



De Lisle College

St Thomas Aquinas Catholic Multi-Academy Trust

SEND Policy

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Section 1

Mission

“Rooted and grounded in Love”.

Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the **Love** of Jesus Christ every day.
- Everyone is given the **Opportunity** to grow.
- Everyone **Values** themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal **Encounter** with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all **Serve** our neighbours near and far as missionary disciples.

L = Love

O – Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

Our provision for students with SEND aims to “foster the spiritual, academic and social development so that all may achieve their potential from the gifts God has given them.”

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:

- Accessibility Plan.
- Children and Families Act 2014
- Equality Act 2010: advice for school DfE Feb. 2013
- Safeguarding Policy.
- Schools SEND Information Report Regulations (2014) www.sendgateway.org.uk
- SEND Code of Practice. Jan 2015
- SEND Code of Practice 0-25. Sept. 2014
- Special Educational Needs & Disability Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions, April 2014.
- Teachers Standards 2012.
- The National Curriculum in England: Framework for Key stages 1 to 4.

This policy was created by the College's SENCO and the SEND Governor in liaison with the Headteacher.

The SENCO, Mrs Katy Chambers can be contacted at De Lisle College: telephone 01509 268739 or email katy.chambers@delisle.leics.sch.uk.

The Headteacher, Dr J Pye is the SLT advocate for SEND.

De Lisle College is a mainstream Catholic Academy. We are an inclusive College that welcomes and celebrates diversity. The College seeks to create a caring, supportive and stimulating learning environment and a positive culture which encourages all students to achieve their best. Every teacher is a teacher of every student including those with special educational needs.

Part 3 of the Children and Families Act 2014 sets out the responsibility of schools in relation to pupils with SEN and disabilities. Under the act, students and their families are placed at the centre of planning. Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met by the college using notional SEN budget. However, as a result of assessment by the local authority, some pupils are judged to have more complex needs. Such students receive additional funding and support as detailed in an Education, Health and Care Plan (EHCP).

Students may need increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of students 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 students of the same age.

The College endeavours to ensure that all barriers to equal access are removed or overcome. The progress of all students is regularly monitored ensuring the support provided is as effective as possible. The full engagement of parents and carers is welcomed and where necessary, support and advice from specialists outside school is sought to ensure we develop and maintain a flexible range of resources to meet the needs of all students. It is recognised that our students may have a variety of needs and those needs may change and require a range of provision and access to other services.

The SEND policy relates to the following policies in school:

- Anti-bullying policy
- Equality Policy
- E Safety Policy
- Safeguarding: Child protection policy

- Health and Safety policy
- Data Protection policy

Section 2

Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- To provide students with high quality first teaching; differentiated for individuals.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate students with SEND, wherever possible, alongside peers in mainstream classrooms.
- To assess student data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

Objectives:

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all students** in order to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. Progress is monitored on a regular basis by subject teachers and is available to parents on Go4Schools.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This is co-ordinated by the SENCO alongside Year Progress Leaders and is carefully monitored and regularly reviewed in order to ensure that all students' needs are catered for. Targeted provision is put in place for those students who have specific areas of need or gaps in learning.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing information on their child's progress, and on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.

- **Create a school environment where students feel safe to voice their opinions of their own needs.** The use of student passports as a tool for engaging students in discussion about learning, needs and strategies is being developed and used to ensure that the individualised needs and views of the student are central in keeping all staff aware of their needs.

Section 3

SEND categories and Identification Process

What are special educational needs (SEND)?

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it more difficult for them to learn than most children of the same age.

De Lisle College aims to provide support for your child, sometimes with the help of specialists. If a child has special educational needs, they may need extra help in a range of areas, for example:

- Understanding information
- Reading, writing or numeracy
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Personal organisation
- Some kind of sensory or physical need which may affect them in school

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

1. **Communication and Interaction**
 - May have speech sounds difficulties
 - May find it difficult to communicate with others
 - May have difficulty understanding others
 - May have an autism spectrum disorder (ASD)
2. **Cognition and Learning**
 - May learn at a slower pace than others of the same age
 - May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia
 - May find retaining information challenging
3. **Social, emotional and mental health difficulties**
 - May show emotional difficulties such as withdrawn or challenging behaviour
 - May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
 - Show signs of low mood and anxiety.
4. **Sensory and/or physical needs**
May include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

How are special educational needs identified?

At De Lisle College we care about every student's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress. Where concerns arise additional information is sought by:

- Speaking with parents.
- Referring to records from previous settings/schools.
- Requesting information from appropriate external agencies.
- Analysing data (tracking progress over time).
- Monitoring changes in children's behaviour and presentation.
- Keeping staff informed and updated regarding changes to students' needs and provision.

What is not considered as SEN according to the Code of Practice?

- Disabilities that do not affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

Section 4

Graduated Approach to SEN Support

Quality First Teaching

The subject teacher has the highest possible expectation for students in their class and all teaching is based on building on what students already know, can do and understand. All teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. If any member of staff working with a student identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention of the SENCO.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Learning Walks
- Coaching

- Learning area/departmental monitoring of individual students (departmental reviews)
- Student progress meetings
- Professional Development for teachers
- Sharing good professional practice

Action relating to SEN Support follows an, assess, plan, do and review model:

1. **Assess:** Data on the student held by the school will be collated by the SENCO in order to make an accurate assessment of the student's needs. Parents and students are invited to contribute to an early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that 'additional to and different from' support is required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by specialist staff with advice from the SENCO.
3. **Do:** SEN support is recorded on a plan that identifies a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the student are consulted on the action they can take to support attainment of the desired outcomes.
4. **Review:** Progress towards these outcomes is tracked and reviewed termly with the parents and the student. The impact of the support will be measured as well as progress towards targets. The plan will be updated to enable the child to achieve their next steps in learning.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools
2. Schools within the CMAT
3. Special Educational Needs Support Service
4. Learning Support Service
5. Speech and Language Therapy Service
6. Autism Outreach Team
7. Hearing Impairment team
8. Visual Impairment team
9. Educational Psychologist Service
10. Physical and Disability Support Service
11. Social Services
12. School Nurse
13. Careers advice
14. ADHD solutions

15. CAMHS
16. Local Authority – SENDIASS/SENA
17. NHS Mental Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

A student identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as GCSEs. This may be in the form of a reader, a scribe, additional time or rest breaks.

Section 5

Criteria for exiting the SEND Record

Depending on why the student was placed on the SEN Record initially, the following criteria are used to assess the appropriateness of on-going support:

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, students have made progress and their attainment is closer to Age Related Expectations.
3. Standardised Scores for reading, spelling and comprehension are improved to the extent that literacy levels are no longer a barrier to accessing the curriculum.
4. The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
5. A student's disability no longer hinders their progress academically, socially and/or developmentally.
6. No longer requires intervention of support for a specific need/gap in knowledge or mental health.

However, all of this is looked at in the context of the child and a holistic approach to assessing a student's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEND Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by Form Tutors, Pastoral Leaders, Curriculum Leaders and the SENCO. Students can

always be added back onto the register if level of needs change as the SEND register is a working document.

Section 6

Supporting Pupils and Families

How will parents know how their child is doing?

Your child's education is a partnership between parents and teachers and we encourage regular communication between home and school.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the form/subject teacher, the SENCO, Head of year or form tutor at any time when they feel concerned or have information they feel they would like to share that could impact on their child's progress or well-being.

The SEND Information report is on the College's website in the Policies section detailing further information for parents.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition for students. These include:

On entry:

- A planned transition programme is delivered in the Summer Term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO is available to meet parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- SEND records from previous schools are read and used to inform planning.

On leaving

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014.
- The website of the National Careers Service offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk>
- The local offer published by the local authority sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Support services for parents of students with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk> or via Parent Partnership Service 0116 305 5614, <http://www.parent-partnership-service@leics.gov.uk>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. Parents can also appeal to the tribunal if the school or council has discriminated against their disabled child.

Information on where the Local Authority's Local Offer can be found at:

- http://www.leics.gov.uk/index/children_families/local_offer.htm
- The school SEN Information Report can be found on the College website

Bullying

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. If parents have any concerns in relation to bullying a copy of the school's Bullying Policy is available from the school's office or on our website.

Section 7

Supporting Pupils at School with medical conditions

De Lisle College 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 will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) 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.

Please refer to the policy “Supporting Students with Medical Conditions” for further information.

Section 8

Monitoring and evaluation of SEND

All teachers at De Lisle College are teachers of students with SEND and it is expected that lesson planning will incorporate differentiated work appropriate to an individual's special needs. Teachers and Leaders of Learning monitor student learning on an on-going basis in their subject area. The SENCO regularly tracks the progress of students on the SEND record.

In addition the SENCO, Higher Level Teaching Assistants (HLTAs), and the Learning Mentor monitor the progress of students receiving interventions regularly using the graduated approach, Assess, Plan, Do, Review. Parents and students have the opportunity to be part of this process on a regular basis. SEND advice, information and updates on specific issues are communicated with all staff via meetings, college email and Go4Schools.

The effectiveness of provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria. Information about the student's well-being, previous progress, motivation, attainment and learning is gathered from those involved with the student to give us an accurate picture of individual needs. This usually includes the student, teachers, parents/ carers and any outside agencies. Students that have a statement/ EHCP have an annual review in which parents, teachers and other agencies (including health and social care professionals) are invited to attend to discuss and review the progress of the student, set new targets and amend the statement/plan where necessary.

Section 9

Training and Resources

The College recognises the need to train all our staff on SEN issues and aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SENCO holds the Postgraduate Certificate in Special Educational Needs Co-ordination and the Certificate of Competence in Educational Testing and Access Arrangements. The SENCO attends SENCO network meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice

SEND staffing at De Lisle College includes Senior Higher Level Teaching Assistants and

Higher Level Teaching Assistants who teach groups and deliver English and Maths interventions and provide a variety of support for students with special educational needs.

Teaching Assistants at De Lisle College are experienced in supporting students with special educational needs in various subject areas and year groups. Where a member of the team has a certain area of expertise this will be matched to a student's needs or curriculum area they support. Teaching assistants have attended a variety of training opportunities including supporting students with autism, dyslexia, speech and language difficulties, Art therapy and effective classroom support.

A cycle of specific training for staff on SEND issues is an on-going part of whole school INSET. The College's current twilight training includes staff working on dyslexia, dyspraxia, differentiation, Inclusion and literacy.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Awareness raising training is also available more specifically for staff coming into contact with particular students e.g. training by the hearing impairment team.

Section 10

Responsibility for the Coordination of SEND Provision

The SENCO coordinates the day to day provision of education for students with SEND.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Head teacher ensures the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND Governor will have regard to the code of practice when carrying out their duties, liaising with the Head teacher, SENCO and staff.

Section 11

Storing and managing information

Statements, EHC plans, Individual Educational plans and assessment data are working documents. Staff require regular access to a student's SEND file. These are stored in a location where only authorised adults can access them. More detailed and

personal documents are held by the SENCO in a secure location. When a child transfers to a new school, the SENCO will ensure that all relevant information is passed on in a secure way and will seek a receipt from the new school. All information must be kept confidential between all parties involved. The College provides copies of documents to parents on request at a small charge. The College has a policy on Data Protection.

Section 12

Reviewing the SEN Policy

The policy will be reviewed annually by the local governing body of the college.

Section 13

Accessibility

When a student starts at De Lisle College, any concerns regarding their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. All students, if needed, can have access to a variety of resources.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all students to participate. If a risk assessment suggests that additional support is required, then arrangements can be made for an adult to accompany the student in addition to the usual school staff. Individual needs can be discussed with a student's Form Tutor, Pastoral Leader or the SENCO.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

Current facilities are detailed in the College's Accessibility plan.

Section 14

Dealing with Complaints

Any complaints relating to the provision for students with SEND will be dealt with by referral to the SENCO in the first instance, then by the Headteacher and the Chair of Governors.