



St Benedict's Catholic High School

SEND Policy

## 1. Introduction

St Benedict's Catholic High School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' learning needs, setting suitable learning challenges and coordinating intervention strategies where appropriate, which aim to overcome barriers to learning and social integration. This policy and practice framework takes operational effect from. SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENDCo). Access to other agency support and expertise is secured through external providers. St. Benedict's Catholic High School provision follows the Department for Education (DfE) definitions and guidance and reflects our statutory duties introduced by the Special Educational Needs and Disability Act 2001, Equality Act 2010 and the SEND Code of Practice 2014 and Warwickshire Local Authority local offer.

### Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND Information Report

## 2. Principles and Definitions

All teachers at St Benedict's Catholic High School teach students with SEND and aim to deliver 'quality first' teaching and learning experiences as set out in the Teachers' Standards. Special educational provision is additional to, or different from, that which is made generally for other students or young people of the same age by mainstream schools. St. Benedict's Catholic High School's SEND support follows a graduated approach designed to improve attainment and secure desired outcomes.

A student has SEND if they have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Sensory and physical impairments, specific learning difficulties such as dyscalculia and dyspraxia, conditions like diabetes, epilepsy, ADHD and some complex behavioural, emotional or social difficulties, Autistic Spectrum Conditions and mental health disorders are among the disabilities that might be classed as SEND if they have a significant impact on the student's ability to make progress, achieve potential and take a full part in school life.

We involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice, and follow DfE guidance when reviewing progress, updating targets and managing special provision:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **3. Identification and Assessment**

Many students with SEND will have had formal assessments or diagnoses at primary school. The SEND department meets with the primary school staff and students with EHC Plans or students identified with SEND in order to offer additional support to enable a smooth transition to St. Benedict's Catholic High School.

In some cases, a student without previously identified SEND may not be making age related progress. Parents/carers, teachers and staff may consult the SENDCo about these or other concerns. The SENDCo will share concerns with parents/carers, arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further referrals to external agencies following the graduated response.

### **4. Roles and Responsibilities**

#### **4.1 SENDCo;**

The SENDCo is overseen by the Assistant Headteacher - SENDCO

The SENDCo is Mrs S Whitlock –

[swhitlock@sbe.magnificat.org.uk](mailto:swhitlock@sbe.magnificat.org.uk)

The SEND Manager is Ms Jess Lloyd –

[jlloyd@sbe.magnificat.org.uk](mailto:jlloyd@sbe.magnificat.org.uk)

The SENDCo will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, the local authority and its support services.
- Liaise with potential alternative providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements.
- Ensure the school keeps the records of all students with SEND up to date.
- Be responsible for testing for Access Arrangements, and providing the information to the Exams Officer for appropriate arrangements to be put in place for public and internal examinations, as well as to quality assure these arrangements.

### **The Head of Sixth Form**

The Head of Sixth Form in association with the SENDCo are responsible for the support of SEND pupils in the Sixth Form and the appropriate Access Arrangement for Exams.

### **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and where appropriate decide on any changes to provision.
- Ensuring they follow and apply this SEND policy in practice.

## **5. SEND Information Report**

### **5.1 The kinds of SEND that are provided for**

St Benedict's currently provides additional and different provision for a range of needs, including:

- Communication and Interaction: for example, Autistic Spectrum Disorder, Asperger's Syndrome, Tourette's, speech and language difficulties.
- Cognition and Learning: for example, specific learning difficulties, processing and dyscalculia.
- Social, Emotional and Mental Health difficulties: for example, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder, Anxiety and Self-harm.

- Sensory and/or physical needs: or example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple complex learning difficulties.

## **5.2 Identifying students with SEND and assessing their needs**

St Benedict's Catholic High School will assess each identified SEND student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, St. Benedict's Catholic High School will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. St. Benedict's Catholic High School will use this information to determine the support that is needed and whether reasonable adjustments are required.

## **5.3 Consulting and involving students and parents/carers**

St Benedict's Catholic High School will endeavour to have early discussions with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the student. Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents/carers. St. Benedict's Catholic High School will formally notify parents/carers when it is decided that a student will receive additional SEND support.

#### **5.4 Assessing and reviewing student progress towards outcomes**

St Benedict's Catholic High School will follow the graduated approach and the four-part cycle of **Assess, Plan, Do and Review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

The teacher's assessment and experience of the student.

- The student's previous progress and attainment, including any behaviour.
- The student's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The student's own views.
- Advice from external support services, where appropriate.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support that needs to be provided, and any teaching strategies or approaches that are required. St. Benedict's Catholic High School will regularly review the effectiveness of the support and interventions and their impact on student progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

In preparation for transition, St Benedict's Catholic High School will share information with the school, college, or other setting the student is moving to.

#### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching is our first step in responding to students identified with SEND.

#### **5.7 Adaptations to the Curriculum and learning environment**

St. Benedict's Catholic High School will make the following adaptations to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students are able to access it, for example, by grouping, individual plans, teaching style, content of the lesson, language moderation, etc.
- Adapting resources and staffing where appropriate.
- Using recommended aids, such as laptops, iPads with appropriate apps including Claro Reader, Reading Pens, coloured overlays, visual timetables, larger font, and prodigies etc.

- Differentiating teaching, for example, providing longer processing times where appropriate, pre-teaching of key vocabulary and reading instructions aloud.

### **5.8 Additional support for learning**

St. Benedict's Catholic High School employs learning assistants who are trained to deliver interventions such as:

☒ Nurture provision at lunchtimes.

- Social skills group
- Maths
- Literacy skills
- Speech and Language
- Reading Recovery
- Mentoring

### **5.9 Expertise and training of staff**

The SENDCo has over 5 years' experience in this role and is a qualified teacher.. The SENDCo holds the qualification to complete Access Arrangements for examinations and is employed on a full time basis.. St. Benedict's Catholic High School also has a team of Teaching Assistants, including Higher level Teaching Assistants (HLTAs) who are trained to deliver SEND provision as well as a number of tailored interventions.

### **5.10 Securing equipment and facilities**

St Benedict's Catholic High School works closely with Warwickshire, Worcester Solihull and Birmingham County Councils to secure equipment and facilities to support students with SEND.

### **5.11 Evaluating the effectiveness of SEND provision**

St. Benedict's Catholic High School evaluates the effectiveness of provision for students with SEND through:

- Regular SEND Review meetings involving parents/carers and students
- Reviewing students' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Monitoring by the SENDCo, Teaching Assistants and external specialist support services where appropriate.



- Using provision maps to measure progress

Holding Annual Reviews for students with EHC plans

### **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

- All extra-curricular activities and school visits are available to all students.
- All students are encouraged to attend residential trips.
- All students are encouraged to take part in sports day/school plays/special workshops and other events
- No student is ever excluded from taking part in activities because of their SEND or disability. Risk Assessments are used in specific cases to determine if participation is appropriate for reasons of safety and/or the health and well-being of a student.

#### **To support students with physical disabilities:**

St Benedict's Catholic High School works closely with external agencies such as the Integrated Disability Team (IDS), Visual Impairment (VI) and Hearing Impairment (HI) and Medical staff to make reasonable adaptations where necessary. The school has lifts, slopes, disabled toilets.

### **5.13 Support for improving emotional and social development**

St. Benedict's Catholic High School provides support for students to improve their emotional and social development by encouraging all to become involved in the range of leadership opportunities that the school offers including school council, peer mentors and to be a part of the range of committees that exist within school.

### **5.14 Working with External Agencies**

St. Benedict's Catholic High School works with the following agencies to provide support for students with SEND:

- Educational Psychology Service
- Specialist Teaching Service (STS)
- Integrated Disabilities Service (IDS)
- Speech and Language (SALT)
- Occupational Therapy (OT)
- Flexible Learning

- LifeSpace
- RISE (CAMHS)

### **5.15 Concerns about SEND Provision and Contact Details**

Complaints about SEND provision at St. Benedict's Catholic High School should be made to the SENDCo in the first instance. From here, should parents/carers feel further support is required they can refer to the school's Complaints Policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that St. Benedict's Catholic High School has discriminated against their child.

### **6. Monitoring Arrangements**

This policy and information report will be reviewed annually. Any additional updates will be added throughout the academic year and presented to the governing board for approval as and when necessary.

### **7. Links with other policies and documents**

The SEND Policy and Information Report links to the following:

- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting students with medical conditions