

# St Mary's RC High School

## Special Educational Needs and Disabilities (SEND) Policy

### - including [Local Offer](https://www.herefordshire.gov.uk/localoffer)

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Policy owned by: SENCO

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## 1. Introduction

At St. Mary's, in accordance with the Christian ethos of the school, we are committed to valuing all pupils, regardless of academic ability, physical or emotional attributes, gender, cultural, ethnic or socio-economic background.

We provide a broad and balanced curriculum for all students, including those with Special Educational Needs and/or Disabilities (SEND). We do so through setting suitable learning challenges, responding to students' diverse learning needs and overcoming potential barriers to learning and assessment. All staff are responsible for ensuring that the guidelines on Special Needs and Inclusion, as set out in our curriculum, are taken into consideration in their planning, teaching and assessment.

In our school we aim to offer excellence and choice to all our pupils. All children have access to the whole curriculum and we maintain high expectations of all our children. We aim to help our pupils achieve through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. This includes maintaining and enhancing the self-esteem of children with SEND and providing every possible opportunity to develop the full potential of every child.

## 2. Legislation and guidance

This policy is written in line with the following statutory legislation and guidance:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Part 3 of the Children and Families Act 2014](#)

[The Special Educational Needs and Disability Regulations 2014](#)

[Equality Act 2010](#)

[Public Sector Equality Duty](#)

[Governance Handbook](#)

[School Admissions Code](#)

Herefordshire Local Authority's **local offer** for SEND is published here:

<https://www.herefordshire.gov.uk/localoffer>

### 3. Definitions

The SEND Code of Practice states that children have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, **or**
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

**Special educational provision** is educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

#### **Disability**

Pupils are considered to have a **disability** if they have physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### **The four broad areas of need**

The needs of pupils with SEND are grouped into four broad areas of need. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
<p><b>Communication and interaction</b></p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are autistic / on the autism spectrum often have needs that fall in this category.</p>
<p><b>Cognition and learning</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia.</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional, and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO at our school is **Vivien Rouse, BA (Hons); PGCE; NASENCO**

She will:

- Oversee the operation of this SEND policy and manage the [SEND Team](#).
- Co-ordinate provision for children with SEND and ensure parents / carers are kept informed of their children's needs and any provision made.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential providers of further education (or other educational settings as appropriate) to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND and use this to reflect on and reinforce the quality of teaching

## 4.2 The Board of Governors

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the Local Authority (LA) in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Ensure that all pupils from year 8 until year 11 are provided with independent careers advice

## 4.3 The SEND link governor

The SEND link governor is: **Mrs Lynn Johnson** [LJohnson@st-maryshigh.hereford.sch.uk](mailto:LJohnson@st-maryshigh.hereford.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## 4.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 4.5 Subject teachers

All teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

➤ Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

## 4.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 4.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.



## 5. The SEND Information Report

The school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains. The SEN Information Report can be accessed [here](#).

## 6. The approach to SEND support

### 6.1 Identifying pupils with SEND and assessing their needs

We recognise the importance of identifying pupils with SEND as soon as possible. At St Mary's we use a range of processes to ensure that pupils with SEN are identified early on so that they can access the necessary support to progress. The SEND register, on which all children with SEND are recorded, is a key reference for teachers to familiarise themselves with the individual needs within their teaching groups.

SEND identification processes at St Mary's include:

- High quality communications, information exchange and liaison with pupils' previous settings (primary feeder schools)
- **Cognitive Ability Tests (CAT)** screening of all children on admission in Y7
- Screening and tracking of children's reading and comprehension ability (This underpins their ability to access so much of the curriculum)
- Regular teacher assessment and tracking of attainment against expected targets in all subjects.
- Teachers / TAs / Parents are actively encouraged to report any concerns about a pupil's learning.
- In-school screening for some specific learning difficulties.
- Assessment and support from Herefordshire specialist teachers for pupils who are Visually Impaired / Hearing Impaired
- Access to specialist assessment via **Herefordshire Educational Psychology Services (HEPS)**
- Access to **WEST (Wellbeing and Emotional Support Services)** in school.
- School Nurse assessments
- Assessment as appropriate by further external partners, including: **Children and Adolescent Mental Health Service (CAMHS)**, Paediatricians, GPs, behavioural optometrists, physiotherapists, occupational therapists, social services/family support etc.

### 6.2 Consulting and involving pupils and parents

The school aims to put the pupil and their parents at the heart of all decisions made about special educational provision. Parents are encouraged to communicate with the school to support their child's learning and to alert the school if they have any concerns about their child's learning or the provision, either via the form tutor, the Head of Year or the SENCO.

When we are working to identify whether a pupil needs special education provision, we always aim to consult with the pupil and their parents to ensure that:

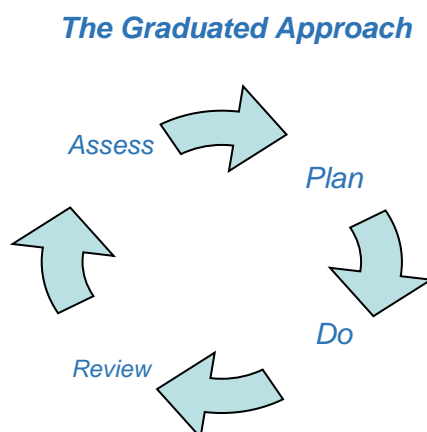
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents may have.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and are available to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision and we plan to add his/her name to the SEND register.

### **6.3 The graduated approach to SEND support**

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as **the graduated approach**.



#### ***(a) Assess***

The pupil's teacher(s) and the SENCO will carry out an analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### ***(b) Plan***

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

#### ***(c) Do***

The pupil's subject teachers retain overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### ***(d) Review***

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

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupil
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development and in consultation with the pupil and their parents.

## **7. Levels of support**

## 7.1 Support for most pupils

- The majority of all pupils' needs can be met by *Quality First Teaching*.

## 7.2 School-based SEN support

- Where additional support is required, it is usually met by additional provision within the school. This can take different forms including in-class support from staff (teacher or teaching assistant) or targeted interventions which are often led or overseen by teaching assistants and may be face-to-face or IT-based support. Further provision from outside agencies is also available.
- Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.
- We are aware of assistive technology that may help our pupils with specific difficulties and we invest in these solutions as appropriate.
- The provision for these pupils is funded through the school's notional SEND budget.
- On the census these pupils will be marked with the code **K**.

## 7.3 Use of partner agencies

- Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible in addition and/or to compliment what is being offered in school.
- On the census these pupils will be marked with the code **K**.

## 7.4 An Education, Health and Care (EHC) Plan

- If a child requires long-term provision which involves higher levels of support than is available within the school's designated SEND budget, they may be entitled to an *Education Health and Care Plan*.
- Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
- The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).
- On the census these pupils will be marked with the code **E**.

## 8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress across the curriculum against expected attainment levels.
- Where pupils are receiving specific interventions, these are tracked and pupils' progress regularly monitored against targets.
- Regularly reviewing progress of pupils against targets in key areas / areas of difficulty.
- Regularly updating the SEN register both to remove and add pupils as necessary.
- Using pupil questionnaires / feedback
- Monitoring by the SENCO using classroom observations, TA and teacher questionnaires and feedback
- Holding annual reviews for pupils with EHC plans
- Obtaining feedback from pupils and their parents
- Pupils using assistive technologies are monitored and supported with how to use the technology to ensure that it is helping them with their particular difficulties.

## **9. Expertise and training of staff**

### **9.1 The SENCO**

The SENCO (**Mrs V Rouse**) qualified as a teacher (PGCE) in 1992 and has held a position as a school SENCO since 2016. She attained the NASENCO qualification in 2017 and continues to be actively involved in professional development in the field of SEND.

### **9.2 Teaching and support staff**

Training in SEND is regularly provided to teaching and support staff. This includes training in particular areas of SEND which may take place at training sessions on INSET days or in after-school training sessions and is frequently delivered by an expert in the specific area of training.

The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional agencies**

The school works with a wide range of external support services including:

- Specialist teachers or support services (for example specialist teachers of children with sensory impairments).
- Educational psychologists
- Occupational therapists
- Physiotherapists
- GPs / Paediatricians / other health professionals.
- School nurses
- Wellbeing and Emotional Support Team in Schools (**WEST**)
- Child and adolescent mental health services (**CAMHS**)
- Attendance officers
- Behaviour Support Team
- Social services / Family Support
- Speech and language therapists (**SALT**)
- Phoenix Counselling (Bereavement)
- Other counselling services (including **CLD**).

## 11. Admissions for pupils with SEND

Our admissions policy does not discriminate against pupils with SEN and children with an EHC plan are placed at the top of our admissions criteria. Full details of our admissions process is found in our Admissions Policy.

In the event of the school being oversubscribed the first priority on the admissions criteria is children who have an **Education Health and Care Plan (EHCP)**.

If you are a parent of a child with an EHCP and you plan to name St Mary's RC High School on your child's EHCP it is strongly advised that you visit the school and meet with the SENCO to inform yourself as to whether this would be the right setting for your child.

Please contact Vivien Rouse on [VRouse@st-maryshigh.hereford.sch.uk](mailto:VRouse@st-maryshigh.hereford.sch.uk) before naming the school on your child's draft EHCP.

## 12. Accessibility arrangements

St Mary's is equipped for pupils who require the provision of accessibility arrangements. Disabled access is available to all buildings around the school. The school has a hygiene room, accessible toilets, ramps and lifts. Full details of our accessible facilities and modifications can be found [here](#). Once we are aware of any child's specific accessibility needs, we will work with the physiotherapist / specialist teacher etc. to ensure that we can accommodate the child's needs.

### **13. Complaints about SEND provision**

**Most concerns/complaints can be handled without the need for formal procedures and this should be the objective of all parties involved in the Initial Concerns - Informal Resolution process.**

Where parents have concerns about the school's SEND provision, they should first raise their concerns informally with the SENCO or the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher] in the first instance. They will be handled in line with the school's complaints policy [Complaints Policy](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **14. Monitoring and evaluation arrangements**

### **14.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **14.2 Monitoring the policy**



This policy will be reviewed by the SENCO every year and updated as required. It will also be fully reviewed on a three-year basis and/or when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

#### **14. Links with other policies and documents**

This policy links to the following documents:

- [SEND Position Statement / SEND Information report](#)
- [The Herefordshire SEN local offer](#)
- [The Equal Opportunities Policy](#)
- [The Admissions Policy](#)
- [Accessibility plan](#)
- [Behaviour policy](#)
- [Supporting pupils with medical conditions policy](#)
- [Attendance policy](#)
- [Safeguarding / child protection policy](#)
- [Complaints policy](#)