

St Benedict's Catholic High School



SEND Policy

Written October 2015

To be reviewed October 2018



1 Mission Statement

St Benedict's seeks to develop the whole person.

We are a Catholic School inspired in our mission by the vision of life that is found in the teaching of the Gospel, the Church, sacramental life and in Jesus Christ, who came that we 'may have life and have it to the full' In striving to fulfil this mission we reflect the spirit of our patron St. Benedict.

In practice this means that we seek to:

Encourage, support and inspire young people and the wider school community in the journey of faith.

Create a well-ordered family community, a family of the Lord's service where everyone is valued and respected.

Develop the intellectual, creative, physical, spiritual and religious potential of every pupil and encourage involvement in extra-curricular activities such as sport, music, drama and community service.

Work in partnership with parents, parishes, feeder schools and the wider community in a spirit of mutual service for the benefit of all.

Prepare our young people for life beyond school and in particular develop personal integrity, moral values and a sense of justice so that they 'act justly, love tenderly and walk humbly with God'. (Micah 6:8)



2 Objectives of the policy

All children are entitled to have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil no matter what their prior attainment is or potential areas of difficulty SEN CODE OF PRACTICE 2015

At St Benedict's we aim to:

- **work closely with feeder schools to identify needs of the students joining us and work with the setting to support transition to our school.**
- **endeavour to identify needs as early as possible and use our best endeavours to make sure that a student with special educational needs and disabilities (SEND) get the support they need.**
- **work together student, parents, teaching and support staff and other professionals to make reasonable adjustments to overcome barriers to learning.**
- **endeavour to ensure that all teachers are responsible for the teaching of students with SEND and a variety of support strategies will be used so that all students are able to access the broad and varied curriculum on offer at St Benedict's.**
- **set high expectations are set for all pupils both academic and social areas to in order for individuals to make a successful transition to adult life.**



We will meet these objectives through:

- **Liaison with feeder schools early in the spring term/ summer term, attendance at review meetings, visits from our key staff to develop relationships with pupils and parents.**
- **Rigorous monitoring that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps.**
- **Our staff are vigilant at supporting and raising any concerns. We use achievement data and other forms of assessment/observation to identify additional needs. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. We undertake baseline assessment on entry to the school and again in year 9 to ensure pupils make outstanding progress within the correct ability set and that any areas of difficulty are identified.**
- **We will endeavour to remove barriers to learning using a four cycle graduated response assessing, planning, doing and reviewing. To support this we have an established referral procedure within school for additional support through the Inclusion Department.**
- **We value the relationships we have with parents and carers. We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two - way feedback and therefore welcome ideas and suggestions from parents. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.**
- **Students are encouraged to lead on the support they feel appropriate and in sharing their experiences of how their difficulties impact on their learning. Learning plans are used for pupils receiving Wave 2 or 3 interventions and the student works to develop and revisit this plan three times a year. Parents/carers are also involved in developing this.**
- **As a school we invest in subscription to the Educational psychology service, the Early Intervention Service and the Integrated Disability Service. We value the expertise an advice that we gain from these in order to support our students in receiving required assessments and provision. We also subscribe and work with other agencies (see appendix 1 for further details).**
- **Students work closely with teaching staff to identify challenging targets and discuss how these can be achieved reviewing progress regularly. Parents review progress as already discussed. As a school we believe in developing the whole child and offer varied experiences in order for our students to achieve this. These include visits and activities in this country and abroad, links with schools in various countries and the Duke of Edinburgh Award to name a few. All students are encouraged to take part in these opportunities and we endeavour to overcome any barriers to any individuals whose needs may require us approaching the activity from another means. We run various support sessions and subscribe to the Life Space counselling service to enable pupils to overcome barriers to learning and develop resilience preparing them for adulthood.**

Please see our school offer, SEND report and school website for more information.





3 Responsibility for coordination of Inclusion and SEND provision

Name	Position
Safron Ball	Inclusion Manager / SENCo
Sarah Boote-Powell	Head of Pastoral Care / SEND SMT Lead
Maria Marshall	EAL Co-ordinator



4 Arrangements for coordinating Inclusion and SAEN provision

“All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response” (DfES - 2001 / Ofsted 2014)

Coordination of provision of education for pupils on the SEND register:

Position	Name	Responsibility
Acting Headteacher	Nick Gibson	Our headteacher has responsibility for the strategic development and monitoring of the SEN provision in the school. This includes working closely with our SENCo and the governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. This also includes working closely with our SENCo and the governing body to ensure that the school assess resources available to us and how these are used to meet the needs of individuals and targeted groups. Our headteacher also has overall responsibility for ensuring that teachers and others working with our students are aware of their needs and have arrangements in place for meeting these.
SEND Governor		Our SEN Governor works closely with the our head teacher and SENCO to review the development of SEN provision assessing resources available to us and how these are used to meet the needs of individuals and targeted groups. They also feedback to the governing body.
Inclusion Manager / SENCO	Safron Ball	Our SENCO has day-to-day



		<p>responsibility for the SEN provision in our school. She works closely with our teaching and non-teaching staff, our parents and other agencies.</p> <p>Our SENCo will:</p> <ul style="list-style-type: none"> • Provide professional guidance and work with the headteacher and SEN Governor to ensure our students receive high quality teaching. • Advise staff on a graduated response to providing appropriate support. • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. • Liaise with the local authority, parents of pupils with SEN and other schools, educational psychologists, health and social care professionals, and independent bodies (see appendix). • Liaise with potential next providers of education to ensure a smooth transition is planned • ensuring that the school keeps the records of all pupils with SEN up to date
Pastoral Head	Sarah Boote-Powell	Our pastoral manager works with the headteacher, SEN governor and SENCO to ensure that the school assess



		<p>resources available to us and how these are used to meet the needs of individuals and targeted groups.</p> <p>She works closely with our SENCO and is the SMT member responsible for monitoring SEND provision. Our SENCO and Pastoral Head meet on a weekly basis to review provision and progress of the departmental plan. Our pastoral manager will when appropriate meet jointly with the SENCO and parents to discuss provision, review progress and identify next steps.</p>
Pastoral Manager	Joanne Tarver	<p>The Pastoral Manager meets regularly with form tutors to review provision and identify areas that require additional focus. They share key information about students.</p> <p>The Pastoral Manager, Head of Pastoral care, SENCo, Youth minister and a key member of sixth form staff meet fortnightly to review provision and progress of students.</p>
EAL co ordinator	Maria Marshall	<p>Our EAL co-ordinator verses the monitoring of provision and progress of our EAL students. She works closely with our SENCo, head of pastoral care and year heads, Meetings are held termly to review provision and progress. Students receiving additional support are provided with a learning plan.</p>
Teachers	See staff list	<p>All teachers are responsible for the learning of all SEN learners. They have overall responsibility for meeting the needs of students in their classroom, having arrangements in place to meet</p>



		<p>the needs and making reasonable adjustments. Our teachers have high expectations for all students and aim to identify and address potential areas of difficulty. Our teachers work closely with our SENCO and learning assistants, parents and students.</p>
<p>Learning Assistants</p>	<p>See staff list</p>	<p>Our learning support assistants work closely with our students, staff and parents. They have differing areas of expertise. They work closely with the teaching staff to support addressing the needs of our students. Our learning support assistants work under direction of our SENCO and support quality first teaching and Wave 2 and 3 interventions. They are responsible for working closely with our students to develop child led learning plans. The learning assistants also support teachers in monitoring progression and are responsible for keeping records of progress from interventions and when appropriate in other areas including observations in and out of class.</p>



5 Admission arrangements

Please see our Admission Policy for detailed information.



6 Facilities for vulnerable pupils, those with SEND

At St Benedict's our school building is continually growing and throughout this development we consider the needs of all our students throughout building projects, signage, and allocation of rooms and skills of staff.

We are fortunate to have invested into providing our Scholastic Learning centre an area where focus can be upon addressing potential areas of difficulty, supporting development of strategies to overcome and progress both academically and socially and emotionally. This allows holistic progression and preparation for further independence and adulthood. The centre is not solely for the use of pupils with additional needs and we encourage all staff to use this resource which enables us to aim towards full inclusion and away from segregation.

Although our school setting is on two floors we have lift access to all floors. Our corridors are wide and give wheelchair access to the building. Classrooms at times can be crowded but as a school we can accommodate individual needs and will work with parents and students to make reasonable adjustments. We work closely with the integrated disability team at Warwickshire county council to assess individual needs and our environment and take advice on adjustments needed both physical and other.

We work closely with feeder schools both in year 7 and year 12 to ensure where possible and appropriate continuity in provision. We gather information from feeder schools and parents to develop a history of need prior to the student joining us. We can then prepare in advance and undertake appropriate transition programs.

Pupils with an identified special educational need are recorded on our SEN register. We are currently reviewing our SEN register in line with the new framework from the government detailed in the Special educational needs and disability code of practice: 0 to 25 years. Pupils will be identified as having a statement of Special Educational Needs, An Education Health Care Plan or Special Educational Needs Support.

The register is accessible to all teaching staff and learning support assistants. The register has a photograph of the student, details areas of difficulty and suggested support strategies. Agency cover staff are provided with SEND form lists for the classes they are teaching by the office, so that they are fully aware of the student's needs in their class. The register is reviewed termly. We also have an EAL register that has an identical layout.



7 Allocation of resources

Resources are allocated dependant on need of individuals and groups. We utilise resources to support the strategic aims of our setting as well as individual learner needs. Consideration must be given for health and safety requirements and we aim to address these so that all learners can have equal access.

Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.

All interventions are monitored for impact and outcomes are defined at the start of any intervention. We seek to ensure value for money service, so all interventions are costed and evaluated. All interventions are monitored for impact and outcomes are defined at the start of any intervention.

We will take advice from our educational psychologist, the integrated disability team and the Early intervention service as to appropriate resources and support for individuals and where possible aim to deliver these. If additional funding is required to meet needs we will discuss this with the Warwickshire SENDAR team where appropriate.



8 Identification and review of pupil needs

If a student is identified as having difficulties we have an identification assessment and referral procedure that staff follow as part of our graduated response. This can be initiated by staff or parents. The form tutor will initially work with class teachers to identify areas of difficulty observed and inform all staff of these and gain further feedback. From this the form tutor, teachers and parents will work together to identify support strategies to use in class setting relevant smart target for the student (the year head may also be involved). At this point advice from the SENCO may be gained. These strategies/ targets will be reviewed and progression assessed for a term – adjusting provision throughout this time as needed. This falls under our Wave 1 quality first teaching responsibilities.

If no progress has been made after this time all records and concerns will be passed to the Inclusion department, along with a referral form. The SENCo will review support given and identify the next steps to identifying and supporting difficulties. This may include working with heads of department to look at short term booster groups as part of our Wave 2 provision with the aim of closing gaps any to learning.

If this is not appropriate or if little or no progress continues to be made the SENCO will undertake further assessments with continued liaison with parents and staff to see if a special educational need can be identified. Once this is completed appropriate support will be initiated and reviewed on a regular basis, adjusting provision as required. At this point it may be that a more specific program of support may need to be undertaken under our WAVE 3 provision.

If there is still a lack of progression we may work with parents to gain advice from Warwickshire SENDAR team to enquire whether an application for an Educational Health Care Plan is appropriate,

Progress is monitored on a regular basis by teaching staff and feedback is gained in addition to teachers own reviews each term. Feedback is gained from all teaching staff and learning assistants as well as the students. Interventions are reviewed every six – eight weeks and progress assessed. The SENCO oversees this assessment and progress and will liaise with appropriate staff where needed and reflect and identify next steps.



9 Access to the curriculum, information and associated services

At St Benedict's we have undertaken an audit of our provision.

At Wave 1 All pupils have access to:

'Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Before any additional provision is considered settings should consider what is already available to all pupils through differentiated work and an inclusive learning environment. While some strategies / approaches may have previously been recommended for a particular pupil group it is probable that they will be of benefit to many more children in a class. The more inclusive the classroom, the less the need for additional to or different from interventions!'

<http://www.northumberland.gov.uk/default.aspx?page=5095>

- *Seating Plans*
- *Learning resources – text books, exercise books, practical equipment*
- *Key Words including provision in different languages*
- *Topic Overviews*
- *Pictorial aides*
- *Copy of power point slides/ notes (where appropriate)*
- *Multisensory teaching approaches*
- *Topic displays*
- *Prompt/help sheets*
- *Continuing feedback against National Curriculum Levels/targets*
- *Adjustable height work benches, chairs, specialist tools, lift access*
- *Use of cameras and video recorders*
- *Use of computers*
- *Scaffolding Sheets*
- *Examples of completed tasks/ past papers*
- *Revision sessions*
- *Coursework catch up sessions*
- *Levels of differentiated work*
- *Group / paired work*
- *Off timetable experiences/ extra-curricular activities*
- *Behaviour plans, achievement reports*
- *Parent contact through telephone, meetings*
- *Relaxation room*
- *Chaplain Support*
- *Lunchtime homework club*



The Welfare of pupils is also supported through:

- Providing a personal form tutor for all students
- Providing heads of upper school and lower school heads to oversee pastoral welfare, progress, home and school liaison
- Providing head of pastoral support
- Providing homework support sessions daily ran by Learning Support Assistants
- Careers Advisor on site daily
- Pupil/ Parent / School agreement
- Timetable and diary to help with organisation
- Merit System
- Provision of wider opportunities for all students to engage in additional learning: clubs, teams, Duke of Edinburgh Award Scheme, day visits and Residential trips.

At Wave 2 some pupils have access to:

“Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs...”

- One to One tuition – Maths and English
- Booster classes in Maths and English
- Daily reading sessions
- Spelling and handwriting programmes of work sent home



The facilities/resources that are made available to students requiring at Wave 3 include:

“Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.”

- Individual Learning Plans (previously IEPs)
- Access to Learning Assistant support
- Provision of coloured reading rulers/overlays
- Time out / relaxation cards
- Highly differentiated resources
- Use of laptops in class
- Writing access equipment to include – writing slopes, pen grips, pens/pencils, scissors
- Differentiated homework activities
- Small group / 1-1 intervention – English, Math, Reading, / 1-1 tuition
- Daily Precision teaching
- Daily Reading Challenge
- Social and Emotional skills groups/ friendship groups
- Revision and study skills groups
- Speech and Language programs
- Physiotherapy sessions
- Nurture group at break and lunch
- ASD Support sessions
- Behaviour management support
- Lesson rest / walk breaks
- Catch up sessions
- After school homework club
- Colour coded timetables
- Access arrangements for examinations
- Colour coded- timetables
- Personal timetables
- Key Learning assistant for individuals / family liaison
- Small Group Registration Support – daily AM
- Organisation Support
- Lockers (limited number)
- Support for pupils unable to access a full curriculum at present
- Transition support for prospective year 7 pupils / year 11 pupils
- Alternative curriculums in year 10 – BTEC Cooking, Functional Skill Computing, BTEC Public Services, Functional skills Maths, Entry Level Maths, English and RE.



10 Inclusion of vulnerable pupils, those with SEND

As is shown in the support listed previously where possible we provide a varied means of supporting our students so that they have full access to activities. We rejoice in the varied community in our school and celebrate differences and successes from all, both academic and other.

Form groups comprise of students both with additional needs and without. Form time is used to develop group relationships, work together for our school and the wider community. We encourage peer support in classrooms where appropriate and paired / small group working.

As already discussed all our students are encouraged, and do, engage in the numerous activities on offer.

We believe that sharing key information can lead to a greater understanding between peers do this through assemblies exploring areas of need and difficulty and also where appropriate and the student and parents agree we work with students with additional needs to prepare and deliver (either with an LA or by the LA) an informative talk to peers explaining what they find difficult and how others can help them. We have always found this very successful.

We also have a peer mentoring system in year 7 where students from year 10 work with and mentor our new students, developing key support roles during transition.



11 Evaluating the success of provision for pupils with SEND or who are disabled

Each year we produce a SEND Report for Governors that evaluates the SEND community in our school, their attendance, funding and resources, provision, implications, training, impact of training, interventions and support and the progress of our students. They also review the SEND Department plan and liaise with the Head teacher in developing the SEF.



12 Complaints procedure

In the first instance parents are asked to speak to our SENCo about any concerns. If the matter cannot be solved at this stage the concern will be passed to our pastoral head. If after parents have met the pastoral head they wish to take the concern further they can arrange to meet with the Head teacher. At any stage within this procedure parents wish to they can contact our SEND Governor.

Parents can also contact the Warwickshire Special Educational Needs and Disability Information Advice and Support service (SENDIASS) 024 7636 6054.



13 In-service training
















A full program of in-service training is identified at the start of the academic year, as part of the school provision the SENCo will liaise with staff as to areas they feel they require further support and she will also assess the needs of current students as staff knowledge. Training will be made up of both formal and informal sessions and reading materials and may be in house or external.

As already discussed impact of training is discussed in the SEND report to governors.



14 Links to support services

We work closely with many agencies and specialised teachers see the list below:

St Benedict's works in partnership with many different agencies. This enables us to develop relevant support around your child.		
 Warwickshire Education Services	Early Intervention Services	https://apps.warwickshire.gov.uk/Wes/services/687
 Warwickshire Education Services	Warwickshire Educational Psychology Service	https://apps.warwickshire.gov.uk/Wes/services/705
 worcestershire county council	Worcestershire Educational Psychology Service	http://www.worcestershire.gov.uk/info/20128/education_welfare/492/educational_psychology_service
 Warwickshire Education Services	Integrated Disability Service	https://apps.warwickshire.gov.uk/Wes/services/707
 Warwickshire County Council	Special Educational Needs and Disability Assessment and Review – SENDAR	http://www.warwickshire.gov.uk/sendassessments
 Warwickshire County Council	Warwickshire SEND Information, Advice and Support Service- SENDIAS	https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/
 worcestershire county council	Worcestershire SEND Information, Advice and Support Service- SENDIAS	http://www.worcestershire.gov.uk/info/20208/sendias
 CSWP Ltd The Careers Outdoors Company	CSWP	http://www.rightstepcareers.org.uk/
 Warwickshire County Council	Warwickshire ILL Health Team	http://warwickshire-ihl.org.uk/
 worcestershire county council	Worcestershire Medical Education Team	http://www.worcestershire.gov.uk/info/20036/specialist_teaching_services/235/the_medical_education_team
 NHS choices	Speech and Language Therapy	http://www.swft.nhs.uk/our-services/speech-and-language-therapy/childrens-services.aspx
 life space Ess. We. Not. Fry CELEBRATING 10 YEARS	Life Space	http://www.lifespace.org.uk/
 NHS choices	Warwickshire CAMHS	http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx
 NHS choices	Worcestershire CAMHS	http://www.hacw.nhs.uk/our-services/childrens-community-health-services/camhs/contact-us/
 Warwickshire County Council	Common Assessment Framework Officers	http://www.warwickshire.gov.uk/caf

We also link with other local schools and share resources and expertise when appropriate.



15 Working in partnership with parents

We whole-heartedly believe in partnering parents and the child/ young person in a three-way dialogue to support a young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors/representatives. We have a very successful Parent Teacher Association who meet regularly.

We regularly share progress feedback with all our students and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

We nurture an open dialogue of two - way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.



16 Links with other schools

As already discussed at St Benedict's we work closely with feeder schools both in year 7 and year 12 to ensure where possible and appropriate continuity in provision. We gather information from feeder schools and parents to develop a history of need prior to the student joining us. We can then prepare in advance and undertake appropriate transition programs.

Our transition program for students joining us consist of:

- Close liaison with feeder schools.
- Close liaison with parents.
- SENCO visits to feeder schools.
- Holistic Support Learning Assistant visits to feeder schools to meet with new students, develop key relationships, explore our school and plan for move.
- Additional visits to St Benedict's, production of transition photographic booklet, tour, activities, meeting key members of staff.
- Additional transition day in preparation for the main transition day.
- Support from inclusion staff on the main transition day.
- Contact during the summer holidays.

Our transition program for students moving on are:

- Liaison with the new setting.
- SENCO meeting with relevant staff when appropriate.
- Sharing of information and files where appropriate.
- Shared history of support.
- Additional visits to new setting with staff from St Benedict's.
- Attendance at key meetings from key staff.

Students may have part or all of the above.



17 Links with other agencies and voluntary organisations

