



## **St Edmund's Catholic School**

**A learning community**

**A faith community**

**A vibrant forward looking community**

# **SEN POLICY**

Date published – October 2017  
Policy Review Date – October 2019  
Agreed by – **PENDING LGB RATIFICATION**  
Date Agreed

This policy is written in line with the requirements of:

1. Children and Families Act 2014
2. SEN Code of Practice 2014
3. Special Educational Needs and Disability Regulations 2014.
4. Equality Act 2010

### **Definition of SEN**

***A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.***

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or***
- (b) 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. SEN Code of Practice (2014, p.4)***

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides quite a low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. *SEN Code of Practice (2014, p. 5)*

### **Aims**

The main aim of SEND provision is to contribute to the educational process; to enable all students to reach their true potential.

All students with SEND should have:

- The opportunity to achieve their potential whatever their personal circumstances
- Access to the whole curriculum

### **Objectives**

1. The whole school community works towards providing opportunities for each individual to work at and to extend his or her current working grade
2. Wherever possible, young people with SEND will be educated integrally in mainstream lessons

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3. We aim to provide support as appropriate within the whole class
4. We aim to celebrate both the academic and non-academic success and achievements of all members of the school community.
5. Parents/carers should be and are encouraged to be active partners in their child's education and in decisions relating thereto, and are actively advised to participate in encouraging the development of the student and in encouraging them to achieve further skills and successes.
6. We seek to nurture student's commitment to self-improvement by involving them in planning and decision making and in active learning situations.
7. We aim to provide a safe and secure pastoral structure.

### **The different special educational needs for which provision is offered at St Edmund's**

At St Edmund's Catholic School we make provision for every kind of special educational need which is a recognised barrier to learning, these include ASD, Dyslexia, Dyspraxia, Cognitive Processing difficulties and Speech and Language Communication difficulties. If it is not a need we are familiar with as a school we are able to access support, training and advice to understand and implement the required strategies.

### **Facilities for SEN**

The school has a designated SEN area, where children are able to access emotional support, homework club, lunch and break support and any other required interventions.

The room has a suite of computers that students are able to use during social times and after school with support from Teaching Assistants to access homework.

The admission arrangements for pupils without an Educational Health Care Plan (EHCP) does not discriminate against or disadvantage disabled children or those with special educational needs.

### **Identifying and Assessing SEN at St Edmund's**

At St Edmund's we formally monitor the progress of all students through a four stage data cycle to review their academic progress. On arrival at St Edmund's any student who has not reached the required standard for English and Maths will receive additional Literacy and Numeracy sessions to help them progress to the required standard for Year 7.

Identification of students with SEN begins whilst they are in their primary setting. The SENCO will liaise with the primary SENCO to ensure that all key interventions and support have been put in place in preparation for a smooth transition to secondary provision.

Fortnightly meetings are held with Key stage leaders to discuss students in individual year groups who are of concern or who are underachieving. At this meeting actions are agreed to support or investigate the reasons for a low rate of progress to address barriers to learning, this can be done via accessing a number of outside agencies or using standardised assessments.

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### **How the school adapts the curriculum and learning environment for pupils with special educational needs**

At St Edmund's Catholic School we follow Quality First Teaching and the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs either with or without the presence of an EHCP. We also include any advice from outside agencies, for example, Specialist Teaching Service, Speech and Language, Educational Psychologist etc.

All SEND students who are receiving additional support also have a personalised plan which is distributed to all of their teachers; this includes strategies and particular areas of weakness for the individual students. The plans are reviewed three times a year with the parent/carer and adjusted as required.

### **Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive funding to ensure the quality of teaching is good in the school and that there are sufficient resources to support SEND students. The amount required for each pupil to make good progress will be different in each case. In very few cases a high level of resource is required and if this totals more than £6000 a year we can apply for High Needs Funding from the Local Authority.

### **How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to students at St Edmund's Catholic School are available with or without an EHCP. Where required the school will provide additional adult support to enable participation in these activities.

### **Support that is available for improving the emotional and social development of pupils with special educational needs.**

At St Edmund's we build into the fabric of the school day activities and structures to develop emotional resilience and social skills, through direct teaching in PSHE, Assembly themes and in tutor time. In addition to this it is done indirectly with every conversation adults have with students throughout the school day.

For some students that require more support in this area we are able to access a CHATS counsellor, mentor within the current Pastoral support team, a time out pass for student's to access a quiet study area when required or a referral through CHYPS.

A range of individual or group interventions are also available to meet the need in this area. These include:

- Self- esteem building
- Social skills groups
- Friendship groups

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- Break-time games clubs
- Mentoring and coaching programmes
- Emotional Management

### **The name and contact details of the SEN Co-ordinator**

The SENCO at St Edmund's Catholic School is Ms Amanda Jewell, who is a qualified teacher and has been accredited with the National Award for SEN Co-ordination.

You are able to contact Ms Jewell using the following contact details;

[AJewell@st-edmunds-dover.kent.sch.uk](mailto:AJewell@st-edmunds-dover.kent.sch.uk)

01304 201551

### **Information about the training and expertise of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Teachers and all teaching assistants take part in continuous professional development training for SEND needs. This is offered on specific areas of SEN and provides information on the SEN and strategies that could be implemented within a school setting.

### **The arrangements for consulting parents of children with special educational needs about, and involving them in their education.**

All parents of SEND students attending St Edmund's Catholic School are invited to discuss their progress three times a year with the SENCO, in addition to the scheduled parent's evenings. The SEN department are happy to arrange meetings at any time to discuss any issues or concerns. If this is required please contact the SENCO on the above email address. The pupil will be involved in the arrangements made for them as part of person centred planning.

### **The arrangements made by the governing body relating to the treatment of complaints from parents of pupil with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at St Edmund's Catholic School are used for complaints about provision made for SEND. We encourage parents to discuss their concerns with the form tutor, Key Stage Leader, SENCO or Headteacher to resolve the issue before making the complaint formally to the Chair of governing body.

If the complaint has not been resolved after it has been considered by the governing body, then a disagreement resolution or mediation can be contracted. If it remains unresolved after this, the complaint can appeal to the First- tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for students with an EHCP where there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the school.

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**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of the pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:

- Local Inclusion Forum Team (LIFT)
- Educational Psychologist
- Speech and Language therapists
- Membership of professional networks for SENCO, for example, the local SENCO forum, the KCSP SENCO forum.

**The school's arrangements for supporting pupils with special educational needs in transferring between phases of education**

At St Edmund's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information what will make the transfer as seamless as possible.

Prior to the primary transition all feeder primaries are visited by the SENCO to meet and discuss the needs of students.

SEN students considered as vulnerable on transfer will be invited to three extra half days transition induction in the summer term of year 6.

We also contribute information to a pupils' onward destination by providing information to the next setting upon request.

**Evaluation**

The school aims to systematically assess and to set aspirational targets for each student. The school aims to provide a structural framework so that the needs of all can be recognised and appropriate education and guidance can be given to all.

It is the aim of the school that all students should be fully included, be safe, be happy and have the equality of opportunity.

**Information on where the local authority's local offer is published**

The local authority publish details of the local offer on their website. Parents without internet access should make an appointment with the SENCO for support to gain the information to services they feel they may need.

Any concerns or questions do not hesitate to contact the SENCO for more information.

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