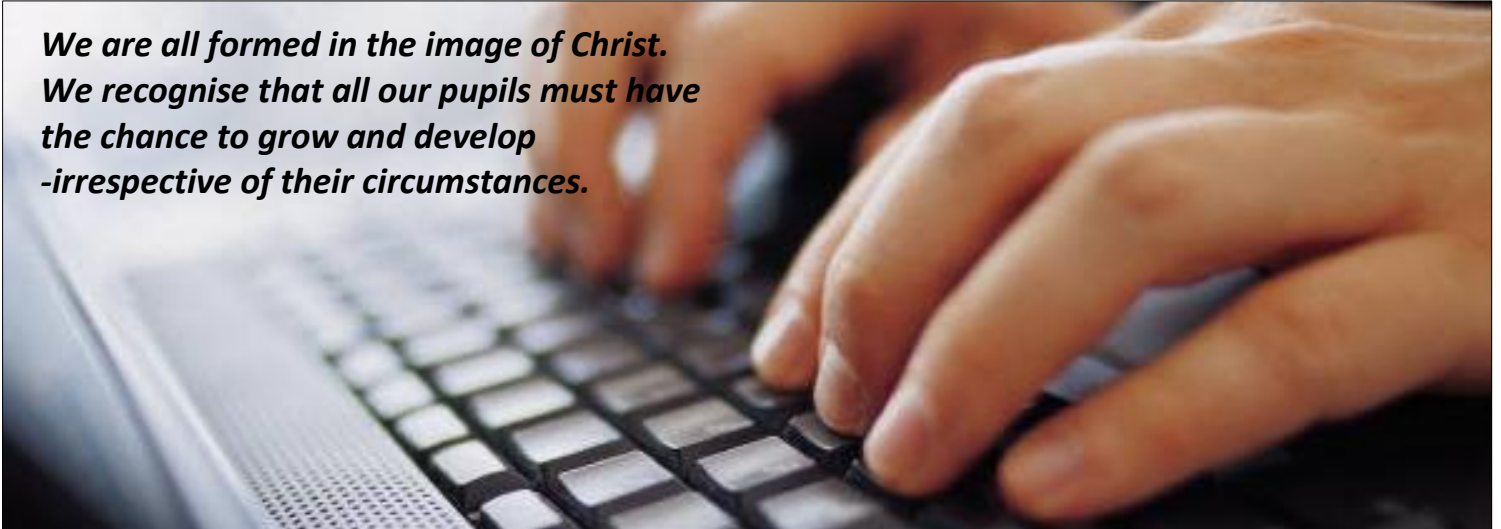




*We are all formed in the image of Christ.
We recognise that all our pupils must have
the chance to grow and develop
-irrespective of their circumstances.*



Our aim is 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

Our 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. For individual pupils who find accessing the curriculum challenging, we have a small nurture room called ACE (Aspiration, Community, Example), where pupils are able to access intervention sessions to support their learning or emotional needs. Standardised age assessments are used to measure the progress of pupils with SEND against specific objectives. Assessments are also used to evaluate the effectiveness of SEND provisions.

Progress and provisions are reviewed regularly throughout the year. This process requires the participation of pupils and parents and carers who are informed of their child's SEND provisions and progress following each review. Our 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 and disabilities is a matter for the school as a whole. All members of our school community (teaching and non-teaching staff, parents, carers, pupils and governors) work towards our school aims by:

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

Day to day arrangements are coordinated by Miss Caroline Smith (SENDCo).

The Governing Body has a nominated governor to have oversight of SEND provision in our school and to ensure that the full governing body is kept informed as to how our school is meeting statutory requirements.

The Headteacher is our school's "responsible person" and manages our school's SEND work. The Headteacher will keep the governing body informed about the SEND provision made by our school.

The SENDCo and the Headteacher will work closely with staff to ensure the effective day-to-day operation of our school's SEND policy. The SENDCo will identify areas for development in SEND and contribute to our school's improvement plan. The SENDCo 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 materials.

Admission arrangements for pupils without statements who have SEND

Children who meet the admission criteria will be admitted to our 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 our school's behaviour policy.

Parents of pupils with SEND are encouraged to explore different settings at an early stage (often in Year 5) and exploratory visits can be arranged by parental request and sometimes with the support of [SENDIAS](#). Our 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 additional individual or small group visits with key members of staff in order to build relationships and become familiar with the school environment.

The SENDCo and Year 7 Key Worker attend Year 6 transition meetings at primary schools and routinely attend partner primary schools to discuss pupil needs, collect documentation, share information and meet with pupils as necessary. Our school provides a planned induction programme both before and at transfer. Pupils visit for taster days with their primary school and also for a whole day before the end of term. Parents also attend an Induction evening. Additional pre-admission visits are arranged with the SENDCo and the number of visits which take place is determined by the needs of the individual child. Specialist Support Teachers and other agencies are often consulted with and will provide important information which helps provide a smooth transfer.

Facilities for pupils with SEN including access for pupils with disabilities

All pupils in our 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. Our school offers a 'Welcome Club' from 8 am, which is specifically for pupils with SEND or those who find the beginning of the day challenging. Lockers are provided for pupils' bags and equipment and a support assistant is available to help if necessary. Provision is available in ACE and our Aquinas Centre at lunch and break time for pupils who may wish to access a quieter environment. Our after-school Homework Club accommodates pupils of all year groups and abilities and receives referrals from parents, teachers, and pastoral staff, and Teaching Assistants are available for support.

Our school provides dignified and sensitive provision for pupils who need access to specialist toilet and showering facilities. Our school has one larger toilet area accessible by a ceiling hoist, if required. There are specialist showering facilities and a Closimat toilet. Our school has been ramped and made 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 are trained to use them.

It is not only the physical barriers to learning which need to be overcome. Our school is striving to overcome difficulties in accessing the curriculum by regularly reviewing our pedagogy and upskilling teachers with a variety of Quality First Teaching strategies which promote inclusive classroom practice. Our Teaching and Learning group have delivered INSET sessions on adaptive teaching, supporting pupils to ensure that all pupils are able to access lesson content. In some individual cases, there may be specific support and adaptations made to support them to make progress at their own, individual level.

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 the appropriate primary colleagues. Their needs are brought to the attention of teaching, support and pastoral staff via individual discussions, meetings and email. All pupils are assessed twice per year using the Sparx Reader programme. For individual pupils who may struggle to make progress in lessons, the WRAT5 is used to monitor their progress.

Screening results are used to identify groups of pupils who may benefit from a period of intervention. In intervention sessions pupils have the opportunity to improve their literacy and numeracy skills through the Nessy programmes and individual tasks.

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, if appropriate, be offered special assessment arrangements and additional tuition from a Specialist Support Teacher.

The SENDCo and Assistant SENDCo are 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 and 11, Key Workers offer 'Curriculum Support' lessons specifically for pupils with SEND who find a full programme of GCSEs overwhelming. These sessions are designed around individuals, aiming to support with independent learning, recap learning in lessons, and support with homework. 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

Our school has long-standing experience in meeting the needs of pupils who have SEND. We work hard to support pupils with emotional difficulties and it is accepted that our school has an understanding approach to the needs and difficulties of such pupils. Those having such difficulties are provided with excellent support from our pastoral team. Our school has a high level of expertise in 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 are available to staff.

Young people may have a wide spectrum of difficulties. Sometimes greater 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. Our 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 curriculum structure and associated programmes of learning at Key Stage 4 ensure that all pupils 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 a pupil's needs and aspirations.

Pupils with difficulties can expect a flexible approach to their learning and assessment needs. At the heart of our approach is a determination to seek out the potential of all pupils, to challenge obstacles to learning, and to promote independence.

How the governing body evaluate success of SEND provision

The governing body is in receipt of a termly report written by the SENDCo, 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 expect that most differences of opinion could be addressed in the first instance by contact between parents and the SENDCo. Unresolved issues will be referred to the Headteacher. Any serious complaint which may require further negotiation should be addressed to the Chair of Governors. Our school would always rather work in close partnership with parents and carers as opposed to be in conflict with them. Negotiation is always our first choice.

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

Our school acknowledges that there needs to be regular opportunities for the staff to engage in INSET activities which focus on SEND. At the start of each academic year, the SENDCo will update staff with individual pupil information and any general SEND updates. Throughout the year, staff are encouraged to attend termly SEND Clinic sessions with the SENDCo. The SENDCo also provides a 'Spotlight on SEND' section in the weekly staff bulletin to ensure that staff are reminded of useful strategies to support pupils with a range of different needs. All staff at Cardinal Allen have access to the National College CPD website, where there are a variety of training resources available which relate to SEND. Several individual staff members also select to focus on an area of SEND for their annual appraisal.

Teaching Assistants are actively involved in further professional development. Our school gives full support to this. The majority of staff in the Learning Support Department have received training as School First Aiders. All staff are also trained in the use of Evacuation chairs and Safeguarding.

Teachers and facilities from outside school and links with support services

Our school has strong links with an Educational Psychologist and works closely with the SEND personnel from the Local Authority to facilitate support for pupils and parents and carers with regard to education. Good links exist between our school and health professionals such as the school doctor, school nurse, Child and Adolescent Mental Health professionals (such as Clinical Psychologists), Paediatric Physiotherapists, Occupational Therapists, Speech Therapist and with a pupil's own doctor. Our school communicates its concerns and supports the work of Children's Social Care Services and supports pupils who are 'Children Looked After'. Our school liaises with further education providers, training providers and employers. Pupils follow Further Education (FE) routes into sixth forms and colleges. Information is shared with these organisations regarding a pupil's needs, including assistance with special access arrangements for external exams. Representatives from the such providers are invited to attend reviews.

Role played by parents and carers of pupils with SEND

Parents and carers are encouraged to fully involve themselves in their child's learning. All parents and carers are invited to attend regular meetings to discuss their child's progress, including the opportunity to attend all Progress Evenings in order to meet with the SENDCo and other colleagues. Additional meetings may also be arranged upon request and parents and carers are encouraged to telephone the school to discuss any concerns. New initiatives, including interventions and provisions, are discussed with parents, carers and pupils before anything is put in place. Parents and carers are also contacted to inform them about their child's progress and to celebrate achievements. All pupils on the SEND register have an Individual Education Plan, which is written in the second half term of Year 7 and then updated termly. These plans are sent to parents and carers and they are encouraged to provide feedback and suggestions. We appreciate and value the vital role parents, carers and families play, and believe that their support is essential, especially with regards to learning outside of school. Parents and carers 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 and carers are asked for their opinions and careful note is taken of their views and appraisal of practice. If a parent or carer asks for information, a full and frank discussion takes place and parents' and carers' 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 a pupil's written contributions and the vast majority of pupils feel comfortable to make an active verbal contribution to the review meeting. Pupils' opinions are always sought in relation to levels and focus of support and this influences decisions when support is timetabled.

Useful links

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Children and Families Act 2014](#)

[Equality Act 2010](#)

[The Special Educational Needs and Disability Regulations 2014](#)

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