

Special Educational Needs and Disability Policy



**CARDINAL
NEWMAN**

CATHOLIC HIGH SCHOOL

Approved by: J Langstaff

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1. Aims and Objectives

The governors and staff at Cardinal Newman High aim to

- To create a happy, educationally exciting, challenging and positive environment
- To enable every child to reach their full God-given learning potential
- To enable every child to become independent in their learning
- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that all children receive an adapted curriculum which is appropriate to their individual needs and abilities
- To identify the additional needs of pupils as early as possible and make provision to meet those needs
- To assess, record and regularly review pupil' special educational needs following the assess, plan, do and review cycle.
- To invite parents to become involved in supporting their child's learning and parents informed about their child's progress

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation and government publications:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf
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3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

4. Roles and responsibilities

Provision for pupils with SEND is a matter for Cardinal Newman High School as a whole.

4.1 The SENCo

The SENCo is Mrs R Sewell

The SENCo will:

- Work with the Headteacher, Assistant Headteachers and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Help to identify pupils with SEND, assessing and planning for their progress.
- Ensure that parents and carers are involved at all stages of SEND provision for their children.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing appropriate support for pupils identified with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including the management of teaching assistants.
- Ensure the school keeps the records of all pupils with SEND up to date including the SEND register.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential other educational providers to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The SENCo and Assistant Head teacher (who line manages the SENCo) meet regularly to discuss SEND issues.

4.2 The SEND governor

The governors at Cardinal Newman High School, together with the Head teacher have a legal responsibility for overseeing the school's work including provision for pupils with SEND.

The SEND governor is Mrs B Quigley

The SEND governor will:

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

4.3 The Headteacher

The Head teacher is Mrs J Langstaff

The Head teacher will:

- Work with the SENCo, Assistant Headteacher who directly line manages the SENCo and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working with the SENCo, teaching assistants or specialist staff to plan and assess the impact of support and interventions and 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

5. SEND information report

A more detailed SEND Information report can be found on the school's website

www.cardinal-newman.org.uk

5.1 The kinds of SEND that are provided for

Our school currently provides additional support for pupils with a range of needs for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example Specific learning disabilities such as dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Medical, for example diabetes and epilepsy

5.2 Identifying pupils with SEND and assessing their needs

Cardinal Newman High School aims to be a fully inclusive school. The school recognises the range of issues and needs that pupils may present with and all pupils are welcome, including those with SEND, in accordance with the Diocese Admissions Policy.

According to the Education Act 1996 (Section 316) the school will admit a child with an Education, Health Care Plan subject to the wishes of the parent, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent this.

We will assess each pupil's current skills and levels of attainment upon entry, and where appropriate, use information from the previous setting, KS2 teacher assessment and KS2 SATS results to make decisions about the level of support needed. Parents may contact school prior to entry to highlight that their child has a special education need.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need SEND support in order to ensure that:

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

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

School will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

School will arrange transition meetings and visits for pupils in order to help them to adjust to any new educational setting.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our initial step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy support including reading and spelling
- Numeracy
- Speech and language programs including social skills development and memory skills
- Handwriting and word processing skills.
- Emotional wellbeing.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum and lesson planning to ensure all pupils are able to access it, for example, by grouping, 1:1 work and teaching style.
- Adapting our resources and staffing
- Using recommended specialist equipment, such as reading pens, laptops, coloured overlays, visual timetables, larger font and other recommended assistive technologies.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.8 Additional support for learning

The school has a team of teaching assistants who are trained to provide support and deliver interventions for pupils identified with SEND.

Teaching assistants will support pupils in a variety of ways, this may include

- Acting as a keyworker
- Working 1:1 as required for example, reading, scribing.
- Working with small groups on intervention programmes.
- Supporting with transition meetings and visits for the next educational phase.

The school has a wide range of staff to support pupils and address any additional needs they may have. These also include pastoral staff, the Inclusion Co-coordinator, teaching assistants, Pupil Premium Progress Manager and the School Chaplain.

The school works closely with the following agencies to provide support for pupils with SEND:

- Early Help and Social Care
- Youth Services
- Police School Liaison officer
- School Health Advisor
- Educational psychologists
- Child paediatrician and specialist nursing teams
- CYPMHS
- Speech and Language Therapists
- Physiotherapy and Occupational Therapists
- Hearing and Visual Impairment Support

Where, despite the school providing SEND support, a pupil has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority (LA). The LA will expect to see the evidence of the action taken by the school as part of the graduated response and SEND support.

Where children have medical needs, their provision is planned and coordinated with an Individual Healthcare plan.

Cardinal Newman High School has due regard for the statutory guidance 'Supporting Pupils with Medical Conditions' (DfE 2014)

5.9 Expertise and training of staff

Our SENCo has over 13 years' experience in this role and has worked as a teacher of Science, Head of Year and a PSHE Lead. They are allocated 20 hours a week to manage SEND provision.

The school has a team of level 2, level 3 and level 4 teaching assistants who are trained to deliver SEND provision.

The training of teaching and support staff in areas of SEND is an ongoing part of the school's continued professional development.

5.10 Securing equipment and facilities.

As a school we can access a range of specialist services available within the Local Authority. The school liaises with these services and implements necessary plans for specialist equipment or facilities to be used

to support pupils in school. The SENCO liaises with the LA, Headteacher and SEND governor if equipment or facilities are required to meet the learning and physical needs of pupils with SEND.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Learning conversations/pupil tracking
- Monitoring by the SENCo and senior leadership team.
- Using termly qualitative and quantitative data to assess the impact of intervention on pupil progress.
- Holding annual reviews for pupils with Education and Healthcare Plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

A large range of academic, extra-curricular activities and homework support are available at CNHS at break, lunch and after school and these are open to all pupils including those with SEND. Where necessary additional support is put into place to allow the pupil to access the activity. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Regular updates are given to pupils via the form tutor and information screens around school.

Day and residential trips are open to all pupils and a pupil's specific needs can be discussed and planned for if the wish to attend a particular trip.

Our Accessibility Plan can be found on the school's website

www.cardinal-newman.org.uk

5.13 Support for improving emotional and social development

We aim to equip all our pupils with the skills to lead successful and fulfilling lives by giving them self-confidence and the resilience to overcome difficulties. Pupils with SEND are encouraged to be part of all aspects of school life such as the school council, library team, chaplaincy group, school choir, school performances and prefects.

We provide support for pupils to improve their emotional and social development in the following ways:

- Personalised behaviour plans.
- Support from a key worker.
- Participation in a specific group e.g., Social skills group.
- Access to the Tranquility Suite and Inclusion Co-ordinator.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Where appropriate the school may contact and refer to other agencies including health and early help, social care and voluntary agencies to meet pupils with SEND and their family's needs.

5.15 Complaints about SEND provision

Initially, all complaints from parents or carers about their child's provision is made to the SENCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the school's website may be followed. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents can contact SENDIASS for support regarding pupils with SEND on the following website link

<https://www.warrington.gov.uk/warringtonsendiass>

5.17 Contact details for raising concerns

Initially, all concerns from parents or carers about their child is made to the form tutor or subject teacher.

5.18 The local authority local offer

Our contribution to the local offer is on the school's website www.cardinal-newman.org.uk.

Our local authority's local offer is published here

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>


Monitoring arrangements

This policy and SEND information report will be reviewed by SENCo and Head teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility and Accessibility Plan
- Behaviour
- Equalities
- Safeguarding Policy
- SEND report 2023-2024
-  Medical Policy