

SEND Policy

2016-2017

To be reviewed at the Next Full Governors Meeting November 2016

SLT responsible	Ms S Kisten
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This policy is communicated by the following means:	Staff Shared Area and School Website



St Aloysius'
College
Hornsey Lane,
Highgate,
London
N6 5LY



Inspected March 2012



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Key Principles

St Aloysius College values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We embrace all aspects of Pupils well - being and work in close partnership with parents/carers to achieve and deliver the outcomes.

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

The SEND aims of the school

- Ensure that SEND pupils achieve to their full potential whilst at St Aloysius' College
- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- To enable these pupils to enjoy their learning through a positive, safe environment
- To support SEND pupils in making a positive contribution towards their school community, whilst preparing them to do so also in later life
- To ensure that these pupils are enabled to understand the world of work and how they can achieve within it, once they have left school – done through partnership with their parents/carers successfully

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age



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- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- Is of compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

St Aloysius College will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in 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.

Every school is required to identify and address the SEND of pupils that they support and they must:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND. (CoP 6.1/6.2)

St Aloysius’ College strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Educational Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Identification, Assessment and Review.

The new Code of Practice for Special Educational Needs and Disability: 0 - 25 years became statutory in September 2014.

Categories of Special Educational Need

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning



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- Behaviour, emotional and social development
- Sensory and/or physical

Changes in categorising SEND pupils are now in place. What was formally 'School Action' and 'School Action Plus' is now 'SEND Support'. Statements still exist but are being phased out at times of transition (end of Years 6/9/11) and replaced by EHCPs (Education, Health, Care Plans) for the most needy pupils with complex needs for example.

The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.
- Screening/diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- External exam results
- Pupil portfolios

Informing Subject Staff of Pupils with Identified SEND

The SENCO/SEND team will publish, for each member of staff and other interested bodies, an annual SEND REGISTER. This register will detail the identified nature of pupils' Special Educational Need as well as provide information and strategies for teaching and supporting such pupils.



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Coordinating and Managing Provision

The new Code reinforces the role of the SENCO, recognising the SENCO's Key role in "determining the strategic development of the SEND policy and provision in the school" in order to raise the achievement of children with SEND (CoP 6.87).

SEND Provision

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEND the SENCO, SLT and PASTORAL colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents/carers in a joint home-school learning approach

The Range of Provision

- The main methods of provision made by the school are:
- Full time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full – or part time – to support behaviour
- Withdrawal group teaching for: Reading, Literacy, Numeracy, Language & Communication Skills, Social Skills
- Interventions for targeted statemented /EHCP pupils/SEND support status.
- Targeted SpLD interventions
- SEND homework club: 3 hours per week
- "Open Door" policy/use of main SEND teaching room for vulnerable pupils to use before school/at break and lunch times
- SEND teaching base comprises: 2 rooms to accommodate in one up to 6 pupils and in the other up to 8 pupils – with 4 networked computers in each base.



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Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School SEND Support. If, after further consideration, a more sustained level of support is needed, it would be provided through liaising with outside Agencies. Where concerns remain despite sustained intervention, the school will consider a Statutory Assessment in severe cases i.e. where a pupil has significant complex needs and for whom mainstream provision may not be sufficient. Parents/carers will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment.

Record-Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to meet them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services/CAMHS
- Information from other agencies such as the School's Career Service

The Role of the SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND



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- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, Careers Service, and voluntary bodies.

The Role of the Subject Teacher

Departmental involvement is a key to successful inclusion of students with Special Educational Needs and disabilities. Each department is asked to nominate an SEND Links Rep to liaise with the SEND/Learning Support Team.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect necessary information on the pupil
- In collaboration with the SENCO, assist in the review of PSP targets for SEND pupils and provide updated information to contribute to Annual Reviews.
- Working with SEND pupils on a daily basis to deliver PSP targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the implementation of the school's SEND policy

The Role of the Head Teacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCO/SEND team and SEND or Staff responsible for SEND / Inclusion
- Ensuring parents are made aware of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Teaching SEND pupils is a whole-school responsibility.

The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels



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of provision and support. The Code of Practice advocates a **graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SEND Support as described below.

SEND Support Status

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have Sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results as necessary. If a pupil is still not making sufficient progress, the school after consultation with parents/carers will seek support from external services. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Any resulting PSP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Use of Support Staff within School SEND Support

Learning/Curriculum Support is delivered in diverse ways. This is line managed by the Assistant Headteacher.

SEND Teaching Staff

- SENCO
- 1 Learning Support Teacher (LST)
- 6 Full Time Teaching Assistants
- 5 hours' admin assistance



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Nature of Intervention

The SENCO in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Pupil Support Plans

Strategies for pupils' progress will be recorded in Pupil Support Plans for Statemented Pupils and certain pupils at SEND Support status containing information on

- Short-term targets
- Specific difficulties
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PSP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PSPs will be shared with the pupils and the parent/carer.

Reviewing PSP's

PSP's will be reviewed twice yearly, one of them coinciding, where possible, with a parents' Evening. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School SEND Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND Support Status
- The pupil's PSP (if appropriate)
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels



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- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plan

An **Education, Health and Care Plan** will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a PSP.
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Reviews of Statements/Education, Health and Care Plans

EHCPs must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The Head Teacher, through the SENCO, will organise reviews and invite:

- The pupil's parent/carer
- The pupil
- The relevant teachers/TA's
- The SENCO
- A representative of the LEA if necessary
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the PSP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement/EHCP in relation to the pupil's performance during the year. And whether to cease, continue, or amend it



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- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Careers Service. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and SEND it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEND/EHCP.

Curriculum Access and Inclusion

St Aloysius' College strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At St Aloysius' College we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

Effective provision for those with disabilities

Under the Equality Act 2010/SEND Regulations 2014 schools and LEA's must not treat disabled students less favourably, without justification, and must make reasonable adjustments to ensure they are not disadvantaged compared to their peers. This policy supports the school's more far-reaching one.

Evaluating Success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting PSP targets
- Monitoring of procedures and practice by the SEND Governor



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- School self-evaluation
- The School Development Plan/SEND Department Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals

Complaints Procedures

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Partnership Within and Beyond the School

Staff Development and Appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Teaching Assistants requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction, as necessary. The school's INSET needs will be included in the School Development Plan.

Links with Other Agencies, Organisations and Support Services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services



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- Pupil Referral Service (PRS)
- SEND Support Service (SENDSS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Occupational Therapists

In addition, important links are in place with the following organisations:

- The Careers Service
- The LEA
- Specialists Services
- Educational Welfare Officer
- Social Services
- CAMHS

Partnership with Parents/carers

St Aloysius' College firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents of pupils with SEND, details of the local Parent/Carer Forum "to ensure that the views and experiences of children, young people and parents inform policy and practice". (CoP 2.9)

At St Aloysius' College we encourage all pupils, including those with SEND, to participate in their learning and their on-going development; this includes the preparation and encouragement of even some of the most academically vulnerable to fulfil Leadership roles, such as Prefect.

The new code offers more information access to children: "The Children & Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEND or disability. Many children access information, advice and support via their parents. However, some children, especially older children, may want to access information, advice and support separately from their parents and local authorities must ensure this is possible". (CoP 2.10)

Looked after Children (LAC)

The school has a designated member of the SLT who oversees that required policy & provision is in place.