

CARDINAL NEWMAN CATHOLIC HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

The Special Needs and Inclusion Policy takes careful account of the Education Act 1996, the Special educational needs and disability code of practice: 0 to 25 years July 2014, Young people and Families Act 2014, Equality Act 2010 and Mental Capacity Act 2005.

A 'young person' is a person over compulsory school age and under 25.

STATEMENT

Cardinal Newman High School values the abilities and achievements of all young people, and is committed to providing, for each young person, the best possible environment for learning.

THE SEND AND INCLUSION AIMS OF THE SCHOOL

- To ensure that all young people including vulnerable groups such as young carers/young people in care have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all young people requiring SEND provision as early as possible in their school career
- To ensure that young people and young people with SEND engage in the activities of the school alongside young persons who do not have SEND
- To ensure that parents of young people with SEND are kept fully informed of their child's progress and attainment and are involved in decisions affecting the young person's SEND provision.
- To ensure that young people with SEND are involved in decisions affecting their future SEND provision.

The schools aims to know precisely where young people with SEND are in their learning and development. The school will:

- ensure decisions are informed by the insights of parents and those of young people and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

We recognise that many young people will have special educational needs at some time during their school life. In implementing this policy, we believe young people with SEND will be helped to achieve their personal goals and targets.

YOUNG PEOPLE IN CARE

The school has a designated person for Young People In Care who works closely with the SENCo to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 or mainstream post-16 institutions

For young people aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other young people or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Young people must not be regarded as having SEND solely because their language, or form of the home language, is different from that in which they are taught.

DISABLED YOUNG PEOPLE AND YOUNG PEOPLE

Many young people and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Young people and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled young people and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Cardinal Newman High School will have due regard for the Special Needs Code of Practice July 2014 when carrying out our duties towards all young people with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

LOCAL OFFER AND EDUCATION PROVIDER OFFER

The school provides information as part of the Local Authorities Local Offer. This information also forms the Education Provider Offer which is published on the school's website. (www.cardinal-newman.co.uk)

INCLUSION

The SENCo, SEN Manager and Inclusion Manager will ensure that appropriate provision will be made for all SEND/INCLUSION young people.

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all young people requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Cardinal Newman High School we have adopted a whole-school approach to SEND policy and practice. Young people identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of practice July 2014 makes it clear that Teachers are responsible and accountable for the progress and development of the young people in their class, including where young people access support from teaching assistants or specialist staff. See Role of the Subject teacher.

All teachers are responsible for identifying young people with SEND and, in collaboration with the SENCO, will ensure that those young people requiring different or additional support are identified at an early stage. Assessment is the process by which young people with SEND can be identified. Whether or not a young person is making progress is seen as a significant factor in considering the need for SEND provision.

EARLY IDENTIFICATION

Early identification of young people with SEND is a priority. The school will use appropriate screening and assessment tools to ascertain a young person's progress.

Subject teachers, supported by the senior leadership team, will make regular assessments of progress for all young people. These should seek to identify young people 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

Where teachers are concerned about the progress of a young person the teacher will complete an SEN referral form. THE SENCo will then decide on the best course of action to support the young person. Where support additional to that of normal class provision is required, it will be provided through School Support. Where concerns remain despite sustained intervention the school will consider requesting top up funding through an Education and Health Care Plan (EHCP). Parents will be fully consulted at each stage. The school also recognises that parents have a right to request an EHCP assessment by the Local Authority (LA).

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For young people with identified SEND the SENCo will:

- Use information from the Primary school to shape the young person's curriculum and pastoral provision
- Identify the young person's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure young people have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve young people in planning/agreeing their own support and targets
- Involve parents* in the planning of the young person's support.

**Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

The school will record the steps taken to meet young person's individual needs. The SENCo will maintain the records and ensure access to them.

AREAS OF SPECIAL EDUCATIONAL NEED

There are four broad areas of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a young person into a category. In practice, individual young people or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and young people and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The four broad areas of need are:

Communication and interaction

Young people and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Young people and young people with ASD, including Asperger's Syndrome and Autism, 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.

Cognition and learning

Support for learning difficulties may be required when young people and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Young people 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 young people and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some 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. These difficulties can be age related and may fluctuate over time. Many young people and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Young people and young people with an MSI have a combination of vision and hearing difficulties.

Some young people and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

THE SUPPORT CYCLE - ASSESS, PLAN, DO, REVIEW

The Code of Practice July 2014 advocates a graduated response to meeting young people's needs.

Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo, should carry out a clear analysis of the young person's needs. This will draw on the teacher's assessment and experience of the young person, their previous progress and attainment. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the young person's own views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the young person is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a young person responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the young person. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a young person with SEN support, the parents will be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENCo and teachers will agree in consultation with the parent and the young person the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the young person will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be provided in the form of Individual Education Plans and/or Pupil Passports.

The support and intervention provided will be selected to meet the outcomes identified for the young person, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The subject teacher 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 will still retain responsibility for the young person. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the young person's progress will be reviewed on a regular basis.

The impact and quality of the support and interventions will be evaluated, along with the views of the young person and their parents. This should feed back into the analysis of the young person's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the young person's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and young person.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a young person has an EHC plan, the local authority will review that plan as a minimum every twelve months. School will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

THE ROLE OF THE GOVERNING BODY

There should be a member of the governing body with specific oversight of the school's arrangements for SEN and disability.

The governing body must ensure that there is a qualified teacher designated as SENCO for the school.

The school has a duty under the Equality Act 2010 towards individual disabled young people and young people. It **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled young people, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled young people and young people might require and what adjustments might need to be made to prevent that disadvantage. The school also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

The Governing Body's responsibilities to young people with SEND include:

- Ensuring that provision of a high standard is made for SEND young people
- Ensuring that SEND young people are fully involved in school activities
- Having regard to the Code of Practice July 2014 when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

THE SENCO

The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

THE ROLE OF THE SENCO

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual young persons with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that young persons with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for young people with SEN
- liaising with the relevant Designated Teacher where a young person in care has SEN
- advising on the graduated approach to providing SEN support and providing INSET for staff
- advising on the deployment of the school's delegated budget and other resources to meet young persons' needs effectively
- liaising with parents of young people with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all young persons with SEN up to date

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice July 2014 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND young people
- Collaborating with the SENCo to decide the action required to assist the young person to progress
- Working with the SENCo to collect all available information on the young person
- In collaboration with the SENCo, support the development of IEPs and Pupil Passports for young people with SEND.
- Working with young people with SEND on a daily basis to deliver an Inclusive Quality first teaching.
- Develop constructive relationships with the parents of young people with SEND
- have high ambitions and set stretching targets for young people with SEND
- track their progress towards the young person's goals and targets
- promote positive outcomes in the wider areas of personal and social development.

THE ROLE OF THE SENIOR LEADERSHIP TEAM

School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for young persons with SEN, and the progress made by young persons, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

PARTNERSHIP WITH PARENTS

Cardinal Newman High School firmly believes in developing a strong partnership with parents and that this will enable young people and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of SEND young people as valued partners in the process. Depending on age and appropriateness, SEND young people will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of young people with SEND, details of the parent partnership service available through the LA.

PERSONAL BUDGETS

Cardinal Newman will outline their provision as part of the Local Offer. This can be found at the following link.

<http://warrington.fsd.org.uk/kb5/warrington/fsd/organisation.page?id=6OMcuqw6wUo&familychannel=0>

Cardinal Newman High School will work with parents and the LA to consider a Personal Budget for the young person where appropriate.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND young people.

SEND INCLUSION POLICY REVIEW

The school considers the SEND Inclusion Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

TRANSITION TO POST 16 PROVISION

SEN support at Cardinal Newman will include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school will share information with the school, college or other setting the child or young person is moving to. Schools will agree with parents and young persons the information to be shared as part of this planning process.

PREPARATION FOR ADULT LIFE

Cardinal Newman will work with other professional and families to support young people with SEND to make choices for themselves from an early age and support them in making friends and staying safe and healthy. As young people grow older, and from Year 9 in school at the latest, preparing for adult life will form an explicit element of conversations with young people, their families as the young person moves into and through post-16 education. High aspirations about employment, independent living and community participation will be developed through the curriculum and extra-curricular provision.

YOUNG PEOPLE WITH MEDICAL CONDITIONS

The Young People and Families Act 2014 place a duty on maintained schools and academies to make arrangements to support young persons with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such young persons. Where young people and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Cardinal Newman is required to have regard to statutory guidance '*Supporting young persons at school with medical conditions*'

The school's governing body **must** ensure that arrangements are in place in school to support young people at school with medical conditions and should ensure that school leaders consult health and social care professionals, the young person and parents to make sure that the needs of young people with medical conditions are effectively supported.

The school may need to make an application from the LA High Needs Block Funding to support the young person in school and will support the pupil with a Health Care Plan.

SEN REPORT AND RISK ASSESSMENT

Cardinal Newman will prepare an SEN information report and their arrangements for the admission of disabled young people, the steps being taken to prevent disabled young people from being treated less favourably than others, the facilities provided to enable access to the school for disabled young people and their accessibility plan showing how they plan to improve access progressively over time.

Risk assessments and Personal Evacuation Plans will be completed for young people with SEND for access around school and activities inside or outside school, where necessary. The School Health and Safety officer will review and approve the documents and they will be stored in the school office.

SEND INCLUSION POLICY REVIEW

The school considers the SEND Inclusion Policy document to be important and, in conjunction with the Governing Body, regularly undertakes a thorough review of both policy and practice. The outcomes of this review are used to inform the School Development Plan.

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from depts, outside agencies

- Number of complaints received.

COMPLAINTS PROCEDURE

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Reviewed by R J Sewell (SENCo) September 2014