

SAINT BEDE'S CATHOLIC HIGH SCHOOL
LYTHAM



SEN Policy and Accessibility Operational Plan

Introduction - aims

We at Saint Bede's Catholic High School are committed to meeting the Special Educational Needs of our pupils and ensuring that they make progress.

In the words of our School Mission Statement:

'We aim to reflect the true Christian values proclaimed in the Gospel and seek to provide a caring community in which young people can grow as balanced individuals, morally, intellectually and spiritually and so participate fully in the real world.'

We aim to emphasise the equality of worth of every individual pupil, to recognise the individual needs of every pupil and to make appropriate provision for these needs in accordance with our Mission Statement.

Objectives

In order to achieve our aims and to ensure that children with SEN achieve their full potential and make progress we will endeavour to meet the targets outlined in the annual SEN Development Plan and review those targets as part of the self-evaluation process.

Roles and responsibilities

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEN governor will meet as necessary with the Head and SENCO **Mrs Anne-Marie Abberley**

In relation to SEN the governing body will endeavour to ensure that:

- They are fully involved in developing and monitoring the school's SEN Policy.
- All governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan.
- The quality of SEN provision is continually monitored.
- The necessary provision is made for any pupil who has a Special Educational Need.
- Where the 'responsible person' – the Head Teacher or appropriate governor – has been informed by the LEA that a pupil has a Special Educational Need, those needs are made known to all who are likely to teach them.
- Teachers in the school are aware of the importance of identifying and providing for those pupils who have a Special Educational Need.
- They consult the LEA or the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated Special Educational provision in the area as a whole.
- A pupil with a Special Educational Need joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the Special Educational provision their learning needs require and with the efficient education of the pupils with whom they are educated and the efficient use of resources.
- They report to parents on the implementation of the school's policy for pupils with SEN.
- Parents are notified of a decision by the school that SEN provision is being made for their child.

The Headteacher is the school's 'responsible person' and manages the school's SEN work. The Head Teacher will keep the governing body informed about the SEN provision made by the school.

The SENCO – Mrs A Abberley and the Head Teacher will work closely with the SEN governor and staff to ensure the effective day-to-day operation of the school's SEN Policy. The SENCO, her Line Manager and the Head Teacher will identify areas for development in SEN and contribute to the School Development Plan. The SENCO will co-ordinate provision at SEN Support, Statemented Pupils and pupils in receipt of an Education, Health and Care Plan.

- The SENCO, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the SEN Policy and provision in the school.
- The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual pupils with Special Educational Needs, working closely with staff, parents and carers and other agencies.
- The SENCO **specifically through INSET training every September** provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with Special Educational Needs.
- The SENCO, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning.
- The SENCO **as a member of the Subject Leaders group within the school** will collaborate with curriculum and pastoral leaders so that the learning for all children is given equal priority and available resources used to maximum effect.

The SENCO's key responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Overseeing the school's SEN Register and other records for SEN pupils
- Managing the SEN capitation budget and SEN equipment budget
- Advising the Head Teacher with regard to the allocation of delegated funding in order to meet the needs of Statemented pupils
- Reviewing the progress of children on the SEN Register on termly Review Days, sometimes providing updates / reports for other Review tutors
- Identification of pupils with SEN either from prior information or through diagnostic testing
- Liaising with and advising fellow teachers
- Ensuring that all staff are aware of the school's SEN Policy and procedures
- Managing the Learning Support Department and deploying Teaching Assistants
- Co-ordinating provision for pupils with SEN at SEN Support, including the provision and review of pupil passports where appropriate
- Overseeing records for all pupils with SEN
- Liaising with parents of pupils with SEN together with Form Tutors and Year Heads
- Providing information on SEN matters for the Head Teacher and governing body
- Contributing to in-service training of staff
- Liaising with external agencies including LEA support and Educational Psychology Services, Health and Social Services
- Arranging and carrying out, in conjunction with the LEA, Annual Reviews for Statemented pupils
- Providing information to the LEA for pupils undergoing Statutory Assessment
- Liaison with primary schools and with 16+ establishments
- Contributing a Departmental Development Plan to the Whole School Development Plan
- Carrying out Self-evaluation and Professional Development Reviews for Learning Support staff

Heads of Subject are responsible for ensuring that the needs of all pupils, including those with SEN, are met within their subject area by including SEN in Departmental Development Planning and encouraging full access to the curriculum by means of differentiation and a diversity of teaching and learning styles. Heads of Subject should monitor pupil progress and provide information to the SENCO to assist in the identification of pupils with SEN. SEN remains a standing agenda item at Departmental Meetings. Heads of Subject are also responsible for ensuring that feedback is provided for pupil Reviews, including the Statutory Annual Review process and Pastoral Support Plan Review.

Heads of Year are responsible for the day-to-day welfare of all pupils, including those with SEN, and for overseeing the progress of the pupils within their year group. They should liaise with the SENCO to record at 'Monitor' level on the SEN Register, names of pupils they have concerns about.

Subject Teachers are all teachers of pupils with SEN and should familiarise themselves with information on SEN, **specifically from the Policy Document, SEN Register and updated information provided monthly at Subject Leaders meetings**. They will contribute to the identification and assessment of pupils with SEN and to the reviewing of pupil targets.

Form Tutors in the day-to-day pastoral care of their pupils will contribute in the same way as Subject Teachers. They may play a significant role in the monitoring of pupils with behavioural difficulties and in encouraging the integration of pupils with SEN into a full range of school activities.

Learning Support Manager - Oversees the day to day line management of the Teaching Assistants and

Higher Level Teaching Assistants (HLTA) – There are currently two, one English based and one Maths based.

Teaching Assistants – level 3 - There are currently four.

Teaching Assistants are deployed by the SENCO to support specific pupils or groups. Their duties may include:

- Providing in-class support for a Statemented pupil or a pupil in receipt of an Education, Health and Care Plan. The nature of the provision will be linked to the needs and Statement objectives of the individual pupil, eg supervision and support for pupils in practical lessons, assisting with recording, ensuring pupils remain 'on task'.
- Supporting a group of pupils on the SEN Register
- Monitoring pupil progress
- Keeping records of work covered
- Reviewing IEP targets and contributing to Reviews
- Supervision of pupils at break/lunch times, eg in canteen, Room 4 Club

Admissions

Pupils with SEN will be admitted to Saint Bede's in line with the school's Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use our induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN at SEN Support level at primary school. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavour to collect all relevant information and plan a differentiated curriculum.

Access

To ensure access for pupils or parents the school has graduated slopes approaching to the doorways of the main building, Science block and Humanities building. One stair lift is provided on the stairway to the Art Studio. There is a through-floor lift in the main building. A Disabled toilet is available on the ground floor of the main building. The school has vari-height benching and other specialist equipment in Technology, Science and Art. An Accessibility Plan is in place – *reviewed and updated September 2016*.

Resources

The governing body ensures that the needs of pupils with SEN are met by employing a SENCO. The Head Teacher and SENCO will use Statements, Education, Health and Care Plans and the LEA Banding Document to identify areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support pupils and that moneys are set aside to develop SEN resources. In addition, the governors will ensure that support staff are employed to support pupils and that moneys are set aside to develop SEN resources. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undergo appropriate training.

For example:

- SENCO attends LEA SENCO meetings and SENCO Forum
- TAs undergo specialised training – see Development Plan

Identification / assessment / reviews

Liaison between the SENCO, Head of Year 7, Deputy Head and feeder primary schools has been firmly established. The SENCO attends Year 6 Transition Reviews and visits feeder primaries in the Summer Term to gather information. Primary schools provide documented information in the form of a SEN section of the Primary Transfer Document. A leaflet for parents is available and sent to the feeder primaries. The SENCO attends the Year 6 information evening for parents in July.

On entry to the school, information is gathered by:

- Primary Transfer Document, including SEN section
- KS2 results and teacher assessment
- Primary school IEPs
- Information from parents
- Information from LEA
- Screening of reading/spelling through English Department
- CAT Tests

Pupils are then placed into an appropriate teaching group by the Assistant Head who consults with the SENCO about the placement of SEN pupils. Where possible, one teaching group will be smaller to facilitate support for some SEN pupils.

Pupils with SEN are recorded on the SEN Register and parents are informed. The SENCO will draw up an appropriate pupil passport in conjunction with the pupil, to be reviewed within a set period, usually on termly Review Days, for those pupils identified at SEN support, Statemented or Education, Health and Care plan level. In addition, some pupils are placed on a 'Monitor' list on the SEN Register.

If a teacher has a concern about a child they can refer through the Head of Year or Head of Department. If a child is failing to make progress, the school places him/her at monitor and make any provisions as outlined above.

If a pupil fails to make adequate progress despite additional support, then outside advice may be sought and the pupil may be moved to SEN Support.

Pupils with statements of special educational needs will have the Statement reviewed through the Statutory Annual Review process as advised by the LEA. This includes the drawing up of a Transition Plan for pupils at 14+.

Pupils with Education Health and Care Plans will have the Plan reviewed through the Statutory Annual Review process as advised by the LEA. This includes the drawing up of a Transition Plan for pupils at 14+.

Curriculum

All students have access to the full curriculum, though some students may need a modified curriculum. Where it is deemed necessary the Head Teacher may request disapplication on behalf of a particular student; this would be part of the Annual Review process.

Access to the full life of the school

All pupils are encouraged to become involved in the full life of the school. The school takes pains to ensure that responsibilities under the SEN and Disability Act are met by, eg:

- Risk assessments for school trips include accessibility issues
- Issues of physical access are regularly reviewed, eg through advice from the Occupational Therapist, LEIS Access assessments, governors.
- School makes provision for pupils to have access to Room 3 Club at break/lunch times.

Success criteria

The school evaluates the success of the SEN section of the School Development Plan on an annual basis. In addition, parents and pupils are asked their views at Review meetings.

Complaints

If a parent or carer has a concern about the special provision made for their child they may discuss this with the Subject Teacher, Form Tutor or Year Head. They may also contact the SENCO.

If the concern cannot be satisfactorily dealt with it should be brought to the notice of the Head Teacher. Parents may address a concern in writing to the Clerk to the Governors or the SEN Governor. Any complaints received would then be dealt with through the Curriculum Committee and then the Appeals Committee.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving updates from the Head Teacher or SENCO as required.

The SENCO and Head Teacher will keep fully up to date about SEN issues through attendance at training and cluster meetings, eg SENCO attends termly LEA SENCO meetings.

In addition, the SENCO will develop her skills through attendance at specialist training, through discussions with outside specialists, through reading and through subscription to professional bodies, eg NASEN.

Teaching staff will be kept up to date through Subject Leaders briefings by SENCO and through September INSET training. The SENCO contributes to the NQT programme.

Level 3 TAs have weekly meetings with the SENCO and feedback any new information to their small TA 'team'. Training needs are also identified through a self-evaluation process and Professional Development Reviews and then incorporated into the SEN Development Plan.

Outside Agencies

The SENCO meets the following on a regular basis:

- School Educational Psychologist
- Area SEN Officer
- IDSS Personnel
- Young People's Service – Personal Adviser
- School Nurse and other health professionals, eg Occupational Therapist, Physiotherapist, School Doctor
- Social Services personnel

Partnership with parents

The school recognises the importance of close liaison and partnership with parents and those with parental responsibility (see also other School Policy Documents) especially for those pupils with SEN. The school actively seeks the involvement of parents at all stages, eg primary information leaflets, Open Evenings, invitations to meet with SENCO, Parents' Evenings and Reviews.

Pupil involvement

All pupils are actively involved in the school's termly Review process. In addition, those in receipt of an Education, Health and Care plan as part of their Annual Review, may choose to:

- Draw up some views in writing for their Annual Review
- Have an advocate to help them at the Annual Review
- Tell the Annual Review meeting their views

Pupils are always encouraged to attend their Annual Review.