

St Gabriel's Roman Catholic High School

SEND POLICY

The school SEND Policy is implemented within the spirit of our Christian beliefs and in accordance with all current statutory guidance and laws in relation to and as part of SEND Code of Practice 0 – 25 July 2014 and subsequent updates, referred to as 'the code' from here on in.

Mission Statement:

'I have come that they may have life, and have it to the full' (John 10.10)

We are a Catholic community united by Christ's teaching

Prayer and mutual respect establish a sense of belonging as we strive to live the Gospel message

We aspire to a secure, supportive and stimulating Christian environment where justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense

We believe that each person should be known, loved and valued by encouragement to realise his/her full potential through positive commitment and achievement

We practise our faith freely, valuing the sanctity of life

We aim to develop the whole person and enable him/her to make a positive Christian contribution to society

The Special Educational Needs Co-ordinator (SENCo) is Mr P Bannerman
St Gabriel's RC High School
Bridge Road
Bury BL9 0TZ
st-gabriels@bury.gov.uk
0161 764 3186

The SENDCo will:

- Liaise directly through his department with school staff and parents, the Local Authority, support agencies or other organisations to identify pupils who may require additional support to make expected levels of progress.
- Maintain a record of pupils who require SEND Support or have a Statement/EHCP
- Liaise with the Local Authority, Pupil Services and other outside agencies and externally-based professionals to provide appropriate and effective support]
- Maintain pupil files and records relating to SEND pupils, and coordinate the school's SEND provision

Every teacher is a teacher of every pupil including those with SEND. (Teaching Standard No. 5)
Our core inclusive policy is to achieve the best outcomes for all pupils in the school, through teaching staff within their normal teaching environment insofar that it is reasonable to do so.

SECTION 1

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 July 2014 and has been written with reference to the following guidance and documents:

1. Equality Act 2010: advice for schools DfE Feb 2013
2. SEND Code of Practice 0 – 25 2014 and subsequent updates
3. Schools SEND Information Report Regulations (2014)
4. Statutory Guidance on Supporting pupils at school with medical conditions April 2014 and subsequent updates
5. Safeguarding Policy
6. Accessibility Plan
7. Teachers Standards 2012
8. It has been created by the school's SENCo, in consultation with the SpLD teacher, the SEND Governor, SLT, the governing body, staff and parents/carers and pupils with SEND.

Information on 'the Code' can be downloaded from www.gov.uk/government/publications/send-code-of-practice-0-to-25

Further information on the LEA Local Offer can be found at www.bury.gov.uk/localoffer

Further information on the St Gabriel's High School Local Offer can be found at <http://www.st-gabriels.org.uk/>

CONTEXTUAL INFORMATION

St Gabriel's is a mixed Roman Catholic high school, located within the Bury Local Authority. There are approximately 1080 pupils on roll, approximately 100 of whom are considered as having a special educational need. Approximately 200 are in receipt of Pupil Premium. We are committed to ensuring all pupils receive a high quality education and reach their academic potential regardless of any challenges they may face and operate a fully inclusive policy, whilst using out of class intervention strategically to support our SEND pupils. They are encouraged to set their own targets and have high standards of personal achievement. School is working towards becoming a 'Dyslexia Friendly School Certification'.

SECTION 2

AIMS

We aim to ensure full access to all opportunities for all children regardless of need.

All pupils of SEND will be given the opportunity to participate fully in school life. They will be made to feel safe, secure and given the opportunity to express and have managed their anxieties and aspirations.

The means for successful achievement will be achieved through working with the pupil, parents/carers and other interested parties to help ensure clarity of support needed.

Teachers and other staff will be supported and guided to help them provide an appropriate curriculum based on Quality First Teaching within a normal teaching classroom environment.

OBJECTIVES

- Work with all staff to assess and identify appropriate additional needs
- Work within the guidance in 'the Code'

- To have a whole school 'pupil-centred' approach to SEND provision
- To employ a Special Educational Needs Coordinator (SENCo) to implement SEND Policy
- To provide support, guidance and advice for teachers to help them deliver Quality First Teaching
- To offer support and guidance to parents, carers, pupils, support assistants and agencies in relation to meeting a need

SECTION 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Early identification to inform early intervention will be raised through the school's pastoral and academic processes, via parents and carers, and outside agencies. Where concerns are raised initial assessment activities are carried out to determine if there is a need, support or intervention will be put into place the effectiveness of which will then be subsequently reviewed to determine progress.

School determines need in accordance with the SEND Code of Practice 2014 which identifies that 'a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. (Code of Practice, page 4)

There are four broad categories of need as described in the SEND Code of Practice 2014:

Communication and Interaction

1. Pupils with speech, language and communication needs (SLCN)
2. Pupils with ASD, including Asperger's Syndrome and Autism

Cognition and Learning

1. Pupils with moderate learning difficulties (MLD) (pupils who may be needed to be taught using different methods)
2. Pupils with severe learning difficulties (SLD)
3. Pupils with profound and multiple learning difficulties (PMLD)
4. Pupils with specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

Many pupils display Social, Emotional and Mental Health difficulties and these could manifest themselves in many ways including:

1. Becoming withdrawn
2. Displaying challenging, disruptive or disturbing behaviour.
3. Underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.

Sensory and/or Physical needs

1. Pupils with visual impairment (VI)
2. Pupils with hearing impairment (HI)
3. Pupils with multi-sensory impairment (MSI)
4. Pupils with a physical disability (PD)

SECTION 4

A GRADUATED APPROACH TO SEND SUPPORT

A pupil will be identified as having SEND if they do not make adequate progress once they have had all high quality personalised teaching, with reasonable lesson adjustments being made and appropriately identified intervention enacted and reviewed.

Teachers have responsibility for the progress of all pupils in their classes regardless of need and in accordance with DfE Teachers' Standards and will seek guidance and advice from SENDCo as they feel it is required to maintain the school's policy of inclusive teaching.

Each pupil will have access to high quality first teaching and learning which is appropriately differentiated. Accurate and formative assessment and information gathering (from parents/carers, pupils and professionals) will be undertaken when considering a pupil's needs should quality first teaching strategies not be showing progress.

The SENDCo directly or indirectly will review all information gathered take into consideration the views of the pupil parents or carers and determine with them and the pupil 'next steps'.

Intervention will be determined and future progress will be monitored.

Intervention will be a four part cycle:

Assess: the assessments undertaken initially will be recorded, along with any initial observations made including observations from parents/carers and the pupil.

Plan: the targets and objectives will be identified and agreed with the pupil. Additional provision will be planned using the assessment information in order to plan an individualised programme for the pupil. The plan will clearly outline the activities to be undertaken and the personnel who will be responsible for the activity. Clear criteria will be written in order to assess the impact of the interventions. Parents/carers will be made aware of the plan.

Do: the interventions will be undertaken by the relevant staff.

Review: the success of the intervention will be considered with regard to the criteria in order to assess the impact. As a result of the review, the plan will be adjusted or amended accordingly.

If after a number of cycles it is felt that progress is not being made, further advice will be sought from appropriate professionals available within the local authority and further intervention determined.

If after the implementation specialist advice and guidance progress is not being made, then support will be sought through the local authority.

SECTION 5

Criteria for Exiting the SEND List.

Progress will be discussed with the pupil's parents and carers and a determination in the first instance will be made about the continuation of SEND support. If progress is in line with a pupil's peer group then we would expect a pupil to be removed from their determination as having SEND.

If a parent, carer or guardian request removal, then a pupil will be removed from school record systems as having SEND.

Those pupils with SEND will be reviewed intermittently by SENDCo or Assistant SENDCo with members of the school pastoral and academic teams and a Deputy Head Teacher if available who will after considering pupil's views, parental views, academic progress and any related pastoral issues determine a pupil's SEND Status. A pupil can have their SEND Status amended at any point in an academic year.

SECTION 6

Supporting pupils and families

Pupils' parents or carers can contact SENDCo, Curriculum Support staff or any member of the school pastoral team at any point for help or guidance.

Additional support can be found via the Local Authority. The Local Authority local offer can be found on their website at www.bury.gov.uk/localoffer

The School SEND Information report can be found at <http://www.st-gabriels.org.uk/>

Should information be required and it is not apparent through this policy or has not been adequately defined additional help and guidance can be sought from the locally available Parent Partnership (details obtained via the Local Authority at: <http://www.bury.gov.uk>)

Our schools admissions policy and other admissions information can be obtained by contacting the school directly on 0161 764 3186 or downloaded via the school website: <http://www.st-gabriels.org.uk/parents/policies>

School determines exam access arrangements for all pupils regardless of need as a consequence of on-going evidence gathering by all appropriate teachers. There is close liaison between the examinations officer, SENDCo and teaching staff to indicate which pupils should be tested for access arrangements. Access arrangements for all identified pupils are determined during either year 9 or 10 through specific testing by a specialist teacher. All parents will be informed accordingly by the examinations officer before and after the testing process happens. Pupils with SEND will be automatically considered if their needs support a normal way of working that indicates some form of access arrangement may be required.

Those pupils who have medical conditions regardless of any other need are managed in accordance with the school's policy on managing medical conditions which can be found at: <http://www.st-gabriels.org.uk/parents/policies>

School will visit its feeder primaries to initiate school's understanding of a pupil's needs prior to attending secondary school, where school is reasonably sure a place has been offered and accepted.

School will operate an extended transition program to facilitate the more vulnerable pupil's transition to High School.

Each child in Year 9 will be carefully guided through the options process by form teachers, Heads of Year, the Deputy Head, SENDCo, Assistant SENDCo and Connexions as required by

each pupil regardless of need.

Prospective parents can organise a visit to school by appointment through the school office and Deputy Head Teacher.

Prospective pupils and attending pupils' parents or carers have access to LA and Bury Parent Partnership for advice on transition.

Year 9, 10 and 11 transition plans will be determined for those pupils with a 'Statement of Educational Need' or an EHC plan during their Annual Review.

SENDCo or Assistant SENDCo, Assistant Head Teacher and Heads of Year will meet with colleagues to ensure that assessment and progress data, attendance and behaviour information, and information about friendship groups, is passed from St Gabriel's to enable a smooth transition to the next setting.

SECTION 7

Supporting children at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported to allow full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical needs may also have special educational needs (SEND) apparent via a Statement or Education, Health and Care (EHC) plan or SEND Support. Such pupils will be supported in line the SEND Code of Practice (2014).

School acts in accordance with the schools policy on supporting children with medical conditions. The school policy on supporting pupils with medical conditions can be found at: <http://www.st-gabriels.org.uk/parents/policies>

SECTION 8

Monitoring and Evaluation of SEND

We will:

- Identify progress issues through the assistant Head Teacher KS3 and Year 10, classroom teachers, form teachers and Heads of Year, Pastoral Leadership Meetings specifically discuss barriers to progress and Curriculum Support weekly meetings.
- Run academic reviews through Review and Performance days for each year group, parental meetings organised by HOYs or HODs from which intervention may be determined.
- Operates study support activities for year 10 and 11 and homework club for lower school where potential issues may also be identified.
- Share student progress whole school, by subject and through Learning Support. Students with a Statement of Special Educational Needs will have a formal annual review as required by the Code of Practice 0-25 (2014). Pupils identified with a SEND will have reviews through review and performance days, parents evening, direct communication

via correspondence visits to school or telephone calls.

- Regularly assess pupils after which levels will be formally reported to parents via interim reports. Information will be available at Parents Evenings. There is an annual report for all students that will review progress and attainment and set targets for students.
- Review support programmes on an on-going basis throughout the year during which students and parents will receive feedback about progress and attainment.
- All students have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made.
- Meet parents by appointment through and with the relevant Head of Year, to review pupil progress or other concerns.

SECTION 9

Training and Resources

CPD sessions will be organised for teachers and support staff on an ongoing basis and in response to their needs annually. Specialist training is secured for staff via Bury learning collaborative as well as training with specialist teachers and health care professionals.

Bury Secondary Learning Collaborative defines specialist SEND training by Bury Additional Needs Team. SEND representatives (teacher from every department) meet on a regular basis to share good practice and receive training in different areas of Additional Needs.

Many current teachers and teaching assistants have been trained in dyslexia friendly and communication difficulties strategies.

The SENDCo and Assistant SENDCo each have the National Award for Special Educational Needs.

During staff briefing sessions, the SENDCo and Assistant SENDCo will have the opportunity to brief staff and discuss strategies needed to support school's vulnerable pupils.

Staff will have access to all training available through Bury Additional Needs Team.

All staff are trained with regard to child protection and safeguarding procedures.

SECTION 10

Roles and responsibilities.

The SEND Governor is Mr John Costello.

He will inform the governors with regard to the SEND policy and the progress of SEND pupils in the school. He will also become involved regarding the provision and the resources the school offers to pupils with SEND. He will support the SENDCo with a strategic approach to meeting SEND in the context of the total resources available.

The roles and responsibilities of the SENDCo in consultation with the Senior Leadership Team (SLT) and governors, is to determine the strategic development of SEND policy and coordinate the provision in school of day to day SEND provision through a team of support staff within the

Curriculum Support Department. They will have day to day responsibility with the SENDCo for the operation and co-ordination of the policy and for co-ordinating SEND provision by providing advice, liaison with pupils, parents/carers, teachers and other professionals or external agencies. The SENDCo coordinates the maintenance of pupil records.

The designated teacher with specific responsibility for safeguarding and for managing the provision for CYPIC pupils is Mrs Roberts. She will liaise with, seek advice from or report to any persons internally or externally required to enable her discharge her statutory duties under the designated teachers responsibilities under pupil safeguarding.

SECTION 11

Storing and Managing Resources

All information is treated in the strictest confidence. All files, electronic or paper based, are stored securely and in accordance with the Data Protection Act.

SECTION 12

Reviewing the Policy

The SEND policy is reviewed and amended annually by the SENDCo or Assistant SENDCo in consultation with the Head Teacher, Senior Leadership Team (SLT) and Mr J Costello (Chair of Governors), SEND link governor.

SECTION 13

Accessibility

The school has no disability access apart from to communal areas: school reception, meeting room, hall and adjacent classrooms. No access for physically disabled pupils is available except for short term issues.

SECTION 14

DEALING WITH COMPLAINTS

Concerns about delivery or approach of SEND should in the first instance be made to SENDCo. Concerns raised will in the first instance try to be resolved by the SENDCo. If a resolution is not reached then the concerns should be notified to the Head Teacher who will in conjunction with any relevant staff try to resolve the concerns.

Should there be no resolution, then the school's complaints policy should be followed as a last resort.

At any stage during this process the local parent partnership can be approached for advice, guidance and support.

SECTION 15

TO BE READ IN CONJUNCTION WITH THE SCHOOL'S ANTI-BULLYING POLICY

The school's anti bullying policy is part of the schools Behaviour Policy which can be found at:

<http://www.st-gabriels.org.uk/parents/policies>