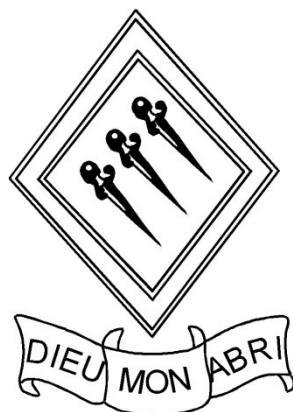


# **ST BERNARD'S HIGH SCHOOL**

A Catholic Academy for Arts and Science



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

Drafted: September 2014  
Updated: September 2015  
December 2015  
September 2016  
March 2018  
November 2019  
January 2023

Approved by Committee: January 2023

Next review: January 2024

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Chair of Governors

## MISSION STATEMENT

*St Bernard's is a school community that aims to live by Jesus' commandment "Love one another as I have loved you."*

*We are a Catholic learning community committed to the ongoing development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.*

*We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.*

*We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy.*

*We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.*

**Head of Inclusion/SENCO** – Mrs Whittle B.A.(HONs) P.G.C.E. Special Needs & Inclusive Education M.A. - P.G.C.E. (NASENCo), P.h.d.

**Member of SLT responsible for SEND (Head Teacher)** – Mrs Moise-Dixon

**Governor with responsibility for SEND** - Mr O'Sullivan

**Examinations Officer** – Miss Brown

**Careers Co-ordinator** – Mrs Li

**Counsellor (Brentwood Catholic Children's Society)** – Ms Richardson-Shi

**Learning Mentor** – Miss Law

**Learning Mentor**– Mrs Urquhart

**Learning Mentor** – Mrs Hartley

**EAL Mentor** – Mrs Wagstaff

**Learning Support Team Lead** – Mrs Higgs

**Learning Support Assistant** – Mrs Fiore/Mrs Martin/Mrs Shields/Mrs Waddy-Smith/Miss McDonald/Miss Smith/Miss Wright-Laycock

## COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb (2013)
- SEND Code of Practice 0-25 – (2014)
- Teachers Standards (2012)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stages 3 and 4 Framework document (September 2013.)

This policy should be read in conjunction with the following St Bernard's policy documents:

- St. Bernard's SEND Offer
- St. Bernard's SEN Information Report
- Teaching & Learning Policy
- Child Protection and Safeguarding Policy
- Accessibility Policy and Plan
- Pupil Premium Policy
- Complaints Policy
- Behaviour Policy (including Anti-Bullying)
- Visitors' Policy

The policy was created by the Head Teacher and the School's Head of Inclusion/SENCO in liaison with the SLT and the Governor with responsibility for SEND.

### **VALUES**

Every teacher is a teacher of every child or young person including those with SEND.

### **AIMS**

The purpose of our school is to raise the aspirations of and expectations for all students. All students are provided with a broad and balanced curriculum. Students who experience learning difficulties are supported in order to gain maximum access to the Curriculum and the wider life of the School.

### **OBJECTIVES**

- To identify and provide for students who have special educational needs and additional educational needs.
- To work within the guidance provided in the 'SEND Code of Practice, 2014'.
- To operate a "whole child, whole school" approach to the organisation and provision of support for special educational needs.
- To provide a Special Education Needs Co-ordinator (SENCO) who will work with the Inclusion and Pastoral Teams.
- To provide support and advice for all staff working with special educational needs students.

### **ADMISSIONS**

Pupils with SEND are allocated places in two separate and distinct ways

Those students with statements of Education, Health and Care Plans (ECHPs) have a separate admissions procedure overseen by the SEND teams at Southend on Sea Borough Council.

Those students who have SEND but do not have a statement or ECHP are admitted via the normal school admission criteria.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Some children and young people need increased support to access learning because: They have considerably greater difficulty in learning than the majority of children of the same age.

They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age. The Code of Practice describes the 4 broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At St Bernard's we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person but the development of the whole person. The range of support developed will be tailored to the individual need following assessment. It is designed to help students to become independent and resilient learners.

The following are **not necessarily SEN** but may impact on progress and attainment;

- (Disability (the school is compliant with the Code of Practice's outlines for the "reasonable adjustment" duty for all schools provided under current Disability Equality legislation.) Where these reasonable adjustments do not secure expected progress consideration of SEN will take place.
- Students with low levels of attendance and punctuality.
- Students with health and medical needs.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a serviceman/woman.

The school provides support for these children and young people through our wider inclusion arrangements. (see Inclusion policy)

### **Identification/recording students' needs on an Additional Needs Register**

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from teaching assistants or specialist staff.
- Students are only identified as having SEN if they do not make adequate progress once they have had access to all the school's intervention/adjustments and high quality personalised teaching.
- When deciding whether to make special educational provision the teacher and Head of Inclusion/SENCO consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This

includes high quality and accurate formative assessment, using effective tools and early assessment materials.

- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- For higher levels of need we draw on more specialised assessments from external agencies and professionals
- Parents, families, children and young people are involved in this identification process.

### **MANAGING STUDENTS' NEEDS ON THE SEND REGISTER**

From September 2014 there is a single category of support. At St Bernard's we have broken this down into a graduated approach understood by everyone.

All students identified as requiring additional educational support may be offered the following provision.

- An opportunity to express their needs and identify effective strategies for support
- Differentiated/remodelling of materials across all curriculum areas by subject teachers
- A bespoke independent advice and guidance programme from our Careers co-ordinator – meetings with students to plan appropriate pathways, guidance with GCSE options and support to raise aspirations at all transition points
- Support with sourcing a suitable work experience placement in Year 11
- Wake up your brain' study support from 8.00 am in the library
- Lunchtime learning – a range of supported study environments
- After school activities and study support until 4.30
- Individual support in English and Maths by a team of subject specialists
- Access to an iPad if deemed helpful.
- Access to a mentor
- Access to coloured over lays
- Examination Access is appropriate and in conjunction with a students usual way of working.
- Reader Pen.
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In addition a range of support set out in the School Offer may be explored for specific needs.

### **SEN Support 'K'**

Students will be included on SEN support if they have an identified SEN and require provision that is additional to or different from, that made generally for others of the same age in our school setting. This provision is planned and reviewed termly using an Individual Support Plan.

### **SEN Support 'T'**

For those students who have an identified SEN; and progress is secure through differentiated teaching, will be identified as Teacher Aware.

Progress will be closely monitored to review if additional SEN support is required

Information will be available to support teachers in continuing to meet their needs in the classroom.

There will also be students under this code for Additional Educational Needs that are not SEN such as chronic medical needs and looked after children.

The Head of Inclusion/SENCO liaises with Subject Teachers, Heads of Subject, Heads of Key Stage, Learning Mentors and LSA's regarding the educational provisions for students with educational needs.

The Head of Inclusion SENCO is responsible for planning the appropriate level of provision for these students.

**Identification and Assessment Arrangements** – Students with special educational needs are identified and assessed as early as possible. Information is sought from partner primary schools about Year 6 students who are on the special educational needs register. Year 6 SAT's results and Year 7 CAT scores and reading ages are used as further methods of identification of students who may have learning difficulties. Feedback from teaching staff and LSA support is also used as a means of identifying students who may be experiencing learning difficulties.

The SEN Register is an on-line electronic document. When it is updated all staff are made aware of any changes.

Students who have concerns about their own learning may discuss their work and progress with the Head of Inclusion/SENCO. Parents may also contact the Head of Inclusion/SENCO if they are worried about their daughter's learning.

The Head of Inclusion/SENCO liaises with the Year Heads and Pastoral Team throughout. Reports are written as a means of monitoring the general progress of students on the learning support register and also as a means of identifying any other students who may be experiencing difficulties. An analysis of the data is carried out after each half term reporting cycle.

### **Review Procedures**

Students with a statement or an EHCP have the opportunity to meet with the SENCo at the Key Stage information evening, Parents Evening, Interim Review and Annual Review. The annual review of the statement or EHCP will take place according to the schedule agreed by the School, Local Authority, Parents and students are invited along with the relevant professionals who support the young person.

Those parents of students with SEN support 'K' have the opportunity to meet the SENCo at the Key Stage meetings, Parents Evening and Review Meeting. The SENCo is also available to meet parents on request or to deal with any issues that may arise during the year. Students targets will be reviewed termly. Students are actively involved with setting their targets with the aim of developing their independence and allowing them to take ownership of their learning.

Students at Teacher Aware 'T' have the opportunity to discuss their progress at parent consultation evenings and during mentoring with their Form Tutor.

Parents and students are fully involved in target setting, reviewing of progress and decision making.

School meetings provide the opportunity to build strong relationships between home and school. It is felt that this process helps students take responsibility for their own progress and can contribute to an improved self-confidence and greater self-esteem.

**Arrangements for providing access for students with SEND to a balanced and broadly based curriculum, including the National Curriculum** – Children with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum and for this reason most of the LSA's time is spent supporting students in a classroom setting.

**The Integration of students with Special Educational Needs and Disabilities into the school** – Students with special educational needs join in the full range of school activities, supported by their peers, teaching and non-teaching staff. Students with learning difficulties are able to take an active role in all extra-curricular activities e.g. choir, a variety of sports clubs and teams, outdoor activity weekends and Duke of Edinburgh's Award Scheme.

**Criteria for Evaluating the success of the school's SEND Policy** – The development plan for special educational needs sets out the key objectives for the department with performance indicators.

In addition, formal and informal feedback from staff, parents and the students themselves are valuable gauges as to the success of the work being done by the team.

For some students it is their raised self-esteem and confidence which is a measure of success, for others it may be improved organisational skills or improved behaviour. Improvement in reading, comprehension and spelling levels and student performance in subject tests and exams including GCSE's are used as indicators of success and achievement.

**Evaluating Success** – The school operates a self-evaluation process and the work of the department is monitored regularly and each new initiative is evaluated.

Parents are invited to express any concerns they may have about the special educational provision made for their daughters during Annual Review meetings. Full consideration is given to all matters that arise and solutions are sought to any problems. If a matter is not resolved to the parent's satisfaction they may contact the Head Teacher by writing or telephone to seek advice.

If a parent wishes to make a complaint at a time other than a review meeting they may telephone or write to the Head of Inclusion/SENCO to arrange a meeting to discuss the matter. Every effort will be made to address the matter as quickly as possible. The school has a formal complaints procedure a copy of which can be requested from the school office.

**Links with Other Agencies** – Close working relationships are established between outside agencies eg Educational Psychology Service, Social Services, School Counsellor, Education Welfare Officer, EWMHS, Attendance Officer, School Nurse, Local Authority School and Learning Services, Lighthouse Etc.

In order to make the transition from primary school to secondary school as smooth as possible for students with special educational needs, the Head of Inclusion/SENCO in liaison with the Head of Year 7, visit our partner primary schools towards the end of the summer term. The purpose of these visits is to meet the student and their teachers, and to look at and discuss the students' work. The SENCO ensures that Colleagues are aware of the learning difficulties and needs of students.

Information regarding students who transfer to St Bernard's High School at other times of the year is sought firstly by the Head of Year 7. If a student has special educational needs the Head of Inclusion/SENCO will liaise with the Head of School and if the nature of the difficulties is complex, will liaise with the Head of Inclusion/SENCO from the previous school. If students with special educational needs transfer from St Bernard's to another school or college, the Head of Inclusion/SENCO passes on all relevant paperwork and information.

**The Voice of the Child** – All students at St Bernard's will be involved in making decisions where possible. They will be given the opportunity to participate in meetings and be involved with choices and decisions that will affect the progress and education here. They set their own targets, and evaluate how successful they have been.

## **SUPPORTING STUDENTS AND FAMILIES**

- Admission arrangements (Details of the School's Admission arrangements can be found on the School's Website.)
- Link to LA local offer (Details of the LA offer can be found through Southend Borough Council's website.)
- **SEN Information Report** – (Link can be found on the School's Website)
- Links with other agencies to support the family and student
- Exam Access arrangements
- Transition support
- Supporting students with medical needs – (Link to policy)

## **STUDENTS WITH MEDICAL NEEDS**

- St Bernard's recognises that students at school with medical conditions should be properly supported so that they have 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 complies with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.
- Support for students with medical needs is co-ordinated by Head of Inclusion/SENCO supported by the Heads of School. This is monitored by the Head Teacher.



## **MONITORING AND EVALUATION OF SEND**

- The school's Monitoring and Evaluation Schedule sets out the school's programme for monitoring and evaluating the quality of teaching for all students including those with SEND.
- Parent views are sought at Annual Reviews and through the School's ongoing Parental Surveys and feedback process.
- The Full Governing Body receive annual report from Head of Inclusion.

These arrangements promote an active process of continual review and improvement of provision for all students.

## **TRAINING AND RESOURCES**

- SEND is funded through the Education Funding Agency.
- The training needs of staff are identified through the Appraisal process and co-ordinated by the Assistant Head Teacher (CPD).
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and development following a twilight development programme. The programme includes sessions on supporting students with SEND.
- All teachers and support staff undertake induction on taking up a post and this includes training with the Head of Inclusion to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The school's Head of Inclusion regularly attends the LAs network meetings in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

- The Head of Inclusion in collaboration with the Head Teacher and Governing Body, plans for strategic development of the SEND policy and provisions in school to raise the achievement of students with SEND. Head of Inclusion takes day to day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual students with SEND, working closely with staff, parents and other agencies.

The Head of Inclusion, in conjunction with the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

The Head of Inclusion collaborates with Heads of Department and Pastoral colleagues to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.

The key responsibilities of the Head of Inclusion includes:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising teaching colleagues
- Managing the SEN/LDD team of teachers and Learning Support Assistants
- Co-ordinating provision for students with special educational needs/LDD
- Overseeing the records on all students with special educational needs/LDD
- Liaising with parents of students with special educational needs/LDD
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and Educational Psychology services, the Connexions PA, Health and Social Services and voluntary bodies
- Conducting the annual review process for students with an EHCP.

## **STORING AND MANAGING INFORMATION**

SEND Documents are stored in line with the school policy on Data Protection/Information including information on Management confidentiality (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc).

## **REVIEWING THE POLICY**

The SEN Policy will be reviewed annually.

## **ACCESSIBILITY**

- The SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. St Bernard's has an Accessibility Plan monitored by the SLT and Governing Body.

The Special Education Needs policy is made available to all parents who request a copy. Parents may obtain a paper copy if they should so wish by contacting the Clerk to the Governors, Ms Weaver. The policy can be found on the Website. Reference to "How parents may access the policy" is included in the special educational needs part of the school prospectus or brochure.

**EAL (English as an Additional Language)** – Students are not regarded as having a learning difficulty solely because the language of the home is different from the language in which she is being taught. EAL students' needs are considered on an individual basis and an appropriate programme of support is put in place when necessary.