St Thomas More RC College

Policy:
Special Educational Needs Policy

This policy will be reviewed every 12 months

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	Signature of member of Governing body	Date
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Our Mission Statement

St Thomas More RC College:

is a group of believers united, heart and soul
in a COMMUNITY which recognises the worth and dignity of all people, its
COMMITMENT to developing fully the talents of all its members, its
COMMUNICATION of the Gospel values of peace, love, truth and justice, its
COMMUNION with our Lord and Saviour, Jesus Christ.

Principles

The foundation of the Learning Support Department's aims can be found in the college mission statement. The department seeks to foster these aims through its work and its interaction with others. We strive to enable all pupils with SEND to experience success, enable them to achieve well and to develop as individuals and members of the community. We aim to set standards which do not only relate to academic attainment, but extend crucially for pupils with SEND, to attitudes, motivation, values, responsibilities and relationships.

We aim to ensure that our college and parents have high expectations of the standards children with SEND can attain. We aim to ensure that all members of the college community perceive pupils with SEND positively. The Learning Support Department will identify, assess, support, provide interventions for, track and monitor pupils with disabilities, learning difficulties, social, emotional and mental health issues. All children may have special needs at some time in their school life in varying degrees. These may be long or short term. This Policy includes learners who have fallen below age-related expectations but who may not have SEND.

We aim to raise awareness of the whole staff to this policy, the available resources and the needs of pupils in our college. We will seek the views of the child and take them into account, involving them, whenever possible, in planning. We expect pupils with SEND to have access to the skilful use of appropriately matched teaching methods. Full access to the curriculum will be provided through differentiated planning by departments and subject teachers. We will provide specific input, matched to individual need, in addition to differentiated classroom provision, for those pupils identified with a need/difficulty which causes a barrier to learning.

We will analyse all college data relating to learners with SEND and learning difficulties in order to ensure their needs are understood and progress is maximised. We aim to employ systems for early identification of barriers to learning and participation and to ensure the school has clearly defined structures and systems for supporting pupils and an effective early warning system for emergent problems with pupils.

The ASD Resource Base, managed by the Local Authority, will provide additional support for pupils, in order to support their ability to access mainstream lessons.

We will contact when necessary and liaise with external Support Services to ensure pupils' needs are being met and information is being transferred to all relevant parties.

We aim to work in partnership with parents/carers in order to enable them to support the learning and wellbeing of their child. Parental concerns are directed to the Head of Learning Support and all necessary measures are dealt with promptly.

The SEN Policy should be read in conjunction with the College Medical Policy, Equality Plan, the Anti-Bullying, Safeguarding, Inclusion, New People Entering the Country, Looked After Children, Missing Child and Personal and Intimate Care policies. This Policy works within the guidance provided in the SEND Code of Practice 2014.

Definition
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 education authority
c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Staffing of the SEN Department
The Head of Learning Support is Joanne Kirk and she has the responsibility for the day-to-day operation of the SEN Policy.

The Head of Learning Support will:

- Oversee the running of the provision for pupils with special educational needs and disabilities, including in-class, small group and individual pupil support. Oversee the running of the provision for pupils with social, emotional and behavioural difficulties.
- Carry out the role of designated teacher for Child Protection, within the Child Protection Team.
- Liaise closely with the ASD Resource Base and CLASS and oversee pupils' access to the curriculum in the mainstream setting.
- Organise and manage the work of the college's Teaching Assistants. Liaise with parents and external agencies.
- Maintain the college's Additional Needs Register and all the required documentation. Keep records on pupils who have SEND and ensure their progress is regularly tracked, monitored and reviewed.
- Ensure annual reviews for EHCP pupils are completed.

- Organise meetings as appropriate with designated teachers at regular intervals in respect of SEND issues.
- Regularly review and monitor SEND provision within the college. Take part in formal meetings with external agencies regarding individual pupils to be assessed and supported.
- Liaise with PALs regarding pupils on the Additional Needs Register.
- Liaise with teachers and subject departments to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.
- Provide access to training to meet the needs of the college, individual members of the teaching staff and the Teaching Assistants.
- Produce termly reports for the governors. TBC is the designated Governor for SEND.

Admissions, Identification and Assessment
Children are identified as having SEND through the following criteria:

- On entry to the school at any time they have an assessed learning difficulty.
- On entry to school at any time if there is an EHCP. On entry to school if previously registered on any stage of SEN code of practice.
- At any time when a parent has a concern.
- At any time when a subject teacher has concern.
- At any time when a pupil requires an individual plan in order to access the curriculum because of a disability.
- At any time when a pupil requires an individual plan in order to access the curriculum because of a medical condition.
- At any time when a pupil requires an individual behaviour plan in order to access the curriculum.
- At any time when there is a mismatch between attainment and potential.

Possible reasons for intervention at any stage:

- Low reading score and /or low comprehension score.
- Working below National Curriculum levels in English and/or Maths.
- Difficulties with written/oral communication.
- Issues with behaviour.
- Issues of a social, emotional or mental health nature.
- Issues of a medical nature.

Before arrival at St Thomas More the SEN team will liaise and visit/consult feeder schools re intake. The Head of Learning Support will oversee visits to schools and organise attendance at reviews of pupils with an EHCP. A pro forma will be sent to all primary schools with pupils entering year seven. This requests specific information on SEND.

On entry in Year 7 all pupils are screened using:

- NGRT reading context comprehension/sentence completion.

The above screening is used alongside KS2 results to identify pupils requiring in-class support from Teaching Assistants in core subjects and where else their needs require support e.g. Technology for pupils with motor coordination difficulties.

The screening is used alongside KS2 results to identify pupils requiring withdrawal for Literacy and Numeracy Progress Groups. Any pupil working below age related National Curriculum expectations in Year 7 is withdrawn for one-hour per week, small group intervention for literacy and/or numeracy. The screening tests are used to identify anomalies with KS2 results, in order to ensure all pupils needing intervention are identified as early as possible.

The SEN Department works in line with the college's policy on assessment and recording. The Learning Support Department reviews all college tracking for pupils with SEND.

SEND K
The triggers for intervention for SEND K could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Needs additional to or different from that which is generally available in the classroom.
- Has made little or no progress with appropriate teaching.
- Is working significantly below level of peers.
- Has difficulty with literacy/numeracy skills.
- Presents persistent emotional or behavioural difficulties and has not responded to pastoral / inclusion intervention.
- A differentiated curriculum has little impact on improvement of communication/interaction difficulties. Provision:
- Introduction of group or individual support.
- Devote TA time to planned support and intervention - Where necessary provide staff training.
- Seek advice from LA support services if appropriate.
- Pupil makes little or no progress over a long period.
- Pupil continues working below age related NC expectations.
- Despite intervention still exhibit significant difficulty in literacy/maths skills.
- Sensory and physical needs require external intervention.
- Communication and interaction difficulties inhibit social relationships and cause barriers to learning. Provision:
- External specialists are consulted.
- External specialists provide specialist assessments and advice on strategies, materials, teaching approaches.
- Group or individual support provided.
- Where necessary provide staff training.
- Learning Support will assess pupil progress, plan support, monitor and review progress.

Statutory assessment

College will make a referral for statutory assessment when the help given through SEND Support is not sufficient to enable the child to make adequate progress.

In class support and intervention

Subject teachers primarily deliver SEN support through differentiated teaching methods. Schemes of work and policies for each area of the curriculum are differentiated to include appropriate learning outcomes for all pupils.

The Learning Support Department provides additional support in the following ways:

- Where possible, students with the lowest ability have a Teaching Assistant working with the teacher and supporting these students in English, Maths and Science across all years where possible.
- Teaching Assistants support identified pupils in Information Technology, Modern Foreign Languages, Religious Education and Humanities lessons.
- The ASD Resource Base provides Teaching Assistant support in a variety of subjects, dependant on the individual social and academic needs of each pupil.
- Any pupil working considerably below age related National Curriculum expectations at Key Stage 3 is withdrawn for one-hour per week, for small group intervention for literacy and/or numeracy.
- Pupils with a standardised reading score below 85 are withdrawn from non-core subjects to follow a Literacy Intervention Programme for one hour a week with a Teaching Assistant in a small group. Pupils are screened in Years 7 and 9.
- Pupils with a recognised difficulty with mathematical concepts, are withdrawn from non-core subjects to follow a Numeracy Intervention programme for one hour a week with a Teaching Assistant in a small group.
- Students under the category of SEMH, are supported either 1-1 or small group work for emotional regulation and social skills.
- Identified pupils with motor coordination difficulties / dyspraxia have the opportunity to use the SEN laptops in chosen lessons in order to enhance efficiency and speed on the keyboard in preparation for access arrangements for examinations and to enhance their written communication skills. Home learning Club (after college) Registration Support (organisation/ checking home learning).
- Pupils with medical or physical disabilities have a variety of different support systems identified in Care Plans and Risk Assessments and detailed on the Provision Map.

Measuring Progress

The Learning Support Department access all college tracking in order to determine intervention and support.

In addition to college procedures for target setting and measuring progress, the progress of pupils on the Additional Needs Register is measured in the following ways:

Planning for Teaching Assistant support is completed between subject teachers and Teaching Assistants using the Teacher/TA Planning Sheet.

These identify the focus of attention to pupils' difficulties and establish how targets are set, progress measured and support provided. Pupil passports are written for pupils where there is a need for intervention support. The targets and success criteria are reviewed every annually.

SEND tracking

The SEN Department works in line with the college's policy on assessment and recording. The interim assessments and tracking records the progress of every child in college. The Learning Support Department reviews all tracking of pupils with SEN and separately for pupils working below age related National Curriculum expectations.

Extra-curricular Support

Pupils with SEND are supported and have access to the Learning Support rooms, in the following ways:

- Before the start of the college day, either for academic work related or social /emotional/mental health issues.
- During Registration for pupils with organisational difficulties.
- After the college day for support with home learning.

Inclusion Room Support

St Thomas More's Inclusion Support is an integral part of the whole college behaviour and inclusion policy. It has the following purposes, either singly or in combination:
- Improving inclusion by supporting the most vulnerable pupils at times when they would otherwise be failing to learn.
- To develop good family and multi-disciplinary interaction for social, emotional and mental health issues.
- Contributing substantially to a whole-college inclusion policy linked to SEND
- Learning Support, CLASS Base, Social Services, EWO, PSS, EPALS, BLIS, the School Nurse, CAMHS, EMAT, The Sensory Support Service, Cared for Children, Young Carers and CGL within the inclusion faculty.

External support
- Social services
- Education Welfare Officer
- School nurse
- Speech therapy
- Physiotherapy
- Behaviour for Learning Intervention Service
- Child and Adolescent Mental Health Service
- Ethnic Minority Advisory Team
- Educational Psychology
- Sensory Support Service
- Young Carers

Parent/carers permission is sought when involving any outside agencies. We aim to work collaboratively with parents and a range of external partners.

Storing and Managing Information

Record keeping is an essential part of a school's role in child protection; it is vital that it is done accurately and managed carefully and securely. Objectivity and professionalism will always be kept in mind when recording. In the same way as for the formal records, confidentiality is an issue with informal records; all such records will be locked and access to them restricted. The Records Management Society, Retention Guidelines for Schools recommends the following retention period – DOB + 25 years.

Funding

The support is funded through the college's annual budget. The support timetable responds to individual and group needs. The support provision is reviewed annually by the Head teacher, the Head of Learning Support and the Senior Leadership Team in line with pupil needs and educational initiatives.

Reviewing the Policy

The SEN Policy is reviewed annually.