEND that exist and the protocols that need to be adhered to. We are constantly seeking INSET initiatives including online training. All staff are encouraged to approach the Senior Leader Curriculum Support to discuss any causes for concern they may have about students.

9. Transition

We visit all students with SEND in their primary schools. The Senior Leader Curriculum Support meets with a representative to discuss the needs of the new intake and TAs then visit at least once to meet the students and answer questions regarding transition. We also accommodate vulnerable students on extra visits to St. Joseph's and work with students in their Year 6 lessons to develop a good working rapport and understanding of their needs. We attend all Transfer Reviews, Early Help Record and any other meeting affecting SEND students. We are also working closely with the Local Authority developing the new protocol for Post 16 Transition for students with additional educational needs. This initiative is particularly aimed at supporting our students at SEND support and above *but encompasses all vulnerable and anxious students.*

10. External Agencies

We work with the following agencies to support our SEND students, this is not an exhaustive list.

- Hearing Impairment
- Visual Impairment
- Educational Psychologist
- Looked after Children
- Primary and Secondary Behaviour Support
- Physical Impairment
- Primary Mental Health/CAMHS/TAMHS
- Speech and Language Communication Needs
- Looked after Children
- Occupational Therapists
- Physiotherapists
- School Nursing Service
- Psychiatric Nursing Service
- Post 16 Transition Team
- Swindon College

- ASC Outreach
- Specific Learning Difficulties

11. SEND Report

The school publishes a report annually regarding the identification and responding to students with SEND. These reports meet the requirements of the Special educational needs and disability regulations 2015 regulation 51 and schedule 1.

12. Complaints

If you should have a complaint about Special educational needs educational provision, please use the standard complaints policy which can be found on the school website. Initial complaints or feedback can be referred to the SENco for the school rather than the subject or year teacher as appropriate.