

SPECIAL NEEDS AND INCLUSION POLICY

The Special Needs and Inclusion Policy takes careful account of the Education Act 1996, and other school policies such as the Code of Practice 2002. The Special Educational Needs and Disability Act 2001 and The Equality Act 2010.

STATEMENT

Cardinal Newman High School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

THE SEN AND INCLUSION AIMS OF THE SCHOOL

- To ensure that all pupils including vulnerable groups such as Young Carers/CiC 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 pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to deal effectively with their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the L.A.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Cardinal Newman High School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

INCLUSION

The SENCO Mrs R. Sewell and Inclusion Co-ordinator (INCO) Mrs J. Humphries will ensure that appropriate provision will be made for all SEN/INCLUSION pupils.

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils 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 SEN policy and practice. Pupils identified as having SEN 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 SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

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

Early identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in NC judged against level descriptions
- Standardised screening or assessment tools

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 pupils with identified SEN the SENCO Mrs R. Sewell will:

- Use information from the Primary school and from Transition Literacy and Numeracy assessments to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil'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 pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve pupils in planning/agreeing their own targets
- Involve parents

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO Mrs R. Sewell is the first to be consulted. The SENCO Mrs R. Sewell and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through School Action Plus. Where concerns remain despite sustained intervention the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO Mrs R. Sewell, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

REQUEST FOR STATUTORY ASSESSMENT

A Statement of Special Educational Need will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement.

THE ROLE OF THE SENCO Mrs R. Sewell

The SENCO Mrs R. Sewell, plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with parents/carers
- Making a contribution to INSET
- Liaising with external agencies

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO Mrs R. Sewell well informed about pupils progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO Mrs R. Sewell, to such 'levels of concern'
- The procedure by which parents/carers are informed of this concern and the subsequent SEN provision

Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to inform about the Statement all those involved with teaching and supporting Statemented pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice 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, SEN pupils
- Collaborating with the SENCO Mrs R. Sewell to decide the action required to assist the pupil to progress
- Working with the SENCO Mrs R. Sewell to collect all available information on the pupil
- In collaboration with the SENCO Mrs R. Sewell, develop IEPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents

PARTNERSHIP WITH PARENTS/CARERS

Cardinal Newman High School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers 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.

Parents should hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them' . (CoP 2.2)

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

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA. The SEN Code of Practice outlines that '*LEAs should work in partnership with local and parent organisations, as well as the parent partnership service ... to ensure that parents receive comprehensive, neutral, factual and appropriate advice*'. (CoP 2.14)

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parent/carers if required.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

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

SEN INCLUSION POLICY REVIEW

The school considers the SEN 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.

Reviewed by EBa . September 2013