

St Robert of Newminster Catholic School & Sixth Form College



SEND Policy 2019-20

Our Vision

All individuals are children of God, created equally in his image to share an eternal future. We promise to play our full part in their education and formation.

Our Mission

We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society.

Our Aims

In striving to create the school climate, which will nurture this mission statement, the school aims:

- To offer to all students a broad, balanced, appropriate, relevant and flexible curriculum.
- To develop as an integral part of the local community and in particular the local Catholic community; to develop and maintain the partnership between school and parents, parishes, primary schools and the wider community.
- To develop a worshipping community, in which prayer and liturgy are encouraged as part of faith development.
- To encourage all members of our school community; students, parents, staff and governors to follow the example of Christ in their daily work and relationships; to treat one another with justice and dignity, tolerance and respect and to be aware of and respond to each other's needs, hopes and aspirations.
- To provide and maintain an attractive, happy, secure, safe and healthy school environment.
- We at St Robert of Newminster Catholic School and Sixth Form College are committed to meeting the Special Educational Needs of all our pupils and ensuring that they make progress in line with current Ofsted requirements to the very best of their ability.

Professional Requirements of Staff

In the light of our mission statement:

All members of staff have a professional responsibility to meet the academic, moral, social and spiritual needs of all students.

To enable this to happen:

- We will strive to provide an excellent teaching and learning experience for all students.
- We will encourage students to come to a fuller understanding of the difference between right and wrong. To be good citizens of the school community the students have to follow school rules, which are enforced by every staff member.
- The students will be given every opportunity to develop healthy lifestyles inside and outside the curriculum time. The school has a responsibility to encourage healthy eating and exercise during the school day.
- The Gospel values of respect and value for others will be made explicit to all students in their interaction with every member of the community. All members of the community have a responsibility to live out Gospel values in their work relationships.
- Opportunities will be provided for all community members to develop spiritually. The growth of the whole person must be implicit in the ethos of the school.

School Motto

Sic Luceat Lux Vestra: Let Your Light Shine

1. Introduction

This policy is in line with the SEND Code of Practice (2014) and provides a clear framework for its implementation in our school.

This policy reflects the overall aims of the school and its Mission Statement. It should be read in conjunction with other school policies.

2. Our Aims

The school aims to create a climate which will nurture this mission, always aware that the children are at the centre of everything we do and the individual needs of every child matter. St Robert's is an inclusive community that acknowledges that all our students have equal rights to the opportunities offered by education. This includes the right to attend mainstream school, to have access to a broad and balanced curriculum and to be part of the social life of our school community. They are also entitled to an education that ensures continuity and progression. It is with this ethos that the school aims to:

- Enable pupils with a variety of Special Educational Needs or Disabilities (SEND) (including physical, social, emotional, medical and academic needs) to reach their full potential and to be included fully in our school community.
- Offer, to all students, access to a broad, balanced, appropriate, relevant and flexible curriculum.
- Ensure that the provision, support, teaching and learning available matches the nature of the needs of the individual child ensuring effective learning.
- Provide and maintain an attractive, happy, secure, safe and healthy school environment, in accordance to the current legislation and guidance.
- Ensure all pupils are included fully in our school community and continue to develop as an integral part of the local community as the school develops and maintains partnerships with parents, parishes, primary schools and the wider community.
- Ensure all students are able to develop within a worshipping community, in which prayer and liturgy are encouraged as part of faith development.
- Encourage all members of our school community (students, parents, staff and governors) to follow the example of Christ in their daily work and relationships: to treat one another with justice and dignity, tolerance and respect and to be aware of and respond to each other's needs, hopes and aspirations.
- Undergo regular reviews where staff, parents, students and relevant agencies are involved in the evaluation and assessment of the needs and progress of individual students, to ensure the needs of the students are being fully identified and supported.
- Ensure there is inclusive education for students with additional needs via the provision of appropriate education and networks of support alongside their peers in the context of the prevention of social exclusion.

- Support the development of inclusive education at St Robert's by ensuring reasonable adjustments, training, structures and systems are in place to meet the needs of all our students.
- Help those students at risk of social exclusion to be engaged in education programmes that will support them and enable them to achieve.
- As required, make reasonable adjustments to the curriculum and buildings to ensure all pupils are included within our community.

At St Robert's our commitment to SEND and inclusion for all children is shown by supporting the entitlement of full time education for all young people and striving to continually develop processes which provide all pupils the chance to participate, attain and achieve. It is ensured that by continuous development of processes it is possible to identify, support and track those most at risk with a view to them remaining and achieving within the system.

Correct provision, intervention and support is required for the success of all pupils and we take time to ensure there is sustained intervention to support full-time attendance in education within our school. This involves the implementation of sustained support and appropriate intervention to promote positive and effective behaviour and teaching and learning experiences for all pupils.

Further in our aims is our commitment to improving attainment and achievement, participation and supporting transition.

We develop our good practise in line with new Government legislation as it changes.

3. Admissions Procedures (To be read in conjunction with St Robert's school admission policy)

Children with Special Educational Needs or Disabilities are considered for admission to the school on exactly the same basis as children without SEND.

Parents/carers of children who have an Education, Health and Care Plan (EHCP) have the right to request admission to a school of their choice and the school is obliged to meet the needs of that child within the mainstream setting unless there is a case where the child's inclusion would be incompatible with the education of other children.

Prior to starting school there will be discussions with feeder school staff regarding the needs of individual children and, in many cases, St Robert's staff will be invited to attend transition reviews for SEND children held with the primary school, parents/carers and representatives from any outside agencies involved.

Throughout the transition period parents/carers of children with an EHCP or SEND will be invited to discuss the provision that can be made to meet the identified needs of their child.

4. SEND Code of Practice (2014)

The revised Code of Practice was completed in 2014 and sets out a guidance on policies and procedures aimed at enabling students with Special Educational Needs to reach their full potential. This replaces the SEN Code of Practice 2001, and provides a single piece of statutory guidance on special educational needs. Key changes parents/carers should be aware of are:

- The new Code of Practice operates under a 0-25 system, bringing together guidance into one consistent system and thus replacing the Statement of SEN with a new document known as the Education, Health and Care plan.
- There is now one single stage of school-level SEN, known as SEN Support. This replaces the old system of 'School Action' and 'School Action Plus'.
- The statutory assessment process has been shortened to twenty weeks. This means that the time local authorities have to decide whether to assess a child has been reduced by half and assessment and drafting of an EHCP has been reduced to nine weeks.
- Further information about how the new Code of Practice operates within Sunderland Local Authority can be found by visiting www.sunderland.fsd.co.uk

5. Identification of Pupils with Additional Needs

Liaison with feeder schools, staff, parents/carers and students, in addition to the use of assessment data, ensures that the needs of the individual child are identified.

When pupils have entered St Robert's, established patterns of review meetings, parent evenings, subject teacher reviews, House team meetings, meetings with the extended services teams and LSAs will ensure that there is regular discussion between all parties, including parents/carers, regarding the progress and needs of individual students.

Formal and informal meetings with parents/carers of pupils who have additional needs, along with regular contact with the students themselves, promote effective liaison and establish communication routes where individual needs can be discussed.

The Graduated Response

The SEND Code of Practice (2014) highlights that all schools should follow an 'Assess – Plan – Do – Review' with regard to identifying and supporting children with SEN.

This model of intervention would be triggered by concerns (underpinned by evidence) that despite differentiated learning opportunities within the classroom, a student:

- Makes little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing Literacy or Mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional, social and/or mental health difficulties, which are not met by the intervention techniques employed via the pastoral system.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

At this stage parents/carers would be consulted, and a decision may be reached to add the student to the school's SEN register, so that progress can be more easily monitored.

It is important to note that it is in consultation with the SENCo that the subject teachers devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme. The SENCo in conjunction with SLT will lead in planning future interventions for the student, discussion with colleagues and monitoring and reviewing the action taken.

Following the graduated response model, and increased level of intervention may be implemented when a student:

- Continues to make little or no progress in the areas of concern.
- Continues working at National Curriculum level substantially below that expected of children of the same age.
- Continues to have difficulty developing Literacy and Numeracy skills.
- Has emotional, social or mental health needs which regularly and significantly interfere with the learning of the child or others.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

If a student continues not to make adequate progress despite individual targeted support within school, then help from external specialist services may be requested.

The SENCo and subject or pastoral staff, in consultation with the parents, will liaise with outside specialists to seek advice and/or support. These specialist services can offer advice to the school about targets and strategies, specialised assessments or in some cases direct work with the child, and they will contribute to the planning, monitoring and reviewing of the child's progress.

The SENCo will take the lead in further assessment of the student, including planning future interventions for the student discussion with colleagues and monitoring and reviewing the action taken on a regular basis. The provision will run concurrently with differentiated curriculum support as required.

Formal Statutory Assessment

If a student's needs are still not being met by the provision and support given at the SEN Support stage then, following consultation with everyone involved with the student, the school will consider asking the LA to initiate a statutory assessment. It is important to note here that by the time this level of support is being requested the school should be in a position to provide written evidence of the following:

- The intervention and support already given to the child, and the impact this has had.
- A detailed picture of the needs of the student.
- Records of regular review meetings and their outcomes.
- The student's health, including the student's medical history where relevant.
- National Curriculum levels in all subjects.
- Attainments in Literacy and Numeracy.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents/carers and of the student.
- Involvement of other professionals
- Any involvement by the social services or education welfare services.

A person-centred Assessment Planning meeting can then be held to decide whether to apply for Formal Statutory Assessment. This application, if submitted, will be forwarded to the LA who will

decide whether to proceed with the assessment. If accepted, an outcome-based EHCP will be prepared specifically for the student, in consultation with all relevant stakeholders. The EHCP will be reviewed annually on a statutory basis.

The Code of Practice recommends that all children on the SEN register, at both SEN Support and EHCP stages, have their progress reviewed at least termly as part of the Assess – Plan – Do – Review model. These reviews will be carried out in school, with written grade reports forwarded to parents/carers. There are also opportunities throughout the year for parents/carers to come into school and review the progress of their child with school staff at parent evenings. It is the responsibility of parents/carers to contact the SENCo if they would like to arrange a review meeting at any other time.

6. Roles and Responsibilities

There is an identified Governor for Special Educational Needs provision who works closely with the Head Teacher, Senior Assistant Head Teacher and SENCo.

The SENCo oversees the provision for all SEN students, be they in receipt of an education and health care plan (EHCP), SEN support or an additional needs list which may include having previously been in receipt of support or medical concern. The SENCo will monitor the support provided in lessons from teaching staff and learning support assistants, as well the support provided outside of lessons. The SENCo will monitor student attendance and progress in evaluating the support plan or ECHP.

The Head Teacher works closely with governors, SLT and SENCo to ensure effective day to day operation of the school's SEND policy. The Head Teacher, SLT and SENCo identify areas for development in Special Educational Needs and contribute to the school's development plan.

Four key areas of SEN co-ordination at St Robert's are:

- Strategic direction and development of SEN provision in the school – the SENCo facilitates the development and implementation of the SEN policy in order to raise achievement and improve the quality of education for all pupils with SEN in conjunction with all staff in the school.
- Teaching and Learning – the SENCo, in conjunction with Senior Leaders and Heads of Department, develops effective ways of overcoming barriers to learning and sustaining effective teaching through setting targets, analysis, assessment and monitoring.
- Leading and managing staff – the SENCo needs to ensure staff have the necessary information they need.
- Efficient and effective deployment of staff and resources – the SENCo identifies and monitors the resources used to support the teaching of students with SEND.

Whole School

Careful consideration is given to the ways in which Learning Support Assistants (LSAs) are deployed to make sure that SEND pupils receive teacher time. This includes the flexibility to change support to best meet individual pupil needs and support pupil progress and achievement.

It is the expectation that lessons are well differentiated; the quality of teaching and learning in classes is key to ensuring that children make progress and can then, in some cases, be removed from the SEND register.

Use of Intervention planning, in conjunction with the regular assessment, monitoring and collection of data, ensures the collection of evidence of the effectiveness of interventions.

All SEND pupils are set aspirational targets from KS2 to KS4. As part of the whole school data and monitoring cycle there is a regular check and review of the expectations of pupils with SEND and their achievements and progress. Expectations are high and progress is tracked carefully.

Learning Support Department Staffing

- There is a named SENCo who is line managed by the Senior Assistant Head Teacher.
- Members of teaching staff (full and part time) work within the department to support the teaching of SEND pupils with specific needs particularly with links to Literacy, Mathematics, Science, Entry Level and GCSE courses as well as personalised courses.
- LSAs play a valuable role in the support of pupils across the school in all curriculum areas. They work in partnership with the SENCo, Heads of Department, pastoral team teaching staff. Their allocation to lessons and individual pupil support is evolved via flexible and strategic timetabling to maximise LSA support allowing mainstream teaching. LSA skills are developed to support the various intervention strategies employed to support progress for all pupils.
- LSAs are involved in the running of various morning, lunchtime and after school clubs for pupils, in addition to providing support during Year 6 transition. In order to support the needs of pupils with more complex SEND, LSAs are involved in the supervision of some children from the moment they arrive in school, throughout the school day (including break and lunch times) and up until they are collected at the end of the school day.
- Staff within the Learning Support Department are involved in class support and part of their role includes working with class teachers to support the development of differentiated materials within curriculum areas.
- Learning Support staff are also involved in small group withdrawal sessions as and when this is required to help support a child's individual needs.
- LSAs are also used to provide targeted support to pupils who may be underachieving in core subjects and are delegated to working with groups of students as identified by SLT, SENCo, HODs and HOHs.
- LSAs are required to give regular feedback regarding pupil progress/concerns to the SENCo and at school SEND meetings.
- As part of their role, LSAs are attached to a key group of students, working in year groups, and working as mentors allocated students to support with difficulties relating to additional needs.
- Continual CPD is offered for all support staff to ensure development of specialisms in key areas.

7. Teaching and Learning

Staff at St Robert's strive to ensure that all children have access to a broad and balanced curriculum and that programmes of study are flexible enough to meet every child's needs. All pupils, including those with SEND, have targets set as part of the whole school curriculum across all departments. There are high expectations of achievement for all pupils, including those with SEND, in accordance with expected progress measures from KS2 to KS4.

The school strives to ensure that all pupils have access to a curriculum pathway that meets their individual needs and ensures they engage in high quality Teaching and Learning, enabling them to enjoy and achieve. This may include links with outside providers of accredited courses and access to partnerships with specialist provision where appropriate. No child will be

excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Our school ethos ensures that Teaching and Learning opportunities are absorbing, rewarding and effectively differentiated and that teaching styles are diverse. Staff work together to ensure that children being support are not isolated and peer tutoring and collaborative learning is encouraged. Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT where this is appropriate. Extra-curricular activities are barrier free and do not exclude any pupils.

In order to give further support for pupils with additional needs there are programmes developed that focus on Literacy and Numeracy intervention, booster classes, homework, and social skills. Some pupils are withdrawn into smaller groups to receive additional support for Literacy and Numeracy, or as part of their GCSE curriculum enabling access to other accredited alternative curriculum courses.

A range of differentiation strategies is employed as part of appropriate Teaching and Learning, including but not limited to:

- The use of a larger font size for students who struggle with Literacy.
- The use of different colours of photocopy paper for students who are identified as benefitting from this.
- The use of scaffolding for students who struggle with extended writing.
- Opportunities to record work in alternative ways, e.g. use of a scribe, recording equipment, ICT, Docs+ etc.
- The use of resources with a reading level that students can access.
- The use of concrete examples to illustrate abstract concepts.
- The use of appropriate software packages e.g Education City, Clicker

The SENCo and Learning Support Department can be consulted for additional strategies relating to the additional needs of specific students.

8. Support Services

Within St Robert's there is regular contact with a variety of external support services, including support and discussion between primary and secondary school colleagues.

External agency links include, but are not limited to:

- Autism Outreach Team
- Connexions service
- Local FE colleges
- Health services – Occupational Therapy, Physiotherapy, etc.
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Young People's Services (CYPS)
- Children's Social Care Services
- Mr. M Walsh (Educational Psychologist)
- Speech and Language Team
- Specialist Support Team

In addition to the above, we also have an Extended Services team within school, who work closely together with the school leadership team to ensure that maximum support is available for all pupils in the school. This team includes the School Based Social Worker, School and Home Liaison and Attendance Team, and Medical Staff. Where these staff are involved in the support of a SEND student, close liaison with the SENCo is expected to take place.

9. The Role of Parents/Carers and the Child

Parents/carers: their role, involvement and support

In order to best support pupils identified as having SEND, staff and parents/carers should work together with the school, in order to ensure that the best possible provision is in place for the child throughout their time at St Robert's.

Parents/carers are encouraged to be involved at all stages of the transition and planning process and they will be invited to attend all review and transition meetings.

Parents/carers are encouraged to attend regular review meetings and will be informed annually of their child's position on the SEND register. During review meetings and parent/carer evenings, parents/carers will be given information regarding the progress of their child, highlighting strengths and areas of concern. The review process will involve discussions regarding ideas and materials for the supporting learning at home as well as in school, and targets made are specific and achievable with clear indications of how they will be monitored and reviewed. The review process also supports transition planning at all Key Stages.

In addition to regular meetings parents/carers are welcome to make additional appointments to discuss the needs and progress of their child, should they have any concerns.

Children: their role and involvement

All students, including those with SEND, are given the opportunity to voice their views on the school via pupil voice surveys and membership of the school council.

Students are all made aware of the curriculum targets set by their teachers in particular curriculum area and they are involved in the review of these targets on a regular basis.

It is expected that when pupils are offered additional support and intervention, they and their parents/carers will fully embrace the opportunities for support to enable them to continue to make progress.

During parent/carer review meetings pupils are given the opportunity to discuss their progress and concerns. Pupils are asked to complete a written evaluation of their progress, support and concerns prior to the review meeting, to which they are invited. They are encouraged to discuss their thoughts and aspirations. Pupils are also free to attend parent evenings to participate in discussions regarding progress and support, at parental discretion.

The SENCo and other member of the department are always available for pupils to discuss successes or concerns, and pupils are actively encouraged to do this to enable issues to be addressed and success to be celebrated promptly.

10. Transition

The transition of pupils at all key stages requires careful planning and communication between the pupil, schools, parents and additional support agencies. This is especially fundamental to successful transition for pupils from primary feeders into our secondary school environment, where this transition not only represents a major change for the student in the nature of their educational environment, but also coincides with a major change in physical, social, mental and emotional terms as they move into adolescence. In addition to the KS2 to KS3 transition, pupils will also be supported from KS3 to KS4, from KS4 into further education (whether in St Robert's or a different setting) and from there into adult life.

Standard processes for pupils transferring include:

- Visits by St Robert's staff to the pupil within the transferring school.
- Meetings with SENCo and staff between schools to transfer information, including attendance of secondary SENCo at transition reviews.
- Visits by students to St Robert's (with parents or accompanied by feeder school staff).
- Induction activities during the first day of term in September.
- Year 6 pupils take part in St Robert's Transition Week in the summer term.
- Provision of summer school in the summer holiday.
- LSA mentors assigned to individual students with additional needs.

In addition to students requiring SEND Support, there will be some students with very specific and/or complex needs, including those with an EHCP, who will be supported through the Annual Review process. These students will require individualised planning. Where possible the SENCo will attend the final annual review in the primary school of these students to enable planning of appropriate support.

As students approach transition from KS3 to KS4, it is essential that they are supported in making informed decisions about their future options. This move is a significant transition point in the students' journey towards adulthood. The choosing of subject options at 14 represents the first real academic and career choices that students are required to make. These choices begin to map out longer-term opportunities, such as further study and future employment. Many students will approach this stage of their school careers with enthusiasm and excitement, positively identifying subject options that will lead them on a defined path towards a future in employment, further and higher education and beyond. The school implements a number of measures to support all students in making these choices. These include:

- Involving parents/carers in the options process by holding open evenings and careers evenings to provide a forum for questions and concerns.
- Producing written materials to assist with discussions at home regarding KS4 courses, careers and coursework in easily accessible formats.
- Arranging individual careers interviews, where plans for future study or job interests are discussed in relation to the 'options' being considered now.
- Ensuring form tutors and other key staff take an active role in talking through any worries or complications with the child before final decisions are made
- Providing group talks on career-related topics as part of the school careers education and guidance programmes.

The school ensures that, within these and other generic processes adopted by the school, there is recognition of the specific issues that potentially exist for pupils with SEND and that those involved in providing support take account of potential barriers to access, participation and barriers to engagement.

Staff at St Robert's also work hard to ensure that the best possible advice, guidance and support is given to all pupils and their parents/carers with regard to provision post Year 11. This will involve input via careers and guidance experts, links with Connexions, colleges and past pupils. At the appropriate Annual Review this is a fundamental part of the planning and will also involve additional professionals relevant to the needs of the individual child e.g. EP, Medical Teams, Autism Outreach, Adult and Children's Social Services, etc.

11. Complaints/Disagreement Procedures

If a parent/carer wishes to complain about the SEND provision for their child, they should in the first instance raise the issue with the SENCo or Head of House. The problem can then either be

rectified or passed to the relevant member of the senior leadership team. If the matter cannot be resolved, the parent/carer can submit a formal complaint to the Head Teacher who will then respond accordingly.

The school will manage complaints in accordance with its Complaints Policy.

The LA will provide a disagreement resolution service as stated in the SEND Code of Practice.

12. Conclusion

St Robert's as a school fully embraces the inclusive learning policy for all pupils and will support this commitment as stated in the policy above by:

- Following the current SEN Code of Practice and promoting good practice and procedures to enable identification of children with Special Educational Needs, to organise the assessment of their needs and to plan, monitor and review appropriate support strategies to meet these needs.
- Ensuring the admissions policy is in line with LA guidelines and supports inclusive values.
- Continuing to work actively with students and parents/carers to improve individual students' access to education.
- Ensuring all pupils, regardless of their learning difficulties or disabilities, have access to the broad and balanced, coherent and relevant curriculum with high expectations of achievement for all.
- Continuing to strive to develop our inclusive ethos by identifying and removing barriers to learning and participation, and making reasonable, timely adaptations to ensure appropriate provision.
- Continuing to promote high expectations and identifying and deploying resources to meet needs.

Key Staff Role	Key Staff Name
SENCo	Mrs R Hurst
SLT link	Mrs M Salmon (SAHT)

Reviewed: September 2019

Next Review: September 2020