



CHRIST THE KING CATHOLIC COLLEGIATE



A Multi Academy Company



Special Educational Needs and Disability (SEND) Policy*

Date: March 2016

Adopted: April 2016

Review: March 2019

* To be used in conjunction with:

- Christ the King Catholic Collegiate Local Offer
- Individual School Local Offer
- Individual SEN Information Report
- Individual SEND Handbooks

Mission Statement

Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) is a shared community from which we grow our values, motivations and moral imperatives that inform our choices and actions as human persons. We have a unified commitment to Catholic ethos and values.

We aim to provide strong sustainable Catholic provision from 3 to 18 years of age for this part of Staffordshire.

SEND Definition

Special Educational Needs and Disability Code of Practice: 0 – 25 years (June 2014) states:

A child of compulsory school age, or a young person, has a learning difficulty or disability if he/she:

- Has a significant 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 (page 4).

Please note that behaviour is no longer an identified area of need in the SEND Code of Practice. However, consistent disruptive or withdrawn behaviours can be an indication of unmet special educational needs. (Stoke-on-Trent SEN and Disability - What should school be doing to support my child with SEND2014).

Children identified as having SEND will be supported through provision known as School Support, rather than School Action or School Action Plus prior to this new legislation. A further significant change is that Statements of Educational Need will now be transferred to Educational Health Care Plans (EHCs); where an educational need exists. This will be a gradual process over a number of years.

All new pupils with SEND who will not be on EHC plans will therefore be recorded under SEND Support. Applications for EHCs are made to the Local Authority and are reviewed by a multi-agency panel, not from within the school. If approved, the EHC will be reviewed in line with the Code of Practice taking into account the views of parents/carers and children.

The Four Defined Areas of SEND

The Code of Practice defines the four broad areas of need as:

- **Communication and interaction:**
Including speech, language and communication needs (SLCN) and Asperger's Syndrome and Autism (ASC).
- **Cognition and Learning:**
Moderate learning difficulties (MLD), severe learning difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD)
- **Sensory and/or Physical Needs:**
Vision Impairment (VI)
Hearing Impairment (HI)
Multi-sensory Impairment (MSI)

Physical Disability (PD)

- **Social, Emotional and Mental Health Difficulties**

Aims and Objectives

- Early identification of needs, in order that interventions may be put into place at the earliest opportunity.
- Raise aspiration of all pupils with SEND, and those working with them, encouraging their ambition and success.
- Allow opportunities for all pupils to aim to achieve their full potential.
- Promoting children's self-esteem and emotional well-being by helping them to form and maintain meaningful relationships.
- Outcome focused; meeting outcomes through provision tailored to the pupils' needs; taking into account the thoughts and needs of parents/carers and pupils.
- Provide Quality First teaching by providing the highest possible standard of education for all pupils. Every child, irrespective of need, is entitled to Quality First Provision.
- Foster greater independence for all pupils, particularly for those with SEND.
- Ensuring needs are met of those children with disabilities/medical needs; for example, supporting access needs through accessibility plans and medical provision to meet individual requirements.
- Recognise the need for effective multi-agency collaboration; liaising with professionals, parents and pupils to build a strong foundation of provision.

Identification and Assessment

Here at CtKCC MAC, we recognise that children and their needs are unique. They learn at different rates and there are many factors affecting their achievement, including emotional state, age/maturity and social factors. We understand that many pupils at some point in their school life may experience difficulties affecting their learning and we recognise that these may be long or short term. Emphasis should be placed on movement within the SEND register, as a child's needs may alter resulting in increased levels of need or alternatively, making sufficient progress to leave the SEND register.

A special educational need does not include children for whom English is an additional language (EAL). However, for some children with EAL there may be an additional need present (for example: cognitive, developmental or social), where both needs together may indicate a need for extra provision.

Any of the following may raise a concern:

- Pupil
- Parent/carer
- Teacher
- Records transferred from other schools/nurseries
- EYFS/Key stage tests and GCSEs results

- Pupil tracking (for example: teacher assessments, noticeable data fluctuations and baseline testing).

If parents/carers have a concern, however small, the first point of contact should be the appropriate point of contact in the individual school; this may be the class teacher, Key Stage Manager or SENCO. St. John Fisher Catholic College organise two Coffee Mornings annually to support pupils and parents of children with SEN, within the school, and from the primaries to support transition.

If your child is on the SEND register, or concerns regarding progress arise, then a number of assessments will be undertaken to form a 'bigger picture' of the child's needs. These could include:

- Early Years: Foundation stage profiling, Baseline assessments, British Picture Vocabulary Scale (BPVS), Draw a good enough man test.
- Key stage 1: Standardised assessments including BPVS and Vernon spelling assessments, Year 1 Phonics Screening, Year 2 SATS.
- Key stage 2: Standardised assessments including BPVS, Vernon spelling assessments and the Salford Reading and Comprehension Assessment, Year 6 SATS.
- Key Stage 3: Reading test for Year 7 pupils, nferNelson GRT1. MIDYis and Key Stage 2 results evaluated.
- Key Stage 3 and 4: Dyslexia Screening, WRAT4 test.

Graduated and Partnership approach

Action will be taken in a four step cycle: Assess, Plan, Do, Review, which will continue until progress is made and a positive impact on the child's development is noted. This will be a partnership between the children, parents/carers and school staff, who will all be involved in planning and review meetings.

Schools are required to involve and listen to children and their families when making decisions about them; including identifying provision and agreeing outcomes. Strong communication lines between families and school will be supported through a range of meetings, reviews and parents evenings. The meetings take into consideration your child's strengths and weaknesses and make suggestions that should support the progress towards agreed outcomes with strategies to support both home and school life.

They serve the purpose of communicating information regarding your child to a range of professionals within the school and will be amended when needed and reviewed termly.

Referral to Other Agencies

If required (and with parental consent) other agencies may be contacted to support the school in offering provision to support your child and their needs. This may include (but is not limited to) SEND services and Educational Psychologists. For further information, please see our schools' SEN information reports to parents at the following links:

- [St Teresa's Catholic Primary School](#)
- [St Thomas Aquinas Catholic Primary School](#)
- [St Mary's Catholic Primary School](#)
- [St John Fisher Catholic College](#)

Monitoring and Evaluation of SEND Provision

This will be undertaken by the Senior Leadership Team and will be monitored through:

- Analysis of school data
- Book trawls and Planning Scans
- Continued Professional Development (CPD) of staff
- Formal lesson observations
- Learning Walks
- Pupil Progress meetings
- Local Academy Representatives (LARs) visits to school and reports to the Board of Directors.

Interventions are evaluated for their effectiveness by the SENCO through:

- Analysis of data to check progress and attainment
- Provision maps
- Intervention records
- Reviews with class teachers and teaching assistants

All of the above is done to inform future work, as per the aforementioned Assess, Plan, Do, Review cycle.

Transition

The SENCO will liaise with settings to support their transition; often this will involve visits to new settings with school staff to share relevant information regarding development, attainment and needs. Pupils may be accompanied to new settings to support their developing confidence during these periods of transition. It may be beneficial to offer the child a longer period of transition and visit the new school setting numerous times in order to build relationships, increase confidence and self-esteem.

Roles and Responsibilities

Key SENCO responsibilities:

- Co-ordinating provision for children with SEND
- Overseeing the operation of the SEND policy
- Ensure involvement with parents/carers and pupils with the shared aim of meeting needs
- Liaising with other agencies
- Working alongside the Head Teacher and Board of Directors to ensure responsibilities are met under the Equality Act 2010 (reasonable adjustments and access arrangements).
- Ensuring the school keeps accurate and updated records of pupils.
- Regular liaison with SEN Link Local Academy representative.

Key Teacher responsibilities:

- Accountability for the progress and development of all pupils (including those with SEND)
- Ensuring children with SEND are encouraged to work towards their independence goals to promote increased independence and self-confidence, whilst reducing reliance on others
- Teachers should monitor the children's interventions to assess their suitability, impact and progress
- Resources and differentiation – teachers should plan lessons that are accessible for SEND pupils and that encourage progress in the desired areas with the aim of meeting mutually agreed outcomes.

Head Teacher and LARs and Board of Directors Responsibilities:

- To oversee the implementation of the policy and monitor impact and progression of those with SEND.

Parents'/Carers' and Child's Responsibilities:

- To use their voice to contribute to pupil's next steps
- To attend termly meetings and annual reviews (EHCs)
- To make a reasonable effort to work towards identified targets

Complaints

Any concerns should in the first instance be referred to the class teacher. If mutual agreement cannot be reached, the SENCO and then finally the Head Teacher should be contacted. Please also refer to the [CtKCC Complaints Policy](#).

Compliance

This SEND policy is compliant with current statutory requirements as specified in the SEND Code of Practice (January 2015). It has taken into consideration the following guidance and legislation:

Children and Families Act 2014

Equality Act 2010: advice for schools DfE February 2013

Statutory Guidance on Supporting Pupils with Medical Conditions September 2015

Teacher's Standards 2015