



Bishop Challoner Catholic Federation of Schools

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

2022-23

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Chair of Governing Body: Fr David Evans

Policy Lead: K Meehan

Date approved:

Review date:

Policy Review:

This policy will be reviewed annually and agreed by the Full Governing Body

Introduction

This policy outlines the school's vision and values that determine our approach to supporting pupils with special educational needs and/or disability.

As a Catholic school we provide a genuine Christian education through which students recognise the dignity of the person and equality of all. We achieve this through establishing a caring community where the uniqueness of each student is acknowledged and their abilities, aptitudes and gifts are developed to the full. We are an inclusive school. We work hard to enable all our pupils to aim high and achieve to the best of their ability. We make every effort to meet the individual needs of our students and to include them fully in the life of the school.

Bishop Challoner Catholic Federation of Schools will underpin these values by ensuring that:

- every teacher is a teacher of every pupil including those with SEND
- all pupils receive quality first teaching
- every pupil is supported to make good progress commensurate with their ability

The aims of the policy

The SEND policy is underpinned by the following objectives:

- To identify and provide for pupils who have special educational needs or disabilities
- To work within the guidance contained in the Revised SEND Code of Practice (COP) (January 2015) and the Equality Act (2010) to meet all SEND requirements and provisions
- To ensure early identification of students with special educational needs and/or disability, and to monitor their progress.
- To provide a Special Educational Need Coordinator (SENCO) to ensure that provision is in place and to provide support and advice for all staff working with pupils with special educational needs
- To ensure access to a broad, balanced and differentiated curriculum for all students
- To raise levels of achievement for all students with SEND
- To ensure that all pupils make good progress commensurate with their ability
- To ensure that all young people have equality of opportunity within the full range of the school's provision
- To ensure successful transition of pupils with SEND into the next phase of learning/training to maximise their potential as young adults
- To actively work with parents/carers/carers and fully involve them in their child's education

Definition of a special educational need

This definition of special educational needs is taken from section 20 of the Children and Families Act (2014):

“A student is considered to have special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or

hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”

A pupil with SEN is described by the Revised SEND COP (Jan.2015 - p95 para: 6.17) as: ‘one who is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap’

The SEND COP identifies 4 areas of SEN. These are:

- 1) communication and interaction
- 2) cognition and learning
- 3) social, emotional and mental health difficulties
- 4) sensory and/or physical needs

Some students may have needs in one or more area.

The following difficulties/needs will **not** be considered as SEN but may impact on progress and attainment:

- Disability (the COP outlines the “reasonable adjustment” duty for all settings and schools provided in the current disability equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Behaviour – identifying behaviour as a need is no longer an acceptable way of describing SEN

*For EAL and recently arrived learners a lack of competence in English must not be equated with learning difficulties. **However**, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. (See ‘identification’ for more details)*

Compliance

- i. This policy complies with the statutory requirements laid out in accordance with:
 - a) The revised SEND Code of Practice 0-25 (Jan. 2015)
 - b) The Equality Act 2010: advice for schools DfE Feb. 2013
 - c) Schools SEN Information Report Regulations (2014)
 - d) The Children and Families Act (2014)

ii. This policy should be read in conjunction with the following information, guidance and policies (which can be accessed from the school website):

- The Equalities Statement
- The Accessibility Statement and Guarantee
- The school's SEND Information Report
- The Supporting Pupil's with Medical Conditions Policy
- The anti-bullying policy
- The Local Offer: <http://www.localoffertowerhamlets.co.uk/>

iii. BCCFS will ensure that due regard is given to:

- the views, wishes and feelings of the student and their parents/carers
- the importance of the student and their parents/carers participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- supporting the student and their parents/carers, in order to facilitate the development of the student and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- following the route of Assess, Plan, Do, Review as recommended in the SEND Code of Practice.

iv. These principles are designed to support:

- the participation of students and their parents/carers in decision making
- the early identification of the student's needs and early intervention to support them
- greater choice and control for student and parents/carers over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of students with special educational needs.

v. BCCFS will meet these aims by ensuring that pupils' needs are addressed through a graduated approach to SEN support by which:

- all teachers are familiar with the relevant parts of the SEND Code of Practice 2015
- there is a clear, agreed understanding of what constitutes a student with SEN
- there are systems for identifying and assessing students SEN and the use of these systems is monitored
- the SENCO works closely with subject teachers, subject leaders and pastoral staff when identifying needs, making or amending provision for SEN students and monitoring their progress
- there is good communication and interaction with support services and outside agencies
- a register of SEN students is set up and maintained
- a graduated approach to assessment and provision, as specified in the Code of Practice, is adopted
- pupil profiles are implemented at SEN Support and EHCP/statement levels
- all teachers know which students have been identified, what their needs are and how these can be best met
- records are kept of provision made and outcomes agreed

- the progress of all SEN students is monitored, and provision regularly reviewed and amended as necessary
- students recognise and accept each other's areas of strength and challenge, and support each other to reach their goal

Partnership with Parents / Carers

The school recognises the crucial role of involvement offered by parents/carers in supporting their children and will therefore value the opportunity to discuss practical strategies to enhance their child's development. When working with parents, carers and students, BCCFS will follow a person-centred approach, which will:

- focus on the pupil as an individual
- enable the pupil and their parents/carers to express their views, wishes and feelings
- enable pupils and their parents/carers to be part of the decision-making process
- use clear and understandable language
- highlight the pupil's strengths and capabilities
- enable the pupil, and those that know them best, to express their views when planning future outcomes
- personalise support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver outcomes-focused and co-ordinated plans for the pupil and their parents/carers.

The Tower Hamlets Parental Advice Centre (PAC) provides advice for parents of students with Special Needs who also provide interpreters. Any parents who are concerned about the special needs of their child can make an appointment to discuss their concerns with the SENCo and the Year Team Leader.

Funding:

The school receives an additional amount of money to support children and young people with special educational needs. The school is responsible for ensuring that they have a 'notional budget' which is used to provide for the special educational needs of the children and young people within the school.

Element 1	Mainstream per pupil funding
Element 2	Notional SEN budget
Element 3 High Needs Top Up	Students with EHCPs/Statements

A small number of students will need a higher level of support to the point where the provision necessary to meet their needs cannot be reasonably provided within the resources normally

available to the school. They will need greater “top up” funding provided by the local authority as part of their EHC plan.

Identification of Students

Central to the success of this policy and SEND in the school is the swift and effective identification of students with additional needs. Those students who require additional support are placed on the school’s SEN register. We will identify students’ special needs and assess their individual needs. To fulfil this aim the school will have regard to the procedures laid down in the Special Educational Needs Code of Practice.

Identification of Students with Cognitive Difficulties (reading, writing, spelling, numeracy)

- Analysis of KS2 data for incoming year 7s
- Reading Assessment at the start of year 7 - with follow up reading assessments for targeted pupils.
- CATs tests at the start of year 7
- Partnership work with LA to highlight students entering with SEN
- Use of whole school progress data to highlight students who are not progressing and may have additional needs and need support.
- Teacher/Tutor/HOY identification using the SEND Referral Form. This would lead to an informal or formal assessment depending on the level of concern.
- Weekly year team highlighting meetings where student concerns within year groups are discussed.
- Inclusion and Pastoral Action Plan meetings

Identification of Students with Social Emotional and Mental Health difficulties.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

School mechanisms for effective and swift identification of SEMH needs generally follow the graduated response stages outline below:

1. An analysis of how well the pupil responds to the school’s behavior policy and systems of rewards and consequences
2. Identification of the need for short-term emotional, social or behavioural interventions, including a personalized behavior plan
3. Referral to the weekly highlighting meeting. Team around the child meetings, involving multi-agencies and the family, to determine the factors underlying the SEMH behaviours, and address issues that lie beyond the school
4. Referral for diagnosis of mental health issues and on-going support

Identification of the needs of SEND students with sensory and Physical disabilities

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many

children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

- Identification of these children and young people has often occurred at primary age (or earlier). We work with primary schools, health professionals and the borough's support for learning service to ensure effective transition for these students in year 7.
- Identification within school will generally involve working with, and contributing to, assessments by health professionals.

Identification of the needs of SEND students with communication and interaction needs

These children and young people have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children and young people with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

These needs will be identified by:

- The regular monitoring of progress may well provide early indications of communication and interaction needs.
- Teacher/tutor/YTL identification by using the Concern Referral Form. This would lead to an informal or formal assessment by SEN depending on the level of concern.
- Referral to the weekly highlighting meeting.
- Screening within school using tools such as the social communications questionnaire and strengths and difficulties analysis would indicate whether a formal diagnosis is required.
- Referral to the speech and language therapy service or Tower Hamlets Autism Spectrum Disorder Assessment Service (ASDAS) may then occur if in-school screening indicates a possible need.

Identification of EAL Learners who are SEN

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. BCCFS will carefully consider all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Having carefully considered all aspects of a pupil's lack of progress which indicate that the pupil may have SEND in addition to EAL, then the school mechanisms to confirm this include the use of;

- Nonverbal & verbal reasoning tests
- Specialist literacy and numeracy tests for EAL/SEND pupils
- Referral to specialist services for further assessments

How we meet the needs of students, a graduated response (COP January 2015)

Phase 1: Quality first Teaching

The most effective support mechanism for students with special educational needs or disability is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all pupils, teachers ensure they are fully aware of the additional needs of pupils in their class and provide differentiated teaching and resources to meet these needs. Lessons are planned to remove barriers to learning for all students with additional needs and this ensures that most are able to fully

access the national curriculum. Where a pupil is making less than expected progress, the subject teacher will ensure that targeted and differentiated teaching takes place to support that pupil. It is the role of the SENCO to support class teachers in their role in delivering quality first teaching, she will do this by:

- Providing resources and information on supporting a range of additional needs within the classroom
- Providing training in meeting additional needs
- Providing information, in the form of pupil profiles with QFT advice, for particular pupils.

Phase 2: Assess, Plan, Do, Review

Where progress continues to be less than expected, concerns can be raised by subject teachers using an SEND referral form or by year teams at the weekly highlighting meeting. At this stage a decision to provide additional or alternative support may be made. This is a person-centred approach and the views of the parent and pupil will be very much taken into account. At this stage, the pupil will be placed on the SEN register at SEN Support.

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process.



The four-part cycle:

Assess: At BCCFS we will ensure that we regularly assess all pupils' needs so that their progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the SEND faculty will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Outcomes for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan through the mechanism of the SEND pupil profile.

Do: Subject teachers are responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SEND faculty will continue to provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed regularly by the SENCo (or a member of the SEND team), parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

Additional/Alternative Provisions

BCCFS is able to provide a wide range of provisions to help pupils with additional needs make progress and these include:

- In-class support from a teaching assistant so that a student knows what to do in class.
- 1:1 support from a behaviour specialist for help with managing emotions.
- 1:1 mentoring sessions for students to get back on track.
- Provide specialist teaching for students with difficulties in language and communication.
- Place2Be and A Space counselling
- Lexia and other literacy interventions
- Provision of smaller groups for SEN students in Maths and English
- SALT sessions as well as social communication groups.
- Emotional Literacy Support Assistants (ELSA)
- Social skills and transition groups
- GCSE Support Option at KS4

In line with the four-part cycle – targets and time frames will be set for pupils who have extra provisions in place and these will be reviewed to ensure that progress is being made.

Multi-agency professional support partnerships

We also work with a number of outside agencies. These agencies provide specialist support depending on the additional need of the student. The agencies who currently work with include:

- Educational Psychology Service
- Hearing-impaired service
- Visual-impaired service
- Child and Adolescent Mental Health Team
- Behaviour Support Team
- Children's Social Care
- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Police Community Support Team
- Youth Offending team
- Phoenix School for students with ASD

A full list of specialist SEND services provided by Tower Hamlets, and which the school or parents can access, can be found on the Local Offer at:

<http://www.localoffertowerhamlets.co.uk/>

Phase 3: Education, Health and Care Plans:

For a small number of pupils, whose needs are complex and long term, they may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to Tower Hamlets authority to conduct an assessment of education, health and care needs.

When deciding whether to apply for an EHCP, the school will consider whether there is evidence that despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, they have not made expected progress. The application will include evidence of:

- the pupil's academic attainment and rate of progress
- information about the nature, extent and context of the pupil's SEN
- the provision and interventions already put in place by the school
- the impact of interventions and that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- The pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done by other agencies to meet these needs.

This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Transition: how we prepare for children/young people joining our school and leaving our school

There is a team of people at BCCFS who are responsible for making sure that all students make a smooth transition from primary school. The SENCo attends year 6 Annual Reviews of students with EHCPs who are joining in September.

While at Bishop Challoner, we take care to ensure that during transition points between classes each year and at the end of Key Stages), all staff are aware of individual pupils needs, learning progress and best support strategies

From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society. The Careers service will meet with every student who has an EHCP from year 9 onwards.

For students with additional needs at Key Stage 4 and 5 the SENCo and the Careers Service help to prepare and advise students on college courses they are interested in. This is discussed with parents at the Annual Review. Where necessary a member of staff will visit the college with the student. Students are given help with college applications and interview practice if they need it.

Responsibilities

The Governing Body is the 'responsible body' for SEN. They are responsible for ensuring that:

- This policy is implemented effectively and reviewed regularly and that the SEND Information Report is updated annually on the School Website
- Students are not discriminated against because of their difficulty or disability
- The admission of students with SEN complies with the SEN Code of Practice, January 2015.
- Every effort is made to resource SEN appropriately to meet the needs of the students.
- The school has a named member of staff who is responsible for SEN
- This policy is available to relevant stakeholders

The head teacher is responsible for:

- overseeing the curriculum for the school, including that for pupils with SEN
- deploying staff as necessary, including support staff for SEN pupils
- liaising with the SENCo to ensure that this policy is implemented effectively
- introducing procedures for evaluating the effectiveness of the policy
- reporting on the effectiveness of the policy to the governing body

The named SENCO is responsible for:

- overseeing the day-to-day operation of the SEND policy and to ensure that the framework of the SEND Code of Practice 2015 is implemented
- the monitoring of assessment and provision for SEN pupils
- liaising with and advising fellow teachers
- co-ordinating provision for students with special educational needs
- overseeing and maintaining the records on all students with statements of special educational needs/EHCPs
- liaising with parents/carers of students with special educational needs
- ensuring successful transition of SEND pupils into the school and onto their next phase of education or training
- ensuring impartial information, advice and support is given to parents/carers
- contributing to the training and continuing professional development of staff
- liaising with external agencies.
- completing necessary documentation for referrals to other agencies
- keeping excellent records of pupils' needs, support and progress

Subject teachers are responsible for:

- progress of students
- gathering information to make ongoing assessment of the pupil's special needs
- ensuring that they deliver personalised planning and that teaching is differentiated appropriately to meet the needs of each pupil
- contributing to and participating in the review of IEPs and the setting of outcomes to be achieved
- monitoring, reviewing and assessing progress.

Teaching Assistants are responsible for:

- a) working closely with teaching staff to ensure appropriate support is given to pupils
- b) listening to and observing pupils in order to identify and notify additional needs
- c) providing support as requested by the teacher or SENCo to enable the pupil to have maximum opportunity to access the curriculum
- d) developing pupil independence
- e) encouraging appropriate behaviour

CPD for staff on supporting students with SEND:

The SENCO delivers whole staff training during inset days, including workshops from external providers, and through weekly Teach Meets. TAs receive regular training sessions and attend external training specific to the needs of the students they support, for example, autism training provided by Phoenix School, Mental Health and Wellbeing training or Speech and Language Therapy training.

Monitoring and evaluation of the policy

The following will be used as evaluative points for judging the success of the effectiveness of the school's SEND Policy:

- the monitoring of provision for students with SEND through formal and informal observations
- the ascertaining of student views on their progress and the support they are offered
- the ascertaining of staff views on the support they are offered for students with SEN
- student self-assessments for review meetings
- SEND Audit (action plan)
- the monitoring of all students' personalised learning plans
- assessment data
- parental feedback and comment
- external agency feedback.

Complaints

Should a parent/carer or carer have a concern about the special provision made for their child they should contact the SENCo in the first instance. If the issue cannot be resolved, then the SENCo must pass the complaint to the Assistant Head for Inclusion for further investigation.

Additional Information

Engagement in activities

As an inclusive school, we are committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. You should also feel free to contact your child's Form tutor or the SENCo if you have any concerns

Our school environment

The school building is wheelchair accessible. There are accessible toilets in all areas of the School.

Pupil Records

Pupil records and SEN information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. Pupil SEND files are kept in a locked filing cabinets. Use of pupil files and other data is in accordance with the Data Protection Act 1998.

The SEN code of practice

More details about the reforms and the SEN Code of Practice can be found here:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Local Offer

The local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years. The Local Offer can be found at:

<http://www.localoffertowerhamlets.co.uk/>