

Aspire ~ Believe ~ Achieve

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St Antony's  
Roman Catholic School

ASPIRE + BELIEVE + ACHIEVE

# Special Educational Needs and Disabilities Policy

Mission Statement:

Let the light and splendour of Christ shine from within us all.

# SEND POLICY

*This Policy was reviewed in November 2021 and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015). It was written by the SEND Coordinator, in liaison with the Senior Leadership Team and Governors.*

## **People responsible:**

Ms Laura Weinberg: SEND Coordinator

Mrs Fiona Wright: Headteacher

Mrs Patricia Brown: Governor (SEND)

## **British values and our Catholic ethos relating to SEND:**

- The promotion of British values is central to Catholic education, as British values have their origin in the Christian values of our nation.
- British values are considered by the present government to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- St. Antony's is a Catholic school which actively promotes tolerance, forgiveness, reconciliation and inclusivity.
- We recognise the importance of helping every student, including those with SEND, flourish academically, spiritually, morally, socially and culturally, so they are fully prepared for life in British society.
- For more information, please see the Learning Support department's document on how British values are supported by their daily practice.

## **Whole school aims relating to SEND:**

- St Antony's seeks to ensure that all pupils' needs are met. All pupils, including pupils with special educational needs, have an equal opportunity to access the curriculum in order to realise their full potential.
- St Antony's seeks to integrate pupils into mainstream teaching groups but is flexible in its response to their individual needs.
- To provide an atmosphere in which each child perceives itself to be a fully valued member of the school.
- To promote links between school, family, parish and the wider community.
- To promote a desire for knowledge and skills so that each pupil strives to achieve his/her personal level of excellence in the areas of literacy; numeracy; science; creativity, aesthetic awareness; technology; communication; and physical education.
- To encourage the development of a positive self-image, involving self-discipline, self-awareness and self-confidence.
- To demonstrate our understanding that all teachers are teachers of students with SEND. At St Antony's, all staff seek to work in partnership with pupils with SEN, parents and relevant outside agencies to ensure individual needs are met.
- To illustrate that every student, for whom St. Antony's Catholic School is the most appropriate school, will be able to access the opportunities available to the fullest extent possible.
- To evidence that we make reasonable adjustments to integrate students with SEND into our teaching groups, whilst treating every student as an individual learner.
- To state our high expectations and desire to raise the aspirations of all students, including those with SEND.
- To show we are a school where all members of the community live according to the gospel values, and feel secure and able to learn in an atmosphere of courtesy and respect. All students, irrespective of ability, race, gender or need, are respected and valued as individuals with the potential to contribute positively to British society.

- To record our intent to create a caring and stable environment for all members of our community, in which every person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.
- To ensure that St. Antony's Catholic School is compliant with the 2015 SEND Code of Practice.

#### **Definition of SEND:**

Students have special educational needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for them.

Students have a *learning difficulty or disability* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within Trafford;

*Special educational needs* may arise from one or more of the following four broad categories of need:

- Cognition and learning difficulties;
- Communication and interaction difficulties;
- Physical disabilities / sensory impairments;
- Social, emotional and mental health needs.

Students will **not** be regarded as having a *learning difficulty or disability* solely because:

- The language, or form of language, of their home is different from the language they will be taught in;
- They have a medical condition;
- Their attendance and/or punctuality is poor;
- They are in receipt of Pupil Premium Grant;
- They are a Looked After Child;
- They are the daughter of a Serviceman/woman;
- Their behaviour is poor;
- They are underachieving.

#### **St. Antony's Commitments to SEND:**

- We will do our best to ensure that the necessary provision is made for students with SEND.
- All staff will recognise their individual responsibilities in supporting students with SEND.
- The continuous cycle of 'Assess, Plan, Do, Review' will be integrated and will take account of the wide range of abilities, aptitudes and interests of the students.
- We will endeavour to ensure that our teachers are able to identify SEND.
- We aim to enable students with SEND to participate in all activities and opportunities available, so far as is reasonably practical and compatible with the provision of the child and the efficient education of the students with whom they are educated.
- We recognise the key roles of parents/carers in enabling children/young people with SEND to fulfil their potential.
- We fully appreciate the value of students' own voices and encourage them to actively participate in the organisation and implementation of their provision, especially at transition points.

#### **St. Antony's Aims for SEND:**

- To maintain our high expectations of all students, including those with SEND.

- To continue raising the aspirations of all students, including those with SEND.
- To raise the attainment of students with SEND across all key stages.
- To identify SEND efficiently and proactively.
- To provide the most effective provision and support we can for students with SEND.
- To focus on outcomes for students with SEND.
- To provide support and advice for all staff working with students with SEND.
- To work within the guidance provided in the 2015 SEND Code of Practice.

### **Identification of SEND at St. Antony's:**

At St. Antony's Catholic School, we identify the needs of students by considering the needs of the whole child. The purpose of identification is to work out the most appropriate course of action to take; it is not to fit a child/young person into a category or provide them with a label. St. Antony's will consider the following in relation to the identification of learning difficulties or disabilities that may require special educational provision:

- KS2 assessment data (received from primary educational settings);
- Other information from primary schools / previous schools at the point of transfer;
- KS3 subject-specific baseline assessment data;
- Other subject-specific assessment data;
- STAR reading test data;
- Teacher observations;
- Samples of students' work;
- SEND Coordinator lesson observations;
- Referrals/assessments from appropriate external organisations or professionals;
- Referrals/assessments from Healthcare professionals;
- Information from parents / carers;
- Disclosures from children / young people.

The triggers for intervention could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are directed towards the student's needs;
- Show signs or difficulty in developing numeracy or literacy skills, that result in poor attainment in some core curriculum areas;
- Presents persistent social, emotional and mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed at St. Antony's;
- Has sensory and/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.

### **St. Antony's Graduated Approach to SEND Support and Provision:**

St. Antony's uses the graduated response, as outlined in the 2015 SEND Code of Practice and Trafford's graduated response document, to help with the identification and management processes. This graduated approach takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Provision is identified and managed by the SEND Coordinator, but will be planned and delivered by teaching staff. Our teachers understand that they are responsible for the progress and development of all students in their care, including those with SEND.

Different levels and methods of support are provided to enable our students to achieve adequate progress, in line with the National Strategies three 'Waves of Intervention':

- **Wave 1:** 'Quality First' teaching by all teaching staff for all students. This involves the effective inclusion of all students in high-quality, everyday, personalised teaching.
- **Wave 2:** If students fail to make adequate progress despite receiving 'Quality First' teaching, as identified by the SEND Coordinator through the factors outlined previously, then provision from within the school's resources will be identified and implemented to help meet their needs; evidence-based intervention.
- **Wave 3:** If despite additional provision at Wave 2, students continue to fail to make adequate progress, the school will seek advice and involvement from external support services. They may be requested to: Provide specialist assessments; give advice on teaching strategies and resources; provide short-term support; provide training for staff.

Should it be identified that students require additional provision on a regular basis for an extended period of time, the school will apply for additional resources. The application will be evaluated against criteria established by Trafford.

If the interventions provided are not sufficient to enable the student to make adequate progress, and the student has demonstrated a significant cause for concern, the school or parent/carer may decide to request that Trafford undertakes a new needs statutory assessment. When Trafford receives a request, they must decide within six weeks whether to carry out such an assessment. If they choose to go ahead, Trafford will work cooperatively with St. Antony's, parents/carers and children/young people, as well as other agencies if appropriate, to assess if the student should be provided with an EHC plan.

#### **The Nature of SEND Support at St. Antony's:**

The SEND Coordinator is responsible for coordinating support for students with SEND, and leads a team Learning Support Assistants, who have a wide range of experience and expertise. The strategies deployed at Wave 2, Wave 3 and EHC Plans are assessed and planned by: LSAs; the SEND Coordinator; the Leadership Team; the student's teachers; the student; the parents/carers. Strategies are implemented and reviewed by the appropriate person(s).

#### **Dissemination:**

SEN information is highlighted to all staff at the beginning of the school year and regularly updated throughout the school year.

Our Record of SEND Support is shared as an Excel document with teaching colleagues via a secure SEND area on our staff system. The SENCO and Assistant SENCO is responsible for creating and updating the Record of SEND Support, and ensuring its accuracy for termly censuses. Parents/carers will always be informed if their child/young person has been added to our Record of SEND Support. It is the responsibility of teaching staff to ensure that they have read and are aware of pupils on the Record of SEND.

#### **Procedure for Pupils with SEN:**

Miss Laura Weinberg has oversight of provision for pupils with SEN and maintains the records for these pupils along with Assistant SENCO, Miss Eley, who is supported by the SEN department.

#### **'High Needs' SEND:**

Where it is deemed appropriate students have an Individual Education Plan (IEP) and 'One-Page Profile' created for them by their named LSA, which records and reflects provision that is additional to, or different from, standard differentiated provision. IEPs and 'One-Page-Profiles' are communicated in an electronic format, as PDFs, to all teaching staff via a secure SEND area on our school system; hardcopies are made available to the child/young person and their parents/carers upon request. It is the responsibility of individual subject teachers to act on the guidance outlined in these documents:

Contents of IEPs	Contents of 'One-Page-Profiles'
<ul style="list-style-type: none"> <li>• Student details;</li> <li>• Summary of need;</li> <li>• Details of special provision;</li> <li>• Student outcomes;</li> <li>• Recommendations for teachers regarding lesson planning, teaching and assessment.</li> <li>• Any assessment information</li> </ul>	<ul style="list-style-type: none"> <li>• Important things to know about me.</li> <li>• Things I like to do.</li> <li>• Things I really do not like.</li> <li>• My hopes and dreams for the future.</li> </ul>

The following additional provision and methods of support are also available at St. Antony's:

**In-class LSA support.** LSAs have a resource pack, which they use when supporting students in lessons. LSAs collaborate with teachers so that they are prepared for lessons and deployed most effectively. The SEND Coordinator conducts termly lesson observations with LSAs to identify areas of strength and areas for development.

**Withdrawal:** If necessary, students may be withdrawn from certain lessons for 1:1 or small group support. This may be to provide access to certain technological support or to deliver differentiated learning programmes. As an inclusive Catholic mainstream secondary school, we aim to keep withdrawal to a minimum.

**Mentoring.** LSAs will meet with students who require social and emotional support before school, during form time or after school. LSAs are supported by the school's designated Educational Psychologist in delivering effective support where appropriate.

**Literacy intervention.** LSAs will meet with students during form time to implement Beat Dyslexia or other Literacy programmes to identified students. We look to guidance in EHC Plans to identify which students would benefit from this support. STAR Reading test data is used to identify which students would benefit from completing the online IDL literacy support programme.

**Social and Communication groups:** The Learning Support Team intervention to help those who struggle with their social and emotional needs. These run from Year 7 to 11.

**Educational trips.** Students are invited to attend appropriate sporting activities aimed at students with SEND, as well as events organised by the Local Authority, such as Trafford Youth Cabinet's 'Let's Talk SEND Conference'. Other trips are considered as and when we are made aware of them.

External professionals and/or agencies may already be involved in supporting the child/young person. In such instances, it is good practice for these professionals to liaise with St. Antony's and for information to be shared appropriately. In cases where St. Antony's seeks the help of external support agencies, the agencies will require access to the student's records in order to establish which strategies have already been employed and what outcome is desired. The external specialist may act in an advisory capacity, provide additional specialist assessments or be involved in teaching/supporting the student directly. Parents/carers will always be contacted in advance of external agencies becoming involved in the support of their child/young person.

Students requiring special educational provision will have individual arrangements for school and public examinations tailored to their needs, in line with The Equality Act 2010. Applications will be made on behalf of the candidate to awarding bodies for reasonable adjustments in line with their needs.

The SEND Coordinator delivers INSET to staff for specific purposes and generic training. The SEND Coordinator provides training for new colleagues, NQTs and ITTs on the 2015 SEND Code of Practice and procedures relating to SEND at St. Antony’s Catholic School.

The SEND Coordinator ensures open channels of communication exist between: students, parents/carers, LSAs, form tutors, subject teachers, Progress Leaders and the Senior Leadership Team, whilst respecting the sensitivity of the information discussed and retaining a high level of confidentiality.

The progress of all students with SEND is closely monitored and supported. ‘Progress’ is interpreted holistically, as this term not only refers to attainment, but other developments as well (e.g. social and communication skills, emotional wellbeing and preparation for adulthood). The following methods are used:

- LSAs hold termly progress meetings with all students with SEND;
- The SEND Coordinator works with the Education Welfare Officer and Senior Leadership Team to monitor attendance and attainment data for all students with SEND;
- The SEND Coordinator organises for interim reports to be produced as and when needed;
- The Learning Support team regularly liaise with parents/carers regarding student progress;
- EHC Plans are formally reviewed at least once annually to consider whether any amendments need to be made to the description of the student’s needs or to the special educational provision specified in the plan. An aim of the annual reviews from Year 9 onwards is to devise and review the student’s transition plan; thus, the Connexions Service and Post-16 institutions become involved.

The SEND Coordinator is allocated a capitation each financial year which is used to improve outcomes for students with SEND; however, individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

**Managing the Record of SEND Support:**

As the 2015 SEND Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have received intervention/reasonable adjustments and good quality personalised teaching, students will be added to St. Antony’s Record of SEND Support at Wave 3.

Should students begin to meet age-related expectations and make adequate progress as a result of our intervention/reasonable adjustments, and it is agreed by the school, parents/carers and child/young person that SEND provision is no longer required, then the student may exit our Record of SEND Support.

**Roles and Responsibilities:**

At St. Antony’s, the SEND Coordinator, LSAs, teaching staff, the Senior Leadership Team and the SEND Governor understand their individual and shared roles in supporting children/young people with SEND:

<b>SEND Coordinator</b>	<p>The 2015 SEND Code of Practice strongly reiterates the advisory and supportive nature of this role within school. The SEND Coordinator must act to:</p> <ul style="list-style-type: none"> <li>• Provide staff with appropriate information relating to students’ needs.</li> <li>• Advise staff on how to support SEND students using Quality First Teaching.</li> <li>• Coordinate additional and/or different support for students with SEND.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Facilitate and/or deliver whole-school training and keep staff apprised of local and national SEND-related developments.</li> <li>• Notify staff if students are entitled to special access arrangements in examinations.</li> <li>• Involve staff in SEND assessment and review processes.</li> <li>• Support concerns raised by staff who feel they may have identified young people with SEND.</li> <li>• Update parents on the progress of their child and involve them in assessment and review processes.</li> <li>• Allow young people with SEND to have a voice concerning their learning outcomes, provision and progress review.</li> <li>• Monitor the progress of students with SEND and review the impact of SEND support.</li> <li>• Manage the SEND capitation budget and support the Business Manager in managing top-up funding received from the Local Authority.</li> <li>• Create and update the school's SEND information report and SEND policy.</li> <li>• Create an annual SEND SEF and development plan.</li> <li>• Line-mange Learning Support Assistants.</li> <li>• Support SLT with the quality assurance of SEND provision.</li> </ul>
<p><b>Learning Support Assistants</b></p>	<p>Learning Support Assistants must act to:</p> <ul style="list-style-type: none"> <li>• Provide in-class support for identified students. This involves the use of differentiated resources, questioning and reinforcing information provided by teachers. Depending on need, LSAs may support students directly and 1:1, or they may support students 2:1, 3:1 or may 'float' and support a range of students with SEND in the classroom.</li> <li>• Plan and deliver individualised programmes of learning where appropriate.</li> <li>• Work collaboratively with teachers to plan and prepare support for students.</li> <li>• Create Individual Education Plans (IEPs) and One-Page-Profiles with students.</li> <li>• Monitor student progress towards outcomes and complete fortnightly progress reports.</li> <li>• Hold termly progress meetings with their key students.</li> <li>• Contribute to parental engagement, annual review and transfer review meetings.</li> <li>• Deliver appropriate literacy intervention with identified students.</li> <li>• Mentor identified students.</li> <li>• Lead or support appropriate educational trips and visits.</li> <li>• Read and/or scribe for students with SEND, or invigilate examinations.</li> <li>• Monitor the impact of their support and make adjustments as required.</li> <li>• Reward students with SEND for their efforts and sanction inappropriate behaviour, in line with the school's behaviour management policy.</li> </ul>
<p><b>Teaching Staff</b></p>	<p>Individual classroom teachers are accountable for the SEND students in their care. Their progress and welfare is the responsibility of every teacher, as all teachers are teachers of students with SEND. Teaching colleagues must act to:</p> <p>'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.' (COP, 2014)</p> <ul style="list-style-type: none"> <li>• Be aware of, and sensitive to, all SEND students in their classes.</li> <li>• Make a confidential note of who these students and what their needs are.</li> <li>• Use Quality First Teaching to differentiate classwork and homework appropriately.</li> <li>• Plan appropriate provision and intervention strategies for SEND students. This should be in line with the Graduated Approach. Assess, Plan, Do, Review cycles should be conducted by teachers.</li> <li>• Monitor the progress of SEND students and address potential areas of difficulty of the outset.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensure activities are accessible to young people with SEND; they must be able to enjoy their learning and be challenged to the same extent as every other student.</li> <li>• Settings and groupings may be used in subjects to allow staff to match the work to the level of the pupil's ability.</li> <li>• Take special access arrangements into account during class assessments; this does not only apply to school and public examinations.</li> <li>• Keep the SEND Coordinator apprised of the progress of SEND students, including any concerns, and provide the SEND Coordinator with information if requested.</li> <li>• Notify the SEND Coordinator if any students are identified as potentially having SEND.</li> </ul>
<p><b>Senior Leadership Team and Governors</b></p>	<p>The Senior Leadership Team and Governors must act to:</p> <ul style="list-style-type: none"> <li>• Appoint a Governor for SEND.</li> <li>• Senior Leadership and SENCO have a responsibility to identify areas for future staff development through the School development plan and build them into the School's INSET programme. They must ensure that staff have access to high quality CPD covering a range of topics, relating to different areas of SEN.</li> <li>• Appoint and line-manage a SEND Coordinator.</li> <li>• Recruit Learning Support Assistants as needed.</li> <li>• Approve the school's SEND information report and SEND policy.</li> <li>• Review the annual SEND SEF and development plan.</li> <li>• Consider SEND when writing the school's development plan.</li> <li>• Monitor the implementation of the school's SEND policy and the 2015 SEND Code of Practice using appropriate quality assurance measures.</li> <li>• Provide a suitable capitation budget for SEND, and account for the notional SEND budget.</li> </ul>

### **Access Arrangements:**

Special consideration is sought for pupils who have been disadvantaged by health problems or traumatic events such as death or serious illness in the family. Recognised learning difficulties known to the school (such as dyslexia / ASD) are also grounds for requests for access arrangements. Applications are made by the SENCO and Assistant SENCO in consultation with the Senior Leadership Team. Any pupil that has been identified by staff as requiring Access Arrangements will be formally tested in Year 9 or Year 10. The SENCO will draw on evidence from Primary Schools, teaching staff and other sources of information. The Access Arrangements is shared with staff the secure SEND area on our staff system.

The use of a word processor is at the discretion of the SENCO and Senior Leadership Team and will be reviewed on an individual basis.

### **Involvement of Parents/Carers:**

St. Antony's actively seeks to work with parents/carers and values the contributions they make. Parental views are recorded as part of annual review procedures, where the child/young person has an EHC Plan. Parents/carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. Effective communication is achieved through regular contact with home through letters, text messages, emails and telephone calls. SEND questionnaires and feedback requests (e.g. regarding the SEND Information Report) are also sent home to parents for consideration. Parents/carers are asked for feedback regarding the school's SEND information report annually.

### **Involvement of Children/Young People**

St. Antony's acknowledges the student's role as a partner in their own education (person centred approach). Students with EHC Plans are actively encouraged to be involved in decision-making by attending all annual reviews; their views are recorded, valued and listened to as part of the review process. All students with SEND are involved with planning and reviewing both their outcomes and provision. Student voice is recorded via 'One-Page-Profiles', and students may also be asked for feedback via SEND questionnaires and student-voice sessions.

### **External Support:**

St. Antony's aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by St. Antony's include (this is not an exhaustive list):

- The Educational Psychologist;
- Specialist Learning Difficulties Assessors;
- Trafford SEN Advisory Service;
- Healthy Young Minds (HYM; formerly CAMHS);
- Connexions Service for Young People;
- The School Nurse;
- The Educational Welfare Officer;
- Occupational Therapy;
- Physiotherapy;
- Speech and Language Therapy;
- The School Counsellor.

### **Admissions Arrangements:**

Admission arrangements are outlined in the school prospectus and school Admission's policy. Students with Statements of SEND or EHC Plans are considered on an individual basis. The Local Authority's EHC Team will make contact with us, and St. Antony's will provide the relevant EHC Coordinator with a response detailing whether we feel we are able to meet the student's needs and whether admitting the student would have an impact on the education of other students. Preferably, our SEND Coordinator will attend the Year 6 annual review meeting.

With regards to prospective Year 7 students with SEND, feeder primary schools are contacted and/or visited by the Year 7 Progress Leader and SEND Coordinator during their time in Year 6. Students will attend a taster day at St. Antony's as well, and are encouraged to come to our Open Evenings to familiarise themselves with the school.

### **Complaints Procedure:**

Initially, all complaints from parents/carers about their child/young person's provision should be made to the SEND Coordinator, who follows up with the relevant staff. However, if the parent/carer is not satisfied with the response given, they will be referred to the Complaints Procedure outlined in the school's website. Complex problems, which cannot be resolved in this way, will be referred to the Local Authority.

### **Policy Information:**

- The degree of success of the policy and its implementation will be evaluated using the following:
  - The views of parents/carers;
  - The views of staff;
  - The views of children and young people;
  - The views of outside agencies and professionals;
  - The number of complaints received;

- SENDCO review of procedures in collaboration with SLT and Governors;
- Student assessments and examination results.

**Appendices and Related Policies:**

- School SEND Information Report (containing our contribution to Trafford's Local Offer);
- Admissions Policy;
- Safeguarding Policy;
- Anti - Bullying Policy;
- Behaviour Policy;
- Assessment Policy;
- Exams Policy