



Archbishop Beck Catholic College

SEND Policy

Amended: September 2019

Review: July 2020

1. The aims and objectives of this policy are: To ensure the SEND and Disability Act Code of Practice 2014 and the Families Act 2014 are implemented effectively across schools thereby ensuring equality of opportunity for all learners and eliminate prejudice and discrimination against, children with special needs.

Learners have a learning difficulty if they:

- Have a significantly greater difficulty in learning than majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. Learners must not be regarded as having difficulty solely because the language or form of language or form of language of their home is different from the language in which they will be taught.
- Have a significantly greater difficulty in learning than majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Learners must not be regarded as having difficulty solely because the language or form of language or form of language of their home is different from the language in which they will be taught.
- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self- esteem, promoting a positive self- image and a 'can do' culture;
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

In considering whether or not a young person has SEND the SENCo will consider the four categories of SEND: (as outlined in the new Code of Practice 2014)

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

2. Relationship to other Policies:

- Equality Policy
- Rewards and Sanctions
- Teaching and Learning
- Assessment and Reporting
- School Development Plan
- LA Local Offer
- SEND Information Report

3. Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Ensuring that all learners have access to a broad and balanced curriculum
- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors
- Coordinating provision for pupils with SEND and those who are recognised as under-performing
- Liaising with and advising all colleagues.
- Advising Department Managers about the work of Teaching Assistants.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND
- Conducting reviews for students with an Education, Health and Care Plan, Early Help Assessment Tool or enhanced provision
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Ensuring Pupil Profiles, IBPs, Group Plans or Provision Maps are in place and regularly reviewed
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Accessing students and applying for Access Arrangements for examinations as necessary
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching
- Monitoring and evaluating provision and progress of all learners on the SEND register through liaison with teachers and by using school data

The SENCO at Archbishop Beck Catholic College is
Mrs Debbie Allen
She can be contacted at the school on 0151 525 6326
or via email at allend@beck.uk.com

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Archbishop Beck Catholic College promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor the effectiveness of the SEND Policy.

The SEND Governors at Archbishop Beck Catholic College are Mrs A Woodward and Mrs J Lesbirel. They can be contacted via the headteacher or the Chair of Governors.

3. Arrangements for coordinating SEND provision. The main methods of provision made by the school and coordinated by the SENCO are:

- Full-time education in classes using Quality First teaching practices. Additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Support from specialists; within class or as part of an agreed and monitored withdrawal programme.
- Provision of examination concessions for those who qualify.

4. Admission arrangements.

The Governing Body at Archbishop Beck Catholic College believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

5. SEND provision

Provision for pupils at Archbishop Beck Catholic College with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities:

First Response

Where progress is a concern the first response is high quality teaching targeted at the area of weakness. An "Assess, Plan, Do, Review" approach is adopted, in accordance with the requirements of the Code of Practice 2014/Redraft January 2015. If the progress continues to be less than expected, the teacher working with the SENCo, begins to assess whether or not the student has SEND.

Wave 1 of Action:

This requires the initial use of classroom and school resources with the possible addition of small group intervention within the classroom. The SENCO will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENCO will work closely with the parents/carers, teacher and pupil and may produce a Pupil Profile, outlining specific, measurable targets and strategies to meet them. The pupil's progress will be carefully monitored and reviewed regularly using the Assess, Plan, Do, Review Method, as required by the new Code of Practice (September 2014)

Wave 2 of Action

There may be intervention with a trained Teaching Assistant monitored by the SENCo. For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies.

Wave 3 of Action

Personalised SEN Provision. Where a student needs more than one agency involvement, an Early Help Assessment Tool (EHAT) is commenced. In some circumstances the school, working closely with parents, will feel it necessary to request Statutory Assessment for An Education, Health and Care Plan.

Education, Health and Care Plan

Where a request for an Education health and Care Plan is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

6. Inclusion and Facilities for vulnerable pupils and those with SEND

At Archbishop Beck Catholic College we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Provision of lifts
- Provision of ramps
- Disabled toilet facilities
- Flexible classroom seating
- Provision of IT equipment as required
- Flexible specialist equipment/stations in DT and Science

We are also developing/ have developed particular expertise in the following areas:

- Supporting pupils with ASD (recent, and ongoing, staff training)
- Supporting pupils with Specific Learning Difficulties (staff training)
- Supporting pupils with Physical Disability

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive.

Where students have high needs, the school applies for High Needs Top-up Funding and any budgets allocated are used to provide additional support including the provision of One to One assistants where this is necessary.

7. Allocation of resources for vulnerable pupils, those with SEND.

The school budget allocation for SEND in the year 2016 to 2017 was £2,000. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school also receives High Needs Top Up Funding for certain students.

The school allocates SEND funding in the following ways:

- Provision of smaller teaching groups
- Learning Support Teachers and One to One Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO, SEN Teacher or support staff;

- Ramped access to the main buildings of the school;
- Disabled toilet facilities;
- Purchasing and maintenance of ICT and electronic equipment.
- Provision of additional staff cover for Educational visits.

8. Identification and review of pupil needs.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISEonline data and FFT.

P scales are used in accordance with QCA guidance (not for EYFS or EAL pupils) and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working below National Curriculum Level 1.

At Archbishop Beck Catholic College we also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: EYFSP, SATs, Optional SATs, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concern
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer
- Information from previous schools.
- Information from other services.

This assists the SENCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform on-going observation and assessment of each pupil;
- involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

Pupil Profiles are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENCO through Parents' Evening/Academic Review Day events.

9. Access to the curriculum, information and associated services.

All students at Archbishop Beck Catholic College have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Learning and Teaching Policy should promote best practice towards students with SEND.

Pupil Profiles feature significantly in the SEND provision provided by the school. They identify SMART targets to ensure that all pupils experience success and/or subject teachers set SMART targets which are reviewed regularly. Emphasis is placed on preferred outcomes of these targets.

Relevant information is shared with parents/carers of pupils on the SEND Register. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

10. Evaluating the success of provision.

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of P.Ps and Annual Reviews.

The progress of SEND students is monitored by analysis of termly subject Assessments. Students falling below expected progress are interviewed and additional support provided as necessary with parents kept closely involved.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered. The success of provision is considered in more detail in the SEND Information Report.

11. Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The school prospectus contains details on special educational needs and parents/carers may request a copy of this policy.

This policy is available on the school's website.

12. CPD and training of staff. All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

- Autistic Spectrum Training
- Dyspraxia training
- Mental health Training
- Dyscalculia training
- Fire Prevention Training
- Emergency evacuation of students with Disability training
- Meeting the needs of students with lower literacy levels
- Literacy across the curriculum
- The role of the classroom assistant
- Digital Safety Course
- Prevent Training Course
- Level 7 Access Arrangements Course (Ms J Phillips)

13. Links to support services

Archbishop Beck Catholic College works in partnership with outside agencies such as:

- SENISS
- CAMHS
- Health and Social Services
- Educational Psychology
- Educational Welfare.
- SEN Consortia
- Physiotherapy Service
- Speech and Language
- Sensory Service

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into PPs and intervention/provision.

The school promotes the 'team around the school approach' and draws upon EHATs, where appropriate, to ensure early identification and assessment of SEND.

14. Links with other schools and clusters

Prior to admission to Archbishop Beck Catholic College, contact is made between the SENCO and the SENCO or class teacher at the previous school in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENCO at the receiving school. Liverpool has an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.

All primary schools within an SEN Consortia shares best practice and offers support within the locality.

15. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy' (Page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCO and Link SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Pupil Profile targets.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings.
- Raiseonline
- Reports provided by outside agencies including Ofsted