

Special Educational Needs and Disability Policy

Philosophy

'Love is patient, Love is kind...It always protects, always trusts, always hopes, always perseveres.'

(1 Corinthians 13: 4,7)

St. Paul's Catholic School is a fully inclusive school. We have a large Learning Support department and additional specialist provision to support the learning of pupils with Educational Health Care Plans who are visually impaired, hearing impaired and those with a diagnosis of autistic spectrum disorder (ASD). We believe that all pupils have a divine origin and that all should be equally valued. We aim to ensure that all pupils experience success and enjoy all that the school has to offer. Pupils with additional needs bring richness to the lives of all in the community and we aspire to meet the needs of all pupils, whatever their needs, so that they can achieve their potential.

We recognise our shared responsibility as people of 'One Body in Christ' to care and support one another. It is the responsibility of teachers, pastoral staff and support staff to work together to provide the care, provision and drive the aspiration and achievement of pupils with SEND (Special Educational Needs and Disability). We recognise the richness of our diversity in 'the Body' and that we can all learn from others. We, therefore, strive to ensure that all SEND pupils are integrated as fully as possible into the educational and wider life of the school.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Children must not be regarded as having a learning difficulty solely due to the language spoken at home, physical difficulty, or illness. Pupils may have a special educational need at a point in childhood and be placed on the SEND register at school. However, for some pupils intervention can enable the pupil to catch up with their peers. If this is the case they will be removed from the register.

Principles

The school is committed to 'quality first teaching'. Subject teachers, with the support of specialist staff in the Learning Support Team, will have the responsibility for the progress of pupils with SEND. Teachers will adapt learning so that pupils can access the lesson and make progress (Wave 1 intervention) using the plan, do, access, review cycle. If this isn't sufficient, departments will put in further intervention (Wave 2). Where pupils need additional support beyond the classroom the Learning Support Team will use their expertise to support learning (Wave 3). All interventions are assessed for, planned, done and reviewed. Where external

support is required we endeavour to provide specialist support for our areas of expertise as detailed in our 'Local Offer'. We will work closely with external agencies in the best interest of the child.

Pupils with identified SEND needs are recorded in the SEND register and staff are aware of who they are and their needs. Teaching staff are given training and support to help them to plan learning for ensuring the appropriate differentiation of resources and lessons. All new staff and pupils are inducted to understand the needs of the pupils in the departments. Each department will have a plan for how SEND learning should be planned and taught. All teaching staff will use support strategies to meet the needs of SEND pupils in the most positive environment possible.

The school environment is assessed for the needs of our pupils with SEND and adapted to give pupils ease of access. (See Accessibility Policy) The school works closely with the Local Authority, Children's Services, the local health authority to ensure that the environment is not a barrier to learning.

Where pupils are set according to ability, SEND pupils who need a highly differentiated curriculum will be taught in small groups by specialist subject staff. These groups will have additional support to support pupil progress.

Parent views are sought in assessing and meeting the needs of the pupil with SEND. We also involve pupils in the setting of educational outcomes and support.

We believe that all pupils should make progress in their learning and we track progress of pupils with SEND to ensure that they are achieving. This takes place formally five times a year in line with the whole school assessment policy. Where pupils are seen to make less than expected progress teaching, pastoral and support staff will work together in order to adapt teaching and support to improve learning.

We will work together with parents to identify and improve areas of SEND as required.

Procedures

We will keep information up to date and pass information to class teachers and staff through the briefing systems and record keeping systems in the school. The Governors, Headteacher and SENCO will use guidance in the Children and Families Act and the SEND Reforms (2014) to keep the special educational needs register up to date.

Monitoring pupil progress will take place regularly in the year. Parents will be kept informed of their child's progress and actions taken by the school to improve achievement. The SENCO will lead the Learning Support Department in assessing the need for intervention with pupils identified as SEND. The SENCO and Head of the Language Faculty will work with departments to determine how to deploy LSA support most effectively and plan learning and differentiation for pupil progress of SEND pupils as a result of the monitoring process.

Parents will be involved in planning for and monitoring their child's progress through the school's mentoring system and, when appropriate, Education, Health and Care Plan (EHCP) Annual Reviews. We will aim for all communication with parents to be written in straightforward and clear language. We will inform parents of any changes to the support being given to their child. Information about support services will be made available to parents. Pupils' views will also be sought and taken into account in planning for the future.

Effective arrangements will be made for external examinations in line with JCQ exam guidance to facilitate exam success. These arrangements will be replicated in internal exams to support the pupil.

The Learning Support Department will work with the Governing Body and the Leadership of the school to ensure that there is adequate provision for the support of pupils with SEND. We will map provision of pupils with SEND to ensure there is well planned and adequate resource provision for the needs of SEND pupils, staff deployment is effective for ensuring academic progress and that the choice of intervention effective. The curriculum will be mapped to ensure that there are courses throughout the school that pupils with SEND can access and achieve successful outcomes. We will liaise with feeder schools and other local providers to support pupils in their transition from primary school and towards their next steps beyond the school.

Pastoral care is at the heart of how we treat each other, pupils and parents at St. Paul's. Pastoral support staff and Year Leaders will work with the Learning Support Department and parents to support the learning and welfare of pupils with SEND.

Parents of pupils with SEND needs can contact Mrs. Tingey (SENCO) by telephoning the school or by email sam.tingey@st-pauls.org.uk. Our specialist teachers: lucie.gray@st-pauls.org.uk (Head of VI), bryan.whalley@st-pauls.org.uk (Head of HI), jenny.major@st-pauls.org.uk (Head of Communications) and the nurse@st-pauls.org.uk can also be reached for advice. They will **all** advise and support parents and manage the use of our attached educational psychologist, school counsellor and speech and language therapist.

Any complaints regarding the provision of SEND support will be dealt with using the Whole School Complaints Policy.

Review: 2019/20 by Leadership Group Team ready for presentation to the Curriculum and Teaching Committee

Linked policies:

Accessibility Plan, Exams Policy, SEND Information Report