

CARDINAL HUME CATHOLIC SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY



Approved by the Head teacher and Governors on: 26/3/15

This policy will be reviewed annually.

1. MISSION STATEMENT

At Cardinal Hume Catholic School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the three key principals of inclusive education:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Cardinal Hume Catholic School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

We recognise that many pupils will have special needs at some time during their school life. By implementing this policy we believe that pupils will be helped to overcome these difficulties. Whilst many factors create such difficulties, we believe that parents, teachers and relevant outside agencies should work together to afford pupils the best opportunity.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

In this policy, 'special educational needs' refers to a learning difficulty or disability which calls for special educational provision to be made.

The SEN Code of Practice (2014) says a child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age

or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

(Section 20, Children and Families Act 2014)

Definition of special educational provision

Special educational provision means:

- for children aged two years or more or a young person, educational or training provision which is additional to, or different from, that made generally for other

children or young people of the same age in mainstream schools and maintained settings.

(See Section 21, Children and Families Act 2014)

Special educational provision is provision designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Definition of Disability

Under the Equality Act 2010, a disability is

“ ... a physical or mental impairment which has a long – term and substantial adverse effect on the ability to carry out normal day-to-day activities.”

Many children and young people who have SEN may have a disability under this definition. This definition includes sensory impairments and long-term health conditions. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(Paragraph xviii, SEN Code of Practice 2014)

3. AREAS OF NEED

The SEN Code of Practice identifies four distinct areas of special educational needs:

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

Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication.

Children and young people with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated

difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

Cardinal Hume Catholic School will have due regard for the SEN Code of Practice when carrying out its duties towards pupils with special educational needs and will ensure that parents are notified when SEN provision is being made for their child.

4. THE SEN AIMS AND OBJECTIVES OF CARDINAL HUME CATHOLIC SCHOOL

Aims

The Governing Body at Cardinal Hume Catholic School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for each pupil. The school aims to:

- ensure that all pupils have access to a broad and balanced curriculum, appropriate to the individual's needs and ability.
- provide a differentiated curriculum appropriate to an individual's needs and ability.
- ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

- ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- ensure that parents and carers of SEN pupils are kept fully informed of their child's progress, attainment and well-being.
- ensure that pupils with SEN are involved in decisions affecting their futures

Objectives

- **Rapid identification of all pupils requiring SEN provision as early as possible in their school career.** This is most effectively done by gathering information from parents/carers, the LA, primary schools, health and care services and other agencies working with pupils prior to the child's entry into Cardinal Hume Catholic School.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Keep parents of pupils with SEN fully informed of their child's progress and attainment.** The school will 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 SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing opportunities for pupils with SEN to be involved, wherever practical, in decisions affecting their SEN provision. This will be reflected in decision-making but also encouraged through wider opportunities for pupils with SEN to take as full a part as possible in all school activities and in school life in general.

5. RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION

The SEN Department

The person responsible for co-ordinating the day to day provision of education for pupils with SEN at Cardinal Hume Catholic School is the SENCO, **Mrs Evans.**

The person responsible for overseeing the provision for children with SEN within the school as a whole is the Director of SEN and Inclusion, **Mrs Craig**.

In order to ensure that SEN provision is considered in the strategic management of the school, the Director of SEN and Inclusion is directly responsible to the Deputy Head Teacher, **Mrs Riley**

Current staffing of the SEN department is as follows:

- Director of SEN and Inclusion : Mrs Craig
- Special Educational Needs Coordinator : Mrs Evans
- Senior SEN Teacher : Mrs. Hurn
- Learning Support Assistant : Miss Arnott
- Learning Support Assistant : Miss Finch
- Learning Support Assistant : Mrs. Inger
- Learning Support Assistant : Miss Rooney

The Learning Support Team will support in the day to day running of provision and interventions.

Other staff accessible by SEN pupils in school include :

- Pupil and Family Support Service
- Educational Welfare Officer
- School Nurse
- Specialist staff from the Hearing and Visual Impairment Team

The SENCO holds regular meetings with the SEN Department to discuss issues relating to SEN pupils and to monitor provision.

The SENCO also carries out Performance Management of LSAs in line with school policy, including the review of training needs.

6. ARRANGEMENTS FOR COORDINATING PROVISION OF EDUCATION TO SEN PUPILS

The Role of The Special Educational Needs Coordinator (SENCO)

In Cardinal Hume Catholic School the key responsibilities of the SENCO are:

- over-seeing the day to day operation of the school's SEN policy and coordination of the provision made for individual pupils with SEN, ensuring that available resources are used to maximum effect.
- over-seeing records of pupils with SEN: The SENCO, Mrs Evans, holds details of any pupil who requires additional support on the SEN Register and is responsible for

ensuring that the name of any pupil identified as being a concern is added to the register and is followed through in terms of Code of Practice procedures.

- developing suitable targets and interventions for pupils with SEN.
- monitoring the progress of pupils on the SEN Register in conjunction with pastoral and curriculum leaders.
- liaising with and providing professional guidance/advice to fellow teachers with the aim of securing high quality teaching for pupils with SEN
- managing the SEN team of teachers and learning support assistants
- liaising with the parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support services and Educational Psychology service, Careers Advisors, Health and Social Services and voluntary bodies.

The Role of the Governing Body

The Governing Body:

- ensures that a responsible person is appointed to discharge duties of SENCO in relation to SEN pupils.
- determines the role of the SENCO in relation to the leadership and management of the school.
- determines the key responsibilities of the SENCO and monitors the effectiveness of the SENCO in undertaking those responsibilities.
- ensures that provision for SEN pupils is made and that it is of a high standard.
- ensures that SEN pupils have the opportunity to be fully involved in school activities.
- has due regard to the Code of Practice when carrying out responsibilities regarding SEN pupils.
- has full involvement in the development and review of the SEN policy.
- reports to parents on the school's SEN policy.

The Role of the Head teacher

The Head teacher's responsibilities include:

- the day to day management of all aspects of the work of the school, including the provision of SEN.
- informing the Governing Body of SEN within the school
- working closely with the SENCO and SEN Department

- requiring the SENCO to inform parents that SEN provision has been made for their child.
- ensuring that the school has clear and flexible strategies for working with parents, which encourage parental involvement in their child's education.

The Role of the Subject Teacher

The subject teacher's responsibilities include:

- providing quality first teaching to all pupils and differentiated work for SEN pupils
- being aware of the school's policy and procedures for the identification and assessment of SEN pupils and subsequent provision made for them.
- working with the SENCO to collect all available information on SEN pupils
- collaborating with the SENCO/Learning Support Team to decide what action is required to assist SEN pupils to progress
- working with SEN pupils on a daily basis in a way which fulfils individual education plans and individual targets
- developing constructive relationships with parents.
- reporting on SEN pupil progress in line with the school's reporting procedure and providing information for review meetings.

All staff can access:

- The Cardinal Hume Catholic School SEN Policy.
- A copy of the full SEN Register
- Guidance on identification in the Code of Practice (SEN Support, EHC plans)
- Information on individual pupils' special educational needs and requirements, including strategies to implement.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

Cardinal Hume Catholic School welcomes suggestions from parents/carers and outside agencies which may help improve the provision for students with SEN and disabilities.

Information and Advice about pupils with SEN

- The SENCO will provide a Register of SEN pupils, which will be updated termly or as and when new/amended information is received. All teaching and support staff have access to this register.
- For pupils with an EHC plan or Statement of SEN, SEN profiles and IEPs are also available.
- Subject Teachers are required to note any SEN pupils in their classes and should also note any special arrangements and be aware of individual pupils' special educational needs and requirements, including strategies to implement. Subject teachers are also required to have knowledge of the profiles of any pupils they teach with an EHC plan or Statement.
- On-going information and advice regarding individual pupils or more general SEN issues is available in the first instance from the SENCO, Mrs Evans, then from the Senior SEN Teacher, Mrs Hurn.
- The SEN department can also advise on lesson planning and preparation and strategies to aid the progression of SEN pupils.

7. ADMISSION ARRANGEMENTS

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC plans and those without. Admission arrangements are outlined in the Cardinal Hume Catholic School Admission Policy.

The school admits students according to the published admissions criteria. The Governing Body believes that the admission criteria should not discriminate against students with SEN. Applications procedures and timetables will follow the locally agreed coordinated scheme with Gateshead LA. (See Admission Policy)

All SEN paperwork should be passed to the SENCO by a pupil's previous school or setting as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the SENCO and/or the Pastoral Deputy Head in order to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. The SENCO and/or Senior SEN Teacher will also endeavour to attend the Annual review of EHC plan pupils in Year 6 before entry to Cardinal Hume Catholic School. Where face to face meetings are not possible, contact will be made via telephone and/or e-mail to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

8. FACILITIES FOR PUPILS WITH SEN

At Cardinal Hume Catholic School:

- there are parking bays for disabled people in the school car park
- the pupil entrance is accessed via a flat concrete surface to enable easy access.
- lifts are located on both sides of the building and at least one accessible toilet is located on each floor.
- classrooms, with the exception of those in practical subject areas (DT, Food, P.E., Drama) are carpeted and fitted with blinds where necessary to reduce glare and improve acoustics.
- specialist equipment is accessed through the relevant agency e.g. the Visual Impairment Team for pupils with a visual impairment or The Hearing Impaired Team for pupils with an auditory impairment. The services of Occupational Therapy for those pupils with a physical impairment may also be secured following a referral via the G.P.
- exam concession testing (if appropriate)

Local Offer

Other services are available in Gateshead LEA's "Local Offer"

The Governing Body will cooperate with the local authority and local partners in the development and review of the local offer. Cardinal Hume Catholic School's SEN Information Report is also available on the school's website.

9. ALLOCATION OF RESOURCES FOR PUPILS WITH SEN

Resources

The Governing Body approves the school's budget and gives consideration to the resources allocated to meeting special educational needs. The Head Teacher manages the allocated funds and ensures that the best use is made of these resources.

Funding allows for

- appropriate pupil groupings to optimise the use of staff time (teaching and non-teaching) and equipment.
- smaller teaching groups
- small intervention groups
- the acquisition of specialist teaching resources and equipment
- learning, emotional, behaviour and psychological support through Mentors and the School Counsellor.
- the engagement of outside agencies/services when necessary
- the provision of a learning support team

10. IDENTIFICATION OF PUPILS NEEDS

Cardinal Hume Catholic School adopts a whole school approach to SEN policy and practice. Pupils who have been identified as having SEN are fully integrated into mainstream classes in which they have access to the National Curriculum and equal entitlement to all aspects of school life.

All staff are responsible for identifying pupils with SEN and in collaboration with the SENCO will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is seen as the process by which pupils with SEN can be identified.

Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEN provision.

In the majority of cases the initial identification of a student's special education need is communicated to the school from the feeder primary school. However, school is aware that such needs change over time and that additional needs may be identified within the context of a secondary school which did not present themselves in the much smaller environment of primary school. The SEN Department works closely with staff across the school and any concerns regarding students with special educational needs is made directly to the SENCO and/or Director of SEN.

The SENCO collates all available information and disseminates it to staff via the SEN register and INSET days in September.

Early Identification

Early identification of pupils with SEN is crucial. To aid identification, the school uses appropriate screening and assessment tools. To further assist with the identification of SEN needs, the school will ascertain pupil progress with reference to the following:

- Liaison with KS2 teachers/primary schools: identification of new pupils transferring from primary school is through routine data collection and information from feeder school SENCOs, class teachers, external agencies (if appropriate) and parents / carers prior to transfer.
- Baseline Data: Year 6 SATs results are used by SLT (curriculum manager) to allocate pupils to sets. Input is given by the SEN Department with regard to individual needs and appropriate placement.
- Testing: at the beginning of the school year, pupils in groups E, S and K in Year 7 are given a reading test to assess their reading age. These tests are marked and analysed by the SEN Department and the results are used with existing information, including KS2 data, to inform support arrangements. This should also help identify pupils with SEN who have not been identified already.
- Evidence resulting from teacher observation/assessment: an initial assessment will be made by the SENCO/SEN department which may lead to further specialist testing before a decision regarding additional support is made and the addition of the pupil to the school's SEN register. Parents will be fully informed of any decisions made.
- Performance against national standardised assessments
- Parental query/concern
- On-going monitoring
- Teacher referral

English as an Additional Language (EAL)

The school recognises that most EAL students needing additional support do not have SEN requirements. However, should SEN be identified during assessment, then EAL students will have equal access to the school's SEN provision.

Looked After Children

The school recognises that most students in the care of the Local Authority needing additional support do not have SEN requirements. However, should SEN be identified during assessment, then Looked After Children will have equal access to the school's SEN provision.

Assessment

The progress of all pupils is closely monitored through three 10 week modular tests in all subject areas as well as on-going observations in the classroom, feedback from teaching staff and through the marking of classwork and homework.

SEN Support

The SEN Code of Practice 2014 advocates the use of four types of action to provide a graduated response to meeting the needs of SEN pupils and ensuring effective support is put in place. These actions form part of a termly cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

The four actions are:

1. **Assess:** the class teacher and SENCO will clearly analyse a pupil's needs before identifying a pupil as needing SEN support.
2. **Plan:** parents / carers will be notified wherever it is decided that a pupil is to be provided with SEN support.
3. **Do:** the subject teacher will remain responsible for working with the pupil. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the pupil.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Assess

Before identifying a pupil as needing SEN support the class teacher, working with the SENCO, will establish a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the pupil, as well as information recorded on the school system about pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the pupil's development in comparison to their peers, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the school's own assessment and information on how a student is developing.

This assessment will be reviewed on at least a termly basis. This will help to ensure that support is matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff, the SENCO will contact them if the parents/carers agree.

Plan

Where it is decided to provide a pupil with SEN Support, the parents/carers **must** be notified.

The teacher and the SENCO should agree in consultation with the parent and the pupil any adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the support provided, any teaching strategies or approaches that are required and the outcomes sought. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

Do

Subject teachers will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, the teacher will still retain responsibility for the pupil, working closely with any learning support assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO will support the subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

The effectiveness of the support and the impact on the pupil's progress will be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the student and their Parents/carers should feed back into the analysis of the pupil's needs. Subject teachers, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and student.

Involving Specialists

Where a pupil continues to make less than expected progress, despite support and interventions matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The school should always involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEN support. The pupil's parents/carers should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent/carer and teaching staff supporting the pupil in the same way as other SEN support.

The SENCO and subject teachers, together with the specialists, will consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the pupil's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHS)

- Children and Young People's Services (CYPS)
- The Emotional Well-being Team (EWT)
- Speech & Language Therapy Service
- The Disabled Children Team
- Occupational Therapy
- Social Services
- The Low Incidence Needs Team
- The High Incidence Needs Team

Requesting an Education, Health and Care needs assessment

If a pupil is experiencing significant difficulties and has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the school or parents may consider requesting an Education, Health and Care needs assessment from the LA.

In order to carry out the EHC Assessment the school will make the following information available to the LA:

- areas of need
- the action followed with respect to SEN support.
- the pupil's previous targets.
- records of regular reviews undertaken and the outcomes.
- information on the student's health and relevant medical history.
- KS2 N.C. levels and literacy/numeracy attainments
- current assessment information
- current levels of support
- other relevant assessments from specialists i.e. support teachers/educational psychologists.
- the views of both parents/carers and pupil.
- record of involvement by other professionals.
- record of any involvement from children's services/young people's service.

An EHC plan will normally be provided in situations where, after assessment, the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHC plan will include details of targets set for the student.

Education Health and Care Plans (EHC Plans)

- Following assessment and if approved, an EHC plan is provided by the LA. If it is decided that the school cannot provide for the pupil's needs on its own, the LA may decide to place the pupil in specialist provision.
- Parents/carers have the right to appeal against a decision either for or against an EHC plan for their child.
- Once the EHC plan is completed it will be kept as part of the pupil's formal record and reviewed annually by the school, parents/carers, any relevant professional and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Annual EHC Plan Review

The school will review each EHC plan annually and the SENCO will invite:

- The pupil's parent/carer.
- A representative of the LA.
- Relevant outside agencies.
- Any other person the SENCO thinks appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets previously set.
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy.
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing plan.
- Set new targets for the coming year.
- Determine whether the EHC plan is to be maintained.

The Year 9 and subsequent reviews will be significant in preparing for the pupil's transition to employment, further education, work based training, higher education and adult life. These reviews will draw up/review the Transition Plan and involve Careers advice.

There will be a three year transition period whereby current Educational Statements will transfer to Education, Health Care Plans.

Cardinal Hume Catholic School SEN Register

The SEN register records the names of students with SEN and indicates the level of response to their needs. The levels are as follows: SEN Support and EHC plans

The SENCO will:

- check and up-date the register at the start of each school year for Years 8 – 13.
- add information regarding in-coming Year 7 pupils by the end of the first half term. (Information on Year 7 pupils will be available during the first week of the Autumn term)
- up-date the register periodically throughout the year and /or when new information is received.
- ensure that the register is available for all teaching and support staff to view in the SEN folder on the school's IT network.

Assessment of pupils with SEN

Teacher assessments of National Curriculum levels for pupils in KS3 and GCSE/equivalent grades are available following each ten week Modular Test. Modular Test results for pupils with SEN are accessible by the SEN Department and will feed directly into the Provision Map. The English, Maths and Science results of the students with special educational needs are entered onto the learning support 'outcomes data base.' The results are analysed and should further intervention be required this will be addressed. Students will be removed from the register if significant progress is made. The availability of these results will serve as a screening mechanism to flag up pupils who are attaining at low NC levels and will provide evidence of discrepancies in attainment across the subject range.

Monitoring of pupils with SEN

The aim of monitoring procedures is to provide evidence of the effectiveness of provision for SEN pupils across the curriculum. The SEN Department will monitor SEN pupil progress and provision by:

- examining Modular Test data
- discussions with subject teachers, Heads of Departments and Heads of House.
- classroom observation and student tracking
- scrutiny of pupil exercise books to monitor volume and appropriate differentiation of work
- scrutiny of pupil planners
- discussions with LSAs
- SEN is on the agenda of one departmental meeting per term, issues arising can be referred to the SEN Department.
- all HODs include provision for SEN in their routine monitoring of lesson planning and record keeping

Reviewing pupils with SEN

Reviews of pupil progress and SEN provision are held termly. In addition, progress of SEN pupils is reviewed at the end of each module by subject teachers in line with the schools Reporting and Assessment procedures. The SEN Department monitors the progress of SEN pupils by examining Modular Data and adding this data to the Provision Map.

Amendments to support plans and provision may be made after each review.

11. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Range of Provision

At Cardinal Hume Catholic School we adopt a whole school approach to SEN policy and practice. Pupils who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the curriculum and equal entitlement to all aspects of the school life. The academic needs of pupils are met within departments, where they have access to the expertise of subject specialists and support staff if required. All students follow the same timetable pattern according to their age group, although this may be adjusted to suit particular needs.

The majority of teachers' work involves a continuous cycle of planning, teaching and assessing which takes into account the differences in pupils' abilities, aptitudes and interests. Most pupils will learn and make progress in such circumstances. However, pupils with SEN may require an increased level of provision and support.

The main methods of provision provided by Cardinal Hume Catholic School are:

- full time education in classes with additional help and support provided by subject teachers via a differentiated curriculum
- in class support from an LSA
- smaller teaching groups for lower ability pupils which may include those pupils identified as having SEN.
- pupils identified with SEN may take part in planned withdrawal lessons in a one to one or small group setting to work on their basic skills with the SENCO/SEN teacher/LSA.
- organised catch up/study support lessons for specific subject areas, particularly in KS4 and KS5.
- specialist equipment - if appropriate, specialist equipment may be provided for the pupil, e.g. wobble cushions, pen/pencil grips, easi-grip scissors etc.
- assistive technology – pupils who are visually impaired have access to specialist equipment such as e- readers, electronic visualisers and adapted laptops to use in the classroom. Those pupils with a severe hearing impairment have H.I. equipment such as portable FM transmitters.
- handwriting intervention - intensive handwriting intervention from SEN teachers and LSAs aimed at improving the handwriting of pupils with handwriting difficulties.
- access to lunch time and after school homework clubs.

Whether or not adequate progress has been made is the crucial determining factor in the need to provide additional support.

Adequate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap increasing
- Equals or improves the pupil's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour
- Will likely to lead to Further Education, training and or employment.

Nature of Intervention

Classroom Teaching

- the school takes care to ensure that pupils are placed in the appropriate set within their year group in order to maximise the achievement of every pupil. Pupils with SEN are therefore to be found across the full ability range of the school.
- the Teaching and Learning Policy (Differentiation), clearly emphasises the importance of differentiation and the setting of learning objectives appropriate to the needs of the most able and the least able of pupils.
- for pupils in lower sets in KS3, and particularly those in K and C4 groups, class sizes are kept small and staff will differentiate work to match the needs of the pupils.
- LSAs work in some classrooms to support pupil learning

Withdrawal

- some SEN pupils may be withdrawn from class to be taught by an SEN teacher. In most cases, the pupil follows an intensive literacy programme.
- pupils may be withdrawn from any subject area with the agreement of the HOD and the class teacher and within timetabling constraints. Subject teachers should inform the SEN Department of any difficulties which may arise.
- withdrawal will be on a modular basis however, some students may need to attend withdrawal lessons throughout the year.

Learning Support Assistants

- LSAs are, in the main, assigned to provide targeted support for EHC plan pupils at KS4 and KS3 and to work with pupils identified with SEN.
- LSAs perform a range of duties, including supporting students during lessons, working on group activities during lessons and preparing resources.
- LSAs all provide support outside of the classroom – homework club, lunchtime supervision of targeted SEN pupils (low incidence)
- subject teachers should, where possible, discuss the subject area schemes of work and lesson plans with LSAs in order to gain maximum effect from their input to lessons.
- LSAs are managed by the SENCO and on-going training is provided by the Learning Support Department.
- Learning Support Department meetings are held regularly.

Examinations

The Learning Support Department, in consultation with the Examination Officer, will make special arrangements for SEN pupils in Year 10 and 11 sitting public examinations or completing controlled coursework. This may entail the provision of a scribe, a reader, additional time or a modified examination paper, in line with the regulations of the relevant Examination Board. Parents are made fully aware of any arrangements set in place.

12. INCLUSION OF PUPILS WITH SEN

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- providing a balanced curriculum for all pupils both in and outside of the classroom, extending to extracurricular activities and school day trips and residential visits.
- practicing teaching methods that suit the needs of individual pupils.
- promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

13. EVALUATING THE SUCCESS OF PROVISION

The Governors ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy.

The Governing Body must report annually about the implementation of the whole school policy for students with SEN

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress provides evidence of the success of the school's SEN policy and can be analysed through:

- achievement of SEN targets
- progress at KS3, KS4 and KS5
- GCSE results
- post 16 progression
- improvement in reading ages
- improvement in National Curriculum Teacher Assessed levels in English and Maths
- movement of pupils on the SEN register.

The success of SEN provision and SEN pupil progress is also analysed across each Key Stage via the use of a provision management approach. SEN provision is mapped on the Provision Map and interventions used to support pupils are monitored, reviewed and evaluated.

The Provision Map provides information which is used to identify how effective provision/intervention is in enabling pupils to achieve academic and wider outcomes.

14. IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. All staff members are encouraged to acquire skills appropriate to working with pupils with SEN. The SENCO's role in school based INSET is crucial in developing awareness of SEN issues and for practical procedures for use in teaching students with SEN. The needs of NQTs and LSAs will be considered on a regular basis in terms of their roles in supporting students with SEN. The SENCO will attend relevant courses and facilitate/signpost relevant SEN-focused training opportunities for all staff.

15. COMPLAINTS PROCEDURE

The school's general complaints procedure can be found in the complaints policy on the school website

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these will be explained to parents who contact the LA.

16. WORKING IN PARTNERSHIP WITH PARENTS

Cardinal Hume Catholic School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to the SENCO or their child's HOH throughout the year for any reason.

Parents are kept up to date with their child's progress through:

- modular progress reports
- written reports
- parent's consultation days
- provision reviews

The SEN department maintains effective communication with parents of pupils with SEN by:

- being present at the annual Welcome Evening for parents of Year 6 pupils in July prior to transfer, where transition issues can be discussed (DCG)
- being present at the Year 7 Parents Welcome Evening in October
- being available for consultation regarding progress on Parent Consultation Days and at Parents Evenings for KS4 and KS5 pupils in addition to consultation tutors/subject teachers.
- encouraging parents to attend Parent Consultation Days and Parents Evenings
- inviting parents to review meetings/ Annual Review Meetings.
- encouraging parents to look at and sign pupil planners on a regular basis
- encouraging parents to help pupils with homework wherever possible
- holding sympathetic and positive discussions on each stage of intervention
- liaising with parents when necessary and at a parent's as well as school's request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.
