



CARDINAL
NEWMAN
CATHOLIC SCHOOL

SEN(D) Policy

2024/2025

Dated: Summer 2024

To be Reviewed: Summer 2025

Special Educational Needs Policy

SENCo: Mrs H Ruddy

Statement

Cardinal Newman Catholic School firmly believes that each student should be given equality of opportunity to achieve their full potential spiritually, academically and socially, by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to their educational needs, giving all students a sense of achievement thereby developing their confidence and self-esteem.

Definition of Special Educational Needs

This definition is in line with the Children and Families Act (2014) and SEND Code of Practice (2015). Students have special educational needs if they have a learning difficulty which calls for educational provision to be made for them which is different to or in addition to that generally provided for their peers.

Students 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
- Have 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 or mainstream post 16

However, this definition does not apply to students who have learning problems solely because their language is different from the language in which they receive their education.

Aims

The aims of our policy are to:

- To ensure full entitlement and access for SEND students within a broad, balanced and relevant curriculum so that they reach their full potential and enhance their self esteem
- To stimulate and/or maintain pupil interest and enjoyment in their own education
- To enable SEND students to develop intellectually, emotionally and socially in order to lead full and productive lives
- To identify and assess students with SEND as early and thoroughly as is possible and necessary

- To fully involve parents and students in the identification, assessment and delivery of SEND in close cooperation with all relevant agencies in order to work together as a multidisciplinary team
- To meet the needs of SEN students by offering appropriate forms of educational provision and by making the most efficient use of all available resources
- Successfully prepare SEND students for adulthood, and transition into post 16

Procedures

1. The Special Educational Needs Co-ordinator (SENCo) and Leadership Team will work closely together to ensure that the school curriculum is balanced, allows for differentiation according to individual needs and offers equality of access to different curricular areas within the resources available
2. The SENCo, Teaching and Learning Team and the Student Support Centre (SSC) will offer advice to curricular areas employing differentiated teaching methods and resources
3. The SENCo and the SSC will work with students, parents and teaching staff to develop Learning Plans and Student Profile Plans and approaches to ensure that pupils can access education and to enhance their self-esteem.
4. The SENCo and the SSC will provide expertise in the education of students with learning, emotional and behaviour difficulties as well as those with specific learning difficulties e.g. dyslexia and provide care for those with physical/medical difficulties
5. The SSC team will provide support for students in mainstream lessons as often as is possible and/or appropriate. The SSC team will ensure that all staff are fully informed as to the special educational needs of any students, along with updates to learning plans and approaches.
6. As far as possible, all SEND students will be fully integrated into mainstream lessons with appropriate and creative adjustments made to the curriculum as necessary. This may be done by adapting teaching strategies and methods and resources to the individual students' preferred style of learning, as indicated in their learning plan.
7. All lessons will be in a secure, supportive and disciplined environment enabling mutual respect between all students and staff

Identification, Assessment and Intervention

Before students arrive at school the SENCo will:

1. Undertake transition visits to all feeder schools and to non-feeder schools with high need students; noting information about students already identified as having SEND and collecting information about their education history.

2. Undertake a follow up meeting to discuss individual high need students in further detail. Work with parents, primary schools and relevant agencies to generate a more comprehensive and supportive transition plan, where necessary.
3. Gather all information from parents and other relevant agencies involved.
4. Where possible, a SEND representative from Cardinal Newman will attend the annual review meeting in Year 6 for students with an EHC Plan.
5. Write the healthcare plan for SEND students if there are medical needs in collaboration with the parents/student/primary SENCo/school nurse in preparation for entry into Cardinal Newman.
6. Provide the opportunity for Year 6 parents of pupils on the SEN register to meet the SENCo prior to September.

Once students arrive at school the SENCo will:

1. Work with department leads to undertake a range of baseline assessments within lessons to identify students with SEND and establish their areas of strengths and difficulties.
2. Meet with parents of all students with SEND as soon as possible e.g. first parental consultation evening.
3. Review all Learning Plans in conjunction with students and parents at consultation evenings.
4. Ensure that all information about the students' SEND is shared with appropriate school staff.
5. Discuss with teaching staff any concerns they raise about other students experiencing difficulties.
6. Assess these difficulties in the same way as for new students arriving inschool.
7. Ensure that appropriate SEND provision is arranged to meet individual student needs e.g. in class support/withdrawal lessons.
8. Ensure that appropriate monitoring, reviewing and evaluating procedures will be followed to ensure effectiveness of SEND provision.

Students identified as having SEND will then be placed on the school SEND additional support register according to their individual needs.

The first formal stage is where subject teachers/tutors work alongside the SSC team to identify a concern about a student's progress and:

1. Discuss strategies for providing appropriate work for the student.
2. The SSC team gather together all available information about the student.

3. The SENCo discusses the concerns with the student's parents.
4. Progress is monitored regularly e.g. at parental consultation evenings or more frequently if there are concerns regarding progress.

If the strategies /interventions reveal that insufficient progress on the part of the student, or if the SENCo believes the nature of the student's difficulties requires such action, the school will:

1. Seek the involvement of external agencies to support the production of a Learning Plan for the student
2. Continue to work closely with parents
3. Continue to keep the student's progress under regular review
4. Consider the use of My Support Plan

After two reviews it will be decided with SENCo, parent and relevant teaching staff if the student will remain at "Additional Support level" or is to be considered for referral for statutory assessment.

Students can be moved off the SEN register where reviews reveal satisfactory progress and appropriate levels of attainment

EDUCATIONAL HEALTH CARE PLAN (EHC PLAN)

The production of an Educational Health Care plan is organised by Coventry or Warwickshire Education Service in close liaison with the school, the student's parents and all relevant external agencies including health.

The provision set out in an EHC plan will be closely monitored by the SENCo and reviewed annually. Parents and all relevant external agencies will be invited to contribute to the review and attend the Annual Review meeting.

Assessment

The SENCo will refer students with Special Educational Needs to the Educational Psychology Service or other relevant external agencies. Such referrals will always be agreed with, and consented by parents.

Students are entitled to forms of assessment, which are appropriate and recognise their achievement.

Heads of Departments will ensure access for students with poor literacy skills when written formal assessment is required for National Curriculum purposes.

Reporting of a student's attainment will be made in the context of the school's assessment and reporting calendar.

Student Participation

Staff will seek to involve students (in an appropriate way) in discussions about their individual programmes. Students attend and contribute to their Review meetings, unless there are special reasons why this would not be advisable.

Monitoring

The SENCo will meet with subject teachers/tutors/HOY to monitor student progress on a regular basis.

Heads of Department will monitor student progress and report any concerns to the SENCo where necessary.

Reviewing

Individual Learning Plans will be reviewed (at least annually) in consultation with parents to ensure their active participation in their child's education.

The SENCo will update the school's Additional Support Register termly and amend the information on Arbor. The SENCo will ensure that all staff are regularly updated, in response to any amendments.

The SENCo will work with the school Leadership Team to review the overall pattern of SEN support regularly.

The SEN governor will work collaboratively with the school and be involved in decision making.

Governors will include in their Annual Report to Parents information on the success of the SEND Policy over the year and any changes made to the policy as required by the SEN Code of Practice.

The Link SEND governor is: Ms Sonia Kearns.

Arrangements for Providing Access to the Curriculum

The school will support access through differentiation strategies identified in a child's learning plan, allocating extra support to an individual or group according to set criteria and availability of resources. Self-esteem will be developed through positive reinforcement, using assessment processes to identify any learning difficulties.

Ongoing observation and assessment providing regular, accessible, feedback about the student's achievements and experiences will form the basis for planning the next stages of the student's learning.

The school will seek to be inclusive by:

1. Using SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
2. Ensuring that all students have appropriate learning targets which are ambitious and challenging.
3. Valuing the diversity of our students of which SEND are a natural part.
4. Ensuring that our reading stock includes stories with positive images of people with SEND.
5. Looking for opportunities within the curriculum to raise SEND issues.
6. Seeking to make provision for SEN within routine class arrangements where possible.

7. Seeking opportunities for students with SEND to work with other students.
8. Encouraging students with SEND to mix/socialise with other students.
9. Support to enhance the Personal Development of pupils with SEN, encouraging participation in wider school life.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

1. The number of students with Special Educational Needs attaining specified levels in National Curriculum assessments.
2. Average reading/spelling improvements of a student receiving support with teaching.
3. The amount of identified teaching time available to SEND students.
4. The number of planned programmes of intervention and support.
5. The amount allocated to SEND by Governors.
6. The proportion of teacher's records which include information on the Special Educational Needs of students in their class.
7. The proportion of schemes of work which show evidence of differentiation for students with SEND.
8. Inset time allocated to staff development with reference to Special Educational Needs.
9. The proportion of parents attending or contributing to reviews and consultations.
10. Staff fulfil the expectation of the school in carrying out procedures for special needs and producing the necessary paperwork e.g. reviews, reports etc.
11. Recommendations by external agencies acted upon.
12. Students are confident and well-motivated and are making measurable progress
13. Movement between stages and the number of students on the register

Arrangements for Considering Complaints about the SEND

Provision within the School

Complaints should be taken up with the school staff directly concerned in the first instance.

If the complaint is not resolved then the matter should be raised with the Headteacher who may:

- Arrange a joint meeting with the complainant.
- Undertake further investigation.

- Seek the involvement of external agencies such as SENDIASS.
- Take action to address the complaint.
- Decide that the complaint does not warrant action and advise complainants of further action they can take.

School's Arrangements for SEND In-Service Training

1. All staff receive INSET training or information about the SEN Code of Practice 2015 and issues relating to disability.
2. All staff have the opportunity to receive INSET training of specific disorders and/or disability of children within their care
3. All staff have the opportunity to receive INSET training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
4. The SENCo will identify areas for INSET training with Leadership Team which are in line with the School Development Plan

The Use Made of Teachers and Facilities from Outside the School Including Support Services

1. External agencies will be used to provide advice and INSET training for staff especially on specific needs as they arise within school
2. External agencies will be used to identify specific targets for students in line with the school's procedures e.g. LAC students with SEND
3. Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service and any additional support services that are required to support individuals.
4. Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Care
5. Regular contact with the Careers Service working with students from Year 9

Arrangements for Partnership with Parents

Parents should always be kept informed about their child's progress at school and any difficulties should be made known to the parents at the earliest stage.

Parents will be encouraged to attend Review Meetings/consultation evenings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how to support the IEP targets at home.

The school recognises the value of parental knowledge of their children and will seek to use that information in planning support.

The school will do so by:

1. Regular consultation and review procedure for the sharing of information.
2. Sharing of assessment and planning information through Learning Plans.
3. Access for parents of SEND students through normal school procedures.
4. Meeting the parents of prospective new students with SEND to discuss SEND support.

Links with Other Mainstream and Special Schools including Arrangements when Students Change or Leave School

Primary links with all our feeder schools are well established.

When parents seek places at other schools outside the normal leaving times they can discuss this with the Education Service in the Council House.

School will arrange to:

1. Discuss options with parents.
2. Arrange for students to visit the new school/college/further education establishment.
3. Ensure students have access to Careers support.
4. Help students to prepare for new school.
5. Exchange relevant information as soon as possible with new destination and Link with External Agencies. The school liaises with:
 1. Social Care (including Early Help)
 2. Child Health Service
 3. Child and Adolescent Mental Health Service
 4. Prospects/Careers service
 5. Educational Welfare Service
 6. Sensory Support Service
 7. LAWS
 8. Educational Psychology Service
 9. Complex Communication - ASD
 10. Speech and Language
 11. National Society for the Prevention of Cruelty to Children
 12. Hospital Education

13. SEMHL

14. Other agencies as specifically required

Staffing

Our Special Educational Needs Coordinator is Mrs Helen Ruddy. The Assistant SENCO is Mrs Lydia Norman. The Student Support Centre is currently managed by the SEN Provisions Manager, Ms Helliwell. Other Student Support staff include 3 Teaching Assistant employed by the school to work with students with SEND working mostly as in class support for students with the highest levels of learning needs.

There are also 2 HLTA's working with SEND students to complete additional literacy and numeracy support and small group interventions.

The Student Support Centre works very much as a team with each member responsible for meeting the identified needs of individual students on the SEND Additional Support Register in liaison with the subject teacher (where the support occurs).

The Governors with a designated interest in SEND is Ms Sonia Kearns.

References

Our policy is based on legal requirements. The framework for SEND Policies is set out in The Education (Special Educational Needs) (England) Regulations, part 3 of the Children's and Families Bill 2014

The Special Educational Needs Code of Practice was published by the Department of Education Ref DFE-00205-2013. Copies of the code of practice can be downloaded at www.gov.uk/government/consultations.