



All Hallows Catholic School

Special Educational Needs and Disability Policy

All Hallows Catholic School aims to be an inclusive school, and as our Mission Statement states:

'All members of our Community are created in the image and likeness of God and so deserve, and should receive, equal love, justice, respect and opportunities for growth and fulfilment.'

Ethos

"All Hallows is an inclusive and welcoming school which has high expectations for all of its students. We aim to provide a relevant and appropriate curriculum which enables all students, regardless of SEND, to reach their full potential. We seek to ensure all students feel valued and respected, and that each student's unique interests, qualities and achievements are celebrated."

Aims

- To ensure there is early identification of needs.
- To remove barriers to learning through an inclusive learning environment.
- To raise expectations and achievements.
- To ensure resources are fairly allocated according to need.
- To improve partnership with parents and to ensure that SEN students are involved, where practicable, in decisions affecting their future SEND provision.

Our SEND Policy embraces the Equality Act, 2010 which clearly states that an education provider must not discriminate either directly or indirectly against students with disability.

Definition of Terms

DfE Revised Code of Practice (2015)

The definition of a child with Special Educational Needs or Disability (SEND) is someone who:

(a) has significantly greater difficulty in learning than the majority of children of the same age.

(b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same again in mainstream schools or mainstream post 16 institutions.

Areas of special educational need fall into 4 broad categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health
4. Sensory and/or Physical

Equality Act 2010

Many children and young people, who have SEN, may also have a disability under the Equality Act, this is defined as ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we aim to ensure appropriate support is in place so that students are helped to overcome their difficulties. The Equality Act 2010 clearly stated that schools and colleges must not directly or indirectly discriminate against students with disability. It also states that education providers must plan for and put in place procedures to reduce and eliminate barriers to accessing the curriculum for students with disability so that students and future students, with a disability, have access to the curriculum and to full participation in the school community. Additionally reasonable adjustments must be made to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. All Hallows seeks to eliminate discrimination, promote equality of opportunity and develop positive relationships between disabled and nondisabled students. We also seek to increase access for disabled students to the curriculum and to the physical environment. We seek to provide a broad and balanced curriculum that is appropriately differentiated to meet individual needs and abilities and to make reasonable adjustments and access arrangements as part of the planning and review.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with Special Educational Needs and Disability (SEND) and has due regard for the practice advocated in the new Code of Practice (2014). In September 2017 there were 13 students in All Hallows with an Education Health Care Plan.

Identification, assessment, monitoring and review procedures

Meeting the individual needs of all students, including those with SEND, is the responsibility of all teachers and support staff who work collaboratively with the student and their parents. The SEND

Code of Practice 2014 (revised in 2015) makes it clear that all teachers are teachers of students with special educational needs.

- All teachers are responsible for identifying students with SEND and, in collaboration with the Special Educational Needs Coordinator and Heads of Year will ensure that those students requiring different or additional support are identified at an early stage.
- Assessment is the process by which students with SEND can be identified using:
 - Screening /diagnostic tests such as MIDYIS
 - Records from feeder schools
 - Evidence obtained by teacher observations/assessment
 - Information from parents/National Curriculum results
- Progress is regularly monitored via whole school reporting system and Curriculum Support Department testing procedures. This includes screening for Exam Access Arrangements in Year 9.
- The effectiveness of individualised programmes is reviewed and adapted as required, at least termly. Students are involved in planning and agreeing their own targets. Parents are encouraged to be involved in a joint home-school learning approach. The SEND Governor reports to the Governing Body to review the SEND policy.

Identification, assessment and allocation of resources

The use of effective diagnostic and observation procedures to identify student's needs will be taken at the earliest opportunity through our robust assessment and transition arrangements. The deployment of resources, including Pupil Premium, is used to meet needs on an individual and group basis and as a result of the robust identification of need procedures. In accordance with the Code of Practice (2014/15) school implements a graduated approach to the provision of support.

The Local Authority deploys additional resources via the Special Needs Formula Funding and through Education Health Care Plans. The school allocates this funding for employment and training of staff and seeks to promote expertise and specialisms within subject departments as well as within the Learning Support Department.

Curriculum Support Staff

The SENCO is responsible for:

- The day-to-day implementation of the school's SEND policy.

- Advising teachers on meeting a range of needs.
- Ensuring all students have access to an appropriate broad and balanced curriculum which is differentiated and where there is a diversity of teaching approaches and learning styles.
- Supporting students identified as having SEND, in being fully integrated into mainstream classes, as far as is practicably possible, and also integrated into all aspects of the school, including extra-curricular activities, trips and visits.
- Coordinating a staged approach to school based assessment.
- Maintaining effective record keeping.
- Ensuring the full involvement of parents in decision making about students with special educational needs.
- Liaising with external agencies and partner schools.

The SENCO is supported by an Administrative Assistant and a team of Teaching Assistants. TAs are deployed into various subject departments. The school has worked towards raising awareness and improving our approach to inclusion for all students. The School's INSET needs will be included in the School Development Plan. The school recognises the important contribution that external support services make in assisting with identification, assessment and provision for SEN students. When it is considered necessary, colleagues from the following support services will be involved with SEN students

- Educational Psychologists
- Learning and Language Support
- Behaviour and Student Support
- Health services
- Social services
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Educational Welfare

One Page Profiles

The One Page Profile (OPP) will provide teachers with relevant information relating to individual needs. They will record an overview of the student's interests and needs from their perspective

and how they can be best supported. The OPP will be compiled in collaboration with the student and the parent. All teachers have access to students' OPP and are informed whenever there is an up-date.

Partnership with Parents

All Hallows firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents are actively encouraged to contact the SENCO whenever they have concerns.

Accessibility

The original school building is largely inaccessible to wheelchair users, although new buildings are accessible with lifts in the Sports Centre and the Sixth Form College. There is a lift into the main building although access is then limited to a welfare area and the school hall. There are disabled toilet facilities here as well as in the Sports Centre and Sixth Form College.

Where there is a need physical and sensory adaptations are made to the environment – both learning and social, for example there have been improvements made to classrooms to meet needs of students with hearing impairment and sensory needs, as well as the café. Also teachers are aware that student's with specific needs should be seated accordingly in the classrooms and so on.

With regards to examinations, students who meet the criteria as specified by the Joint Council for Qualifications (JCQ) will have Access Arrangements (AA) to meet individual SEND. Please note we are unable, under JCQ regulations, to accept privately commissioned reports for evidence for AA.

Complaints Procedure

If parents have any concerns the school's complaints procedure is outlined in the school prospectus. Parents are encouraged to contact the SENCO in the first instance.

Next Review July 2019