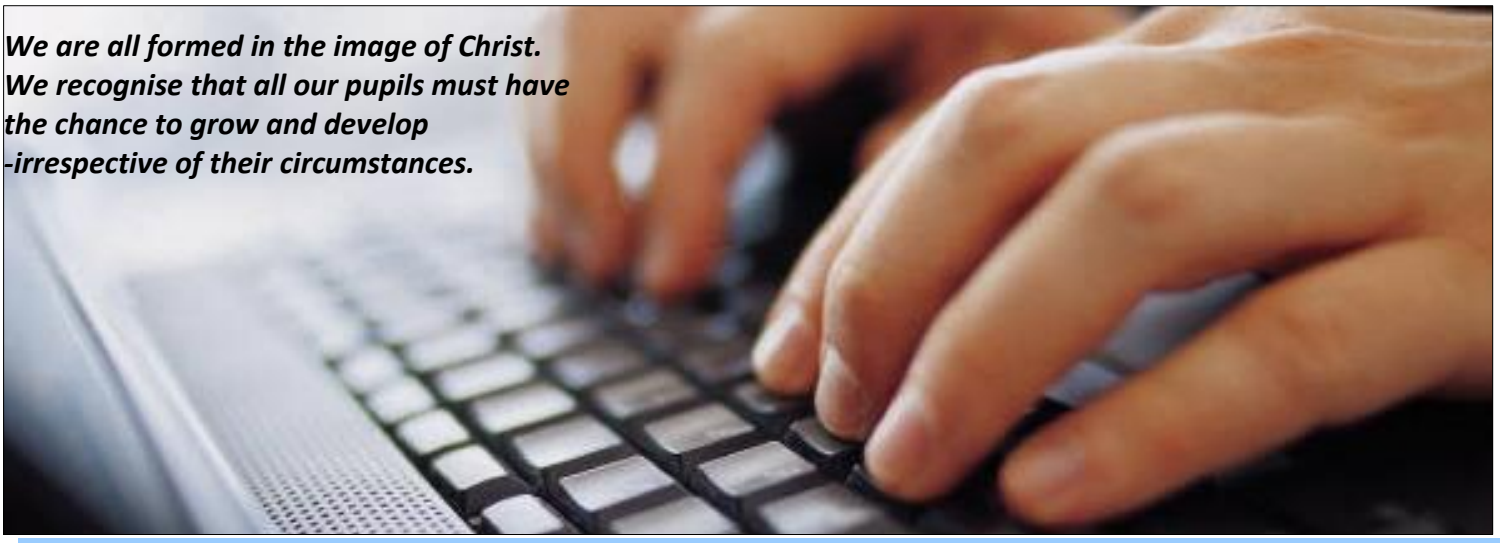
Cardinal Allen Catholic High School

A Specialist Maths & Computing College

Special Educational Needs



Special Educational Needs & Disabilities (SEND) Policy:

It is our aim to ensure full entitlement and access for pupils with special educational needs and disabilities to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.

Definition of SEND

Children and young people with special educational needs

The Code of Practice (SEND) states:

"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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health

4. Sensory and/or physical

Disabled children and young people
Many children 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'.

Objectives in making provision for pupils with SEND

The school strives to ensure that all pupils have access to a broad, balanced and differentiated curriculum that is accessible to pupils with SEND and promotes high standards of attainment and independence. The curriculum is adapted at KS3 with the inclusion of a nurture style group in Year 7 and in KS4 pupils have the option and are encouraged to follow courses designed to meet specific needs.
Standardised age assessments are used to measure the progress of pupils with SEND against specific objectives. Assessments are also used to measure the effectiveness of SEND provisions.
The school follows a policy, The Effective Deployment of Teaching Assistants (EDTA), to maximize the learning opportunities and progress of pupils.
Progress and provisions are reviewed regularly throughout the year. This process requires the participation of pupils and parents who are informed of their child's SEND provisions and progress following each review.
The school works in conjunction with primary schools to ensure the necessary information is shared prior to pupils' admission and enables appropriate provisions to be in place.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by:

- Helping with the development of this policy
- Being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Commitment to a partnership approach to provision

Day to day arrangements are coordinated by Miss Caroline Smith (SENDCO).
The Governing Body has also identified Mrs. S. Jones as the governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements.
The Headteacher is the school's "responsible person" and manages the school's SEND work. The Headteacher will keep the governing body informed about the SEND provision made by the school. The SENDCO and the Headteacher will work closely with staff to ensure the effective day-to-day operation of the school's SEND policy. The SENDCO will identify areas for development in SEND

and contribute to the school's development plan. She will co-ordinate provision for all pupils with SEND.
All teaching staff are responsible for differentiating the curriculum, pupil progress and overcoming barriers to learning for pupils with SEND. Curriculum Leaders review and monitor the progress made by pupils in their curriculum area and the effectiveness of resources and other curriculum material.

Admission arrangements for pupils without statements who have SEN:

Children who meet the admission criteria will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The special needs policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy

The admission arrangements for pupils are explained clearly in the school's prospectus. Parents of pupils with SEND are encouraged to explore the possibilities at an early stage (often in Year 5) and exploratory visits are arranged by parental request and with Parent Partnership (the SEND liaison service within the LEA). The school has an annual Open Evening and parents are welcomed and offered appointments to discuss their children's needs privately if appropriate. Pupils may be offered individual or small group additional visits to the school at the level needed to allay fears, reduce anxiety or establish a working relationship prior to transition.

The SENDCO and SENDCO Administration Assistant (Mrs. N. Cardwell) attend Year 6 transition meetings at primary schools and routinely attend feeder primary schools to discuss pupils' needs, collect documentation, share information and meet with pupils as necessary. The school provides a planned programme of induction both before and at transfer. Pupils visit for taster days with their primary school and also for a whole day before end of term. Parents also attend an Induction evening. Pupils with SEND grounds for admission to the school who do not meet the usual admission criteria are often admitted and this is usually planned for and agreed in principle in the Autumn Term of Year 6. Additional pre-admission visits are arranged with Miss. C. Smith. The number of visits which take place is only determined by the needs of the child. Specialist Support Teachers are consulted and provide important information which helps provide a smooth transfer.

Facilities for pupils with SEN including access for pupils with disabilities:

All pupils in the school can benefit from assistance from the Learning Support Department in acquiring organisational skills and provision is in place for pupils to prepare for the beginning of the school day. Lockers are provided for their bags and equipment and a support assistant is available for help if necessary. Provision is available at lunch and break time for pupils who may wish to have more structure at these times. The school has a long history of providing an after school homework club which has continued since the early 1990s. This accommodates pupils of all year groups and abilities and receives referrals from parents and teachers, including Form Tutors and Progress

Leaders. Two Teaching Assistants with expertise in subjects across the curriculum are available for support.

The school provides dignified and sensitive provision for pupils who need access to specialist toilet and showering facilities. The school has two large toilets accessible by a ceiling hoist if required. There are specialist showering facilities and a Closimat toilet. The school has been ramped and made more wheelchair user friendly. Two of the three school buildings have through-floor lifts and are therefore accessible with assistance. A Fitness Suite provides excellent facilities to conduct specific exercise programmes delivered by Teaching Assistants following guidance of a qualified Paediatric Physiotherapist. Specialist 'high chair' seating is provided for use at elevated benches located in the science labs and technology areas. Evacuation chairs have been placed in four areas of the building and staff have been trained to use them.

It is not only the physical barriers to learning which need to be overcome. The school is striving to overcome difficulties in accessing the curriculum which relate to learning by examining its use of different teaching and learning styles and incorporating provision for pupils' known difficulties in lesson planning and curriculum design. It is seen to be important for all teachers to consider that every class contains those with gifts and talents and that good teaching practices meet the needs of pupils throughout the achievement spectrum.

The Identification, Assessment and Provision for all pupils with SEND

Pupils are identified through primary liaison, by screening and by referral. Pupils already identified are discussed at meetings with members of the learning support department of primary schools. Their needs are brought to the attention of teaching, support and pastoral staff in 'information to staff' documentation. Pupils are routinely screened in the Autumn Term of Year 7. Assessments include Cognitive Ability Testing, reading comprehension, spelling and evaluation of writing speed. These results are shared with all staff.

Screening results are used to identify groups of pupils who may benefit from a period of intervention. Pupils take extra literacy lessons with Mrs. J. Boughton, HLTA, instead of pursuing a foreign language. In these sessions pupils have the opportunity to improve their literacy skills through tried and tested techniques. They follow multi-sensory programmes and receive individual support in the acquisition of phonic skills using precision reading techniques and guided reading sessions. Pupils also develop memory and visual perception skills. Self-confidence and listening skills are boosted and pupils become comfortable reading together in groups. These pupils remain in these sessions through to the end of Year 9.

Pupils continue with interventions and assessments with an aim to achieve literacy scores of a functional level. Some pupils scoring significantly below their chronological age for reading and spelling may be offered special assessment arrangements and additional tuition from a Specialist Support Teacher if this is appropriate.

The SENDCO is responsible for access arrangements for public examinations. Tests and appropriate provisions are put in place for pupils when taking their exams in Key stage 4.

In Years 10 & 11, Key Skills, Vocational and Study Plus courses are available for students to develop skills required for future life and adulthood. Pupils in year 10 are also given the opportunity to follow the Duke of Edinburgh Award in which leadership, confidence, self-esteem and working with others can be addressed.

Provision for pupils with SEND

The school has long-standing experience in meeting the needs of pupils who have SEND. Recognised programmes of work are delivered by Mrs. J. Boughton and Specialist Support Teachers which address these issues. We work very hard to support pupils with emotional and behavioural difficulties and it is accepted that the school has an understanding approach to the needs and difficulties of such pupils. Those having such difficulties are supported through a Pastoral Support Programme. The school has a high level of expertise of supporting pupils who have physical difficulties including pupils with Muscular Dystrophy, Cerebral Palsy, Juvenile Arthritis, Diabetes, Epilepsy, Sight and Hearing Impairment and welcomes pupils who have experienced trauma injury. Pupils who have medical needs are supported flexibly according to their requirements. Individual Health Care plans are put in place and available to staff. The school has become the chosen provision for pupils with severe visual impairment. Two Teaching Assistants are now competent with Braille. Pupils who have complex learning difficulties such as Autistic Spectrum Disorder are successfully supported by a team of Teaching Assistants.

Young people may have a wide spectrum of difficulties. Sometimes great flexibility is required and radical solutions to problems need to be sought and tried. It is recognised at Cardinal Allen that there are occasions when accepted patterns of education, teaching, learning and support need to be challenged and reinvented. In this way, rigid thought and responses are avoided and barriers to learning, emotional well-being and physical access can be addressed and overcome. The school acknowledges that this will always be an important part of its development.

Access to a balanced & broad curriculum; access to the National Curriculum

All pupils have a right of access to the National Curriculum. Very occasionally, temporary arrangements are needed for certain pupils to ensure that their specific needs are met. This may vary from the normal pattern of attendance or curriculum. Teachers are provided with a range of suggested strategies and background information so that they may differentiate the curriculum in order to ensure its accessibility for pupils with SEND.

The Options System recommends and expects that pupils, following its precepts, have access to a broad and balanced curriculum. However, this is interpreted flexibly as pupil needs vary and there may be excellent cause to vary the traditional pattern depending upon circumstances and the pupil's needs and aspirations.

Pupils with difficulties can expect a flexible approach to their learning and assessment needs. Pupils have followed a variety of courses which might at first seem difficult for them to access. At the

heart of the approach is a determination to seek out the potential of all pupils, to challenge obstacles to learning and promote independence.

How the governing body evaluate success of SEND provision:

The governing body is in receipt of a termly report written by the SEND Coordinator, which addresses the criteria set down in the SEND policy document. Information regarding the progress made by pupils with SEND is shared with governors.

Arrangements by governing body for treatment of complaints:

The governors would expect that most differences of opinion could be addressed in the first instance by contact between parents and the SEND Coordinator. Unresolved issues will be referred to the Head Teacher. Any serious complaint which may require further negotiation should be addressed to the Chair of Governors. The school would always rather work in close partnership with parents than be in conflict with them. Negotiation is always our first choice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf

Arrangements made by governing body for INSET for staff in relation to SEN

The school acknowledges that there needs to be more and regular opportunities for the staff to engage in INSET activities. INSET sessions address the implications of the Code of Practice (SEND) and new working practices. Teaching Assistants are actively involved in further professional development. The school gives full support to this. The majority of staff in the Learning Support Department have received training as School First Aiders. Regular Moving and Handling courses are held for departmental staff. Staff who work with pupils with physical difficulties have recently had training in the use of Evacuation chairs and Child Protection updated training for all staff has been provided at regular intervals. Staff also have the opportunity to attend courses to develop their knowledge and expertise in specific areas (e.g. autism, dyslexia etc.)

Teachers & facilities from outside school & links with support services:

The school has strong links with its Educational Psychologist and works closely with the SEND personnel from the Local Authority to facilitate support for pupils and parents with regard to education. Statutory Support Visits from the Local Authority advise the school of the provision needed by pupils with complex difficulties. Good links exist between the school and health professionals such as the school doctor, Child and Adolescent Mental Health professionals (such as Clinical Psychologists), Paediatric Physiotherapists and Occupational Therapists, Speech Therapist and with pupils' own doctors and the school nurse. The school communicates its concerns and supports the work of Children's Social Care Services and supports pupils who are 'Looked After Children'. The school liaises with further education providers, training providers and employers and closely with the Young People's Service, particularly at transition review meetings. Pupils follow Further Education (FE) routes into sixth forms and colleges. Information is shared with these organisations regarding the pupils' needs, including assistance with special access

arrangements for external exams. Representatives from the FE providers are invited to attend reviews.

Role played by parents of pupils with SEND:

Parents are encouraged to fully involve themselves in their child's learning. All parents are invited to attend regular meetings to discuss their child's progress, including the opportunity to attend informal gatherings in our 'SEN Share and Support Sessions' which offer parents of pupils with SEN the opportunity to share advice and support. Further meetings may also be arranged upon request and parents are further encouraged to telephone the school to discuss concerns. New initiatives, including interventions and provisions, are discussed with parents and pupils before anything is put in place. Parents are also contacted to inform them about their child's progress and to celebrate achievements. We appreciate and value the vital role parents and families play and believe that their support is essential, especially with regards to children's learning outside of school. Parents are encouraged to listen to their children read, read with them and participate in a range of other learning activities that are supported by school. When provision for children is reviewed, parents are asked for their opinions and careful note is taken of their views and appraisal of practice. If a parent asks for information, a full and frank discussion takes place and parents' views are fully considered.

Pupil participation:

Pupils participate fully in the decision-making process affecting their learning. They are involved in setting their own targets and in evaluating their achievements and progress. Reviewing involves an individual interview and pupils' views are carefully considered when planning future SEND provision. Annual reviews of statements include pupil's written contributions and the vast majority of pupils feel comfortable to make an active verbal contribution to the review meeting. Pupil's opinions are always sought in relation to levels and focus of support and this influences decisions when support is timetabled.

LEA Information:

http://www3.lancashire.gov.uk/corporate/atoz/toptasks/index.asp?catID=13149
http://www3.lancashire.gov.uk/corporate/atoz/a_to_z/service.asp?u_id=3551&tab=1