

SEND Policy including Accessibility Plan 2018



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

Last Review Date:	
Next Review Date:	
Governor's Signature:	





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
- 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)



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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
- 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.



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- 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.

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.

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



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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
- 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



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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 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

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
- 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



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- 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
- 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



St Aloysius' College:

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



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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.



ACCESSIBILITY PLAN

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of St Aloysius to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The School's Context

We are secondary school for boys age range 11 – 16, with a co-ed 6th form. The school comprises of a large site spread over several buildings, with the main teaching building up to four storeys high. There is also a large playing fields that is a 10 minute walk from the school.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School aims to:

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- ensure that every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- ensure children will be helped to appreciate that they are members of the wider community in its richness and diversity
 - ensure that the curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)



St Aloysius' College:

- Code of Practice for Schools (Disability Rights Commission)

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

a) Access to the Curriculum

Students across the Key Stages have an appropriate (differentiated) curriculum to fit their needs. The following documents/policies support this aim:

- School Development Plan
- Department Development Plans
- Policy for the Curriculum - this is currently being reviewed and is scheduled to be signed off in 2018.
- Policy for Assessment - this is currently being reviewed and is scheduled to be signed off in 2018.

- Special Educational Needs Policy (and also an SEN Information Report)

- Supporting Pupils with Medical Conditions Policy

Principal features of St Aloysius College are:

- Within their teaching teams, Heads of Department (HOD) and Heads of Years (HOY) monitor students' progress. Discussions to determine appropriate curriculum needs of specific students is achieved at SLT line management meetings.
- Children classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by curriculum departments, HOY and a member of the Senior Leadership Team. Interventions at subject level are recorded PPM Tracking sheets and monitored at line management meetings as well as at department meetings, after each assessment point.
- Pupils' attendance is monitored by Form Tutors and the school's attendance officer
- In Year 7 students are usually taught in their mixed ability groups; the composition of the groups is carefully determined from KS2 data and CAT4 test data, if available. Monitoring Tutor Groups, and identifying students in need of bespoke curriculum provision lies with the HOY and is discussed with line managers. Heads of Department also address these at Department meetings.
- Progress reports are generated at each assessment point (four times each year) and are reviewed by the HOYs, Tutors and curriculum HODs. A range of staff contribute to tracking and documenting pupils' progress, to allow for appropriate interventions and evaluation, as required. Progress is measured against annual targets set. All progress data is entered into Assessment Manager and all teachers are able to view the progress of their pupils.
- Students are taught according to ability in most subjects from Y8 onwards. There are tiered ability groups in English, Maths, RE and Science, with broad banding in the option subjects in Years 9, 10 and 11.
- There are option choices for Year 9 pupils choosing Level 2 courses following discussions with pupils, parents and teachers. For pupils with particular learning or other needs more bespoke packages may be negotiated. All students have access to the English Baccalaureate basket of qualifications through the core and options system if that is their choice.



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- In Years 9, 10 and 11 the curriculum is increasingly personalised: pupils choose options at GCSE/BTEC level in addition to core subjects (English, Maths, Science, RE and History or Geography). Pupils identified at working significantly above the expected ability range in Maths could also study Further Maths and the most able Scientists study 3 separate Science GCSEs. A small number of pupils, following discussions with them and their parents may spend more time on Maths and English rather than pursuing a GCSE option course. In this time they may also study for vocational certificates based upon their areas of interest.
- Data from primary schools, reading and spelling tests and Cognitive Ability Tests (CAT4) inform differentiated mainstream classroom teaching and Learning Support interventions, together with information from other professionals.
- Learning Support interventions In Years 7-9 are informed by reading and spelling tests and CAT4 test for Year 7s. Literacy intervention is now primarily through the LEXIA system which is more personalised group sessions administrated and monitored by a full time member of staff .
- As appropriate, vocational courses can be accessed by individuals, were such courses are available.
- Pupils with medical needs, unable to access school full-time, are supported by the Curriculum Support Department and the Pastoral Team.
- Throughout KS4, and selectively for KS3 pupils, through whole school data and Learning Support specialist testing, pupils are identified for Access Arrangements (exam concessions).
- The Learning Support centre and the Curriculum Support Department manage sections of the curriculum for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions) including pupils returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

b) Access to Pastoral support

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda, fully supporting the social, emotional and mental health needs of our pupils and staff. Pupils across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs. The School's various separate policies contribute to supporting these aims:

- Attendance Policy on supporting students with medical conditions in School
- Behaviour Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

Principal features of St Aloysius College are:

- Three Designated Child Protection staff on site, with developed links to Social Services and Islington local education authority teams
- Looked After Children are identified and monitored by all teachers.
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by HODs and the Senior Leadership Team
- Children who act as 'Young Carers' are identified and monitored (linked to Children Services)
- Individual Behaviour monitoring forms and Pastoral Support Plans monitor and support pupils.



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- LSC (Learning Support Centre) manage behaviour modification for identified pupils (usually short-term interventions, but for a very few there can be longer-term interventions), including pupils returning from exclusion or from medical absence.
- County Educational Psychologists closely support the work of the school with individual students, as required by their needs
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- Our Careers Co-ordinator and Work Experience Co-ordinator, support pupils from Year 9 onwards with work-related learning and planning for the future.
- We have developed links with primary partnership schools to facilitate early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)
- An experienced Counsellor brought in from Terapia works in school one day a week with identified pupils. In addition, selected pupils have access to a CAHMS counsellor once a week to address their emotional/mental health needs.
 - Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific pupils / work generally in supporting pupils.
 - Restorative Justice style meetings take place to resolve issues between pupils.
 - Exclusions are kept to a minimum – when returning from exclusion pupils are met and expectations re-established before returning to lessons.

2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Pupils, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. In the event that buildings cannot be adapted, changes will be made to the curriculum -typically this will mean rooming to accessible accommodation.

The following policies support these aims:

- Critical Incident Plan Equality Policy
- Fire Risk Assessments and the Fire Safety Action Plan
- Health and Safety Policy

Principal features of St Aloysius College are:

- the annual audit of each site, using Corporate H&S Islington framework / guidelines.
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including The Health and Safety Officer & Committee, teachers (activities, classrooms) and HODs (departmental areas), 'common areas' (Premises Manager) and SLT in reviewing these procedures and activities.
- access to all parts of the school site is possible by use of pathways and lifts.
- risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability)
- risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)



St Aloysius' College:

- the medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis
- the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Head teacher and related staff
- the Curriculum Support Department has the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines
- outside professionals (for example, Occupational Therapists, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service) support the work of the school, and the integration of specific students within mainstream classes.
- the SENCO and Teaching Assistants on each site, on a day-to-day basis, monitor individual students' accessibility to each site.

3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy: This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition the School has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested.
- Parents may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act
- All requests for information should be made in writing, to the Head teacher
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information provided by the school

Pupils have access to information by:

- the regular reporting of pupils' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings.



- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, and Pupil Support Plans (SEN).
- the SEN review process
- through the school student planner
- representation on/by the Student Council

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Parents' Evenings.
- Curriculum information evenings.
- Options Evening (for students selecting their KS4 courses)
- Tutors and HOYs contact with parents
- the school's website
- open mornings for parents of prospective new students
- by prior appointment to visit the school
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the Main School Prospectus
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the School's website
- contact with professionals within the school
- by written request to the Head teacher