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Ss JOHN FISHER & THOMAS MORE

ROMAN CATHOLIC HIGH SCHOOL

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SEN POLICY & INFORMATION REPORT

Revised June 2019

SAINTS JOHN FISHER AND THOMAS MORE ROMAN CATHOLIC HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document (December 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy has been created by the SENCo in liaison with the Headteacher, SEND Governor, staff and parents of students with SEND.

SENCo:

Mrs H Murphy

learningsupport@fishermore.lancs.sch.uk

SLT Link: Miss J Worsley

SEN Governor: Mr. Gauntlett

Mission Statement

At Fisher More we seek to:

- Recognise the worth and dignity of all people
- Deliver a challenging, high quality education
- Enable everyone to grow as balanced individuals, intellectually, spiritually and morally
- Provide a secure, supportive and stimulating Christian environment within the context of Catholic tradition, in which justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense.
- Offer young people a reason for living and hoping

We at Fisher More are committed to meeting the needs of all pupils and ensuring that they make progress. We aim to provide a safe, secure, happy, caring environment where all pupils are encouraged to participate fully, and thrive as a result. All members of staff, in conjunction

with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We take positive action to ensure that our school setting makes appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

At Fisher More we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Learn at different rates
- Require a range of different teaching and learning strategies and experiences

Teachers respond to pupils' needs by:

- Providing necessary support in all curriculum areas
- Planning to develop pupils' understanding through the use of senses and experiences
- Planning for pupils' full participation in learning including physical and practical activities
- Planning for pupils to manage their own behaviour, enabling them to participate effectively and safely in their learning

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

Aims and Objectives

To work within the guidance provided in the SEND Code of Practice 2014:

- To raise the aspirations and the expectations of all young people with additional needs
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
- To promote self-worth by ensuring that all pupils participate and take responsibility for their own learning / behaviour as they move through the school
- To establish positive and supportive working relationships with parents, carers and all stakeholders
- To offer a broad, balanced and personalised curriculum that is accessible to all pupils and promotes high standards of achievement
- To ensure that the learning needs of all pupils are identified and assessed as early as possible, and their progress closely monitored
- To ensure all staff are involved in planning and meeting the learning needs of all pupils
 - To facilitate effective and transparent liaison with feeder schools, special schools, post16 providers and outside agencies
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy and ensure its full implementation
- To provide support and advice for all staff working with students with special educational needs

Pupils with Special Educational Needs

The SEND Code of Practice (2014 Section 6.37) suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and high quality personalised wave 1 teaching. Students therefore have an Additional Need if they have a difficulty which calls for special education provision to be made for them e.g. which is additional to or different from differentiated curriculum plans.

Ss John Fisher & Thomas More Catholic High School regards students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Under the 2014 Code of Practice, there are four broad areas of need:

Communication and Interaction (C&I)

Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Speech, Language and Communication Needs (SLCN)

Autism Spectrum Disorder (ASD)

Asperger's Syndrome and Autism

Cognition and Learning (C&L)

Severe Learning Difficulties (SLD)

Profound and Multiple Learning Difficulties (PMLD)

Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD

Social, Mental and Emotional Health (SMEH)

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;

Problems of mood (anxiety or depression)

Problems of conduct (oppositional problems and more severe conduct problems including aggression) Self-harming

Substance abuse

Eating disorders or physical symptoms that are medically unexplained

Attention deficit hyperactive disorder (ADHD)
Attachment disorder
Autism or pervasive developmental disorder
An anxiety disorder
A disruptive disorder or, rarely, schizophrenia or bipolar disorder

Sensory and/or Physical Needs (S/PD)

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability

St John Fisher and Thomas More Roman Catholic High School recognises that pupils' Special Educational Needs may fall into more than one of the four areas of need and that it is essential that any barriers to learning or social and personal development are removed.

We also recognise that other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying Special Educational Needs – The Graduated Response Model

Pupils with Special Educational Needs (SEN) will be supported throughout their academic career through the Graduated Response Model of provision used at Fisher More, as outlined in the Code of Practice (2014).

All teachers are responsible and accountable for the progress, attainment and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality Wave 1 teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. As such, Fisher More regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SENs most frequently encountered.

In deciding whether to make special educational provision a 'whole student' approach is taken, looking at both strengths and barriers to learning. The relevant teachers and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and

accurate formative assessment, using effective tools and early assessment materials. In addition to this, information from feeder schools and parents will also be considered. Referrals can also be made by parents or carers, which will be acted upon in the same way as for staff referrals.

Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for and monitored by the class teacher. This information will be shared with the SENCo and Departmental Leaders and documented using the school SIMs system. Evidence for initial concerns must be produced, with clear information about what the class teacher has already tried to do to support the student, and the outcome of that intervention.

Wave 2 support is initiated where students have failed to make adequate progress as identified by the SENCo through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move **to SEN Support (single category replacing School Action and School Action Plus)** will be agreed and the student will be entered onto the schools SEN Support register. Provision from within the school's resources is identified to help meet the students' needs. Interventions may include;

- additional learning programmes such as Literacy, Numeracy, Speech, Language & Communication, Nurture,
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- additional staff training
- Pupil Profiles

The school aims to include pupils with special needs into all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for specialist intensive programmes to be taught as a small group or occasionally on a one to one basis. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Wave 3 Intervention

Where students fail to make adequate progress, despite additional provision at Wave 2, the school will seek advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff. **If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents/carers may decide to request that the Local Authority undertakes a Statutory Assessment. This may lead to the student being provided with an Education, Health and Care Plan.** Where school is making significant additional provision for a student it may be appropriate to apply for Higher Needs Block Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for apply for this funding, which cover each of the broad areas of need at different levels. The SENCo is responsible, on a daily basis, for ensuring appropriate support and monitoring takes place to enable progress to be made. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. The review cycle follows the 'Assess, Plan, Do and Review' model in accordance with the Code of Practice (2014).

Assess

As outlined previously, SEN students may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, CATs etc.), progress checklists, target setting, parental/carers concerns or by external agencies.

Plan

Where it is decided to provide a student with SEN Support, parents/carers will be notified. The SENCo and relevant teachers will agree, in consultation with the parent and the student, the interventions and support to be put in place. The expected impact on progress, development or behaviour and a clear date for review will also be established. All identified SEN students will have an intervention plan completed which will be updated at least on a termly basis.

Do

Subject teachers will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain overall responsibility for the student. Teaching staff will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

Overall progress will be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, Learning Support staff and outside agencies (if applicable). Personalised learning targets will also be reviewed and updated at this time. Students with a Statement of Educational Need (or a converted EHCP) all have targets which have been established after consultation with the parents/carers and the individual student and will reflect long term objectives identified. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All statements/EHCPs will be reviewed annually in line with statutory guidelines, with interim progress reviews taking place at least twice per year. Parents/carers, the young person and involved professionals will be invited to consider the progress made towards achieving targets set and whether any amendments need to be made to the Statement/EHCP. Statements of Special Educational Needs currently held by pupils will be reviewed and converted to Education, Health and Care Plans (EHCPs) by Lancashire County Council over a three year period from September 2014.

Where students make sufficient progress based on the Assess, Plan, Do and Review cycle it may be agreed that a student needs no further support and may exit the SEN Support register. Further support can be requested again at any point. All children who have been identified as having an SEN at any point in their school careers are recorded on the schools SIMs system, which is kept updated by the SENCo and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current students have.

Support Services

School links

Our partner primary schools are supportive and welcome any necessary contact. Regular liaison through involvement in Annual Reviews and transition meetings takes place through the Learning Support and pastoral teams, as well as through lessons being taught by our specialist subject staff in some of the feeder primary schools. Close liaison with other secondary schools, special schools and post 16 providers takes place through joint applied courses which pupils with special educational needs are encouraged to follow. Liaison between local area SENCos takes place every term and meetings are held for Lancashire SENCos three times a year where information is disseminated and best practice shared.

Links with Outside Agencies

The school works closely with other agencies to focus on the identification and provision for those children who have a Special Educational Need. All the services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support, which focuses on the needs of the child. The following services/agencies are available and regularly consulted,

- Educational Psychology
- Lancashire Education Inclusion Service (LEIS)
- Lancashire Parent Partnership
- Speech and Language Therapy
- Emotional and behaviour support
- Social Care
- NHS Departments including Occupational Health and Physiotherapy
- East Lancashire Child and Adolescent Services (ELCAS)
- Young People's Services and Careers' Services
- Specialist Teaching Services

Access to the National Curriculum

As part of Ss John Fisher and Thomas More Roman Catholic High School's inclusive whole school approach to learning, pupils with SEN will be encouraged to participate in all curricular and extra-curricular activities, including school visits. Pupils will be offered access to all National Curriculum subjects, with work adapted at a suitable level to meet their particular needs. Teaching will be in mixed ability classes or class groups determined by levels of ability and outcome, with equal access to experienced and qualified staff. Pupils will be supported in the classroom by Teaching Assistants if required. Withdrawal from mainstream classes will be for specific educational purposes only. Departments will address special needs first and foremost through high quality planning and classroom teaching. All pupils will have access to courses and external examinations that are suitable to them. Access Arrangements for exams will be applied for and provided as deemed appropriate.

Nurture Group provision is available to pupils within school who are identified as needing short term respite or alternative provision on either a full or part time basis. Several members of the Learning Support Team, are qualified Nurture Group leaders. Access to the structured

programmes within the Nurture Group will be determined by the SENCo, in conjunction with the Learning Support Team and pastoral leaders. Upon entry to the Nurture Group each pupil's area of need will be reviewed and s/he will be given an outcome based target to meet. Progress will be monitored closely and a personalised learning programme developed.

Admission Arrangements

Pupils with Special Educational Needs will be admitted to Ss John Fisher and Thomas More Roman Catholic High School in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

Transitions

Yr 6/7

Transition begins early for pupils with SEN to allow for effective collaboration between ourselves and feeder primary schools. The SENCo will attend Annual Reviews in Yrs 5 & 6, along with meetings for more vulnerable learners. A transition planning meeting is held at the start of each summer term, where our team of specialists will liaise with primary school teachers and support staff of our upcoming year 6 pupils. Our team will include the SENCo, HLTA, Head of Key Stage 3, Head of year 7 and the school Pastoral Administrative Assistant. Information will be gathered about the needs of students. In addition to this, our Learning Support Team will visit pupils with SEN at their primary schools to work with pupils, teachers and support staff to ensure that provision is tailored to meet the needs of each learner. Sometimes it will be appropriate to invite more vulnerable pupils with into Ss John Fisher and Thomas More Catholic High School for several pre-transition visits with their parents/carers or primary school staff so that anxieties surrounding future transition are eased. A transition booklet is available which includes photographs of key staff and rooms, so pupils can familiarise themselves more effectively with their new surroundings. Pupils are also invited to attend Summer School for the first two weeks of the summer holidays.

Baseline assessments in literacy and numeracy are used to assess all year 7 pupils after entry to Ss John Fisher and Thomas More Roman Catholic High School, along with NFER Cognitive Ability Tests (CATs) and Access Reading tests. These assessments take place within the first four weeks of transition. The results of these tests are used to review, monitor and establish provision for any additional needs. Further baseline and summative assessments in curriculum areas add to tracking data that is used to review pupils with SEN.

Post-16

All pupils have reviews discussing their possible transfers to post-16 provision and this may involve outside agencies including employment support service and college providers. We work closely with key careers advisors within school to enable our students to gain information about career opportunities available to them. We assist with the organisation of extended work placements, vocational college links, visits and interviews to ensure all our students achieve the best and progress to their next step in their lives confidently and successfully. Once the destination is confirmed, we will work closely with the post 16 provider to ensure all necessary information is transferred and provision is in place prior to pupils starting their new courses.

Access for pupils with disabilities

Ss John Fisher and Thomas More Catholic High School will continue our commitment to review and adapt our provision to meet the needs of all pupils and visitors with any physical disabilities. To ensure access for the disabled the school has a number of facilities including three lifts that provide access to the upper floors of the school buildings. There are also specially adapted toilets and ramps in several areas around the school. There are modified working areas in Science and Technology to remove barriers to participating in practical work. In addition to this, the school has been further adapted to ensure safe access for any visually impaired pupils.

All pupils, regardless of their need, will have access to a broad range of extra-curricular activities including clubs, school productions, teams, trips and sports activities. Pupils will be accompanied on school trips by a responsible adult. Where an activity will require substantial modification to meet the needs of learners, personalised risk assessments will be carried out with appropriate people involved.

Further information about access for pupils and visitors with a disability is included in our Local Offer and Accessibility Plan, which is available to view on the school website.

Partnerships with parents

Parents are viewed as partners in their child's education and are therefore kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have educational needs is as follows:

- SENCo or designated member of staff to meet with parents to discuss pupil's placement at SEN Support
- Subject teachers and/or SENCo to initiate meetings to take place where appropriate or where there may be concern over the pupil's progress
- SENCo to meet with parents where a request for formal assessment is to be made
- In addition to termly reviews/parents' evenings, those parents who have a child with a Statement of Special Educational Need or EHCP will be invited to an Annual Review meeting

Further to this, parents are encouraged to request the opportunity for informal discussion or organised meeting at an appropriate time. Parents have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate. A copy of updated PLPs will be sent to parents/carers and their views will be welcomed. **The 2014 Code of Practice highlights the importance of parental views, concerns and involvement.** In accordance with this and the Ethos and Mission Statement of the school, we aim to respond quickly and sensitively to parental concerns.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual pupils. Continuing Professional Development (CPD) will be available in respect of SEN for all members of the school community. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's CPD policy. It will be delivered by one of the following:

- SENCo
- Individual members of staff within the school who have a designated specialism
- Local Authority support services (LEIS)
- External consultants and/or trainers

A record of all SEN training delivered and subsequent evaluations is kept by the SENCo.

The SENCo, HLTA and Teaching Assistants will remain fully up-to-date regarding the SEN agenda through attendance at training and cluster meetings where appropriate. In addition to this, the SENCo will develop his/her skills through attendance of specialist training sessions with external specialists and through subscription to professional bodies.

Supporting Students at School with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some learners may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) will be followed.

For further information on the management of medical conditions within school, please refer to the medicines policy.

Monitoring and Evaluation of SEN

We are committed to the principle of self-evaluation in order to:

- Ensure all pupils make required progress
- Support the ethos of the school
- Improve efficiency and effective deployment of resources
- Enhance the quality of provision
- Improve standards

A range of indicators are used to evaluate effectiveness in meeting our aims and objectives:

- Evaluating the performance of SEN pupils in internal assessments and GCSE examinations, particularly in relation to targets
- Monitoring of numbers of pupils and range of needs on the SEN Support Register

- Use of whole school tracking systems in every curriculum area by all staff to identify the progress being made by SEN pupils
- Monitoring of reading, spelling and numeracy scores
- Monitoring parental involvement through attendance at reviews and parents evenings
- Use of Raiseonline and Fischer Family Trust data
- Pupil feedback using a learning support questionnaire
- Evaluating concerns and comments from colleagues
- Evaluating achievements in relation to targets set in the annual Learning Support and whole school development plans
- Monitoring teaching and learning strategies through the whole school Appraisal system. This includes lesson observations within the Learning Support department, other departments and by the Senior Leadership Team
- Work Scrutiny
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite staff to comment on existing targets, and by suggesting new ones.
- Parental and pupil comments and contributions at reviews and through questionnaires.
- SENDo and LEA feedback
- Ofsted parent questionnaires and reports.

Evaluation of our own procedures and interventions mirrors the Assess, Plan, Do, Review process used for our learners. This allows us to continually reflect upon our own practice to ensure the best outcomes for all members of our school community.

Roles and Responsibilities

The Governing Body has appointed an SEN Governor, Mr Gauntlett, to oversee the provision for SEND pupils at Fisher More. Mrs Murphy reports to the Pupil Welfare Committee each term to review outcomes, provision and progress of pupils with SEND.

The SENCo, Mrs Murphy, is responsible for the day-to-day management of the Learning Support Department. This includes the management of a team of teaching assistants, the provision of appropriate personalised learning packages, monitoring and evaluation of provision, liaison with outside agencies and support, advice and guidance for pupils, parents/carers and teaching staff.

The Assistant Headteacher, Miss Worsley, line-manages the Learning Support Department and contributes to the strategic vision for SEND, in collaboration with the SENCo and SEND Governor.

The SENCo and Headteacher liaise regularly to monitor, evaluate and review provision for pupils with additional needs. The SENCo provides regular reports to the Governing Body and the ECM Committee about SEN provision.

Complaints Procedure

In the event of a complaint concerning SEND provision parents should, in the first instance, contact the SENCo, who will endeavour to solve the issue promptly and with due care. If the parent/carer is not satisfied with how the matter has been dealt with they should follow the official complaints procedure as outlined on the school website, using the correct

documentation. The SEND Governor and the Chair of Governors, Mr McManus, will be involved as a final course of action if all other resolutions to the situation have failed.

Further information about Learning Support provision at Ss John Fisher and Thomas More Catholic High School is included in the Learning Support Department's Local Offer.

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