

CORPUS CHRISTI



CATHOLIC COLLEGE

LEEDS

“A new command I give you: Love one another. As I have loved you, so you must love one another.”

SEND POLICY

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A1 DEFINITION

The term “special educational needs and disability” (SEND) refers to the children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special education provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

PRINCIPLES

- Wherever possible, children have the right to education in their local mainstream school.
- All students who attend Corpus Christi Catholic College are valued equally.
- All teachers with Corpus Christi Catholic College are teachers of students with special educational needs.
- All students have access to a broad, balanced and relevant curriculum including the National Curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents / carers plays a key role in promoting a culture of co-operation between parents/ carers, schools, LAs and other interested parties.

A2 ROLES AND RESPONSIBILITIES

A2.1 Governors

The Governors at Corpus Christi Catholic College have important statutory duties towards students with special education needs. They along with the Head and Leadership Team decide Corpus Christi's general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC). They will set up appropriate staffing and funding arrangements and oversee the College's work within financial constraints.

The College will do its best to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.

The Governors will ensure that a student with special educational needs joins in the activities of the College together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of students with whom they are education and the efficient use of resources.

The Governor Representative with responsibility for SEND is Mrs Elizabeth Hewitt.

A2.2 Special Educational Needs and Disability Coordinator (SENDCo)

The Director of Special Educational Needs and Disability in collaboration with the Head, Senior Leadership Team and Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The Director of SEND takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The Director of SEND also provides related professional guidance to colleagues with the aim of securing high quality teach for students with SEND. In addition, the Director of SEND manages the Resource provision teachers and Learning Support Assistants/Teaching Assistants in providing support to these students.

The Director of SEND is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

The Special Educational Needs and Disability Co-ordinator is Mrs Susy Ingle.

A2.3 CORPUS CHRISTI CATHOLIC COLLEGE

Provision for students with special educational needs and disability is *whole school* responsibility. In addition to the Governors the Head, Director of SEND,

learning support team and all other members of staff have important operational responsibilities.

All teachers at Corpus Christi Catholic College are teachers of students with special educational needs and disability.

1.5 ADMISSION ARRANGEMENTS

Corpus Christi Catholic College strives to be fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent/s wishes to have their child with an EHC Plan education in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

B2 IDENTIFICATION AND ASSESSMENT

4 Categories of Special Educational including but not limited to the sub categories below:

Communication and interaction

: Language, Autistic Spectrum Disorder, Selective mutism...

Cognition and Learning

Learning

Specific Learning Difficulties eg. Dyslexia

Sensory and/or Physical

Hearing

Visual

Physical

Social Emotional and Mental Health

Social skills

Emotional wellbeing

Behaviour

Prior to transition, members of the Pastoral and or SEND Team visit and contact all feeder primary schools in order to identify students with special educational needs through discussion with the primary school staff. The

Director of SEND reviews all the written transfer information to identify students who will require specific support.

For students identified as vulnerable or anxious during the transition process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the College during the Summer Term.

For students with Educational Health and Care plans a member of the SEND Team will have been invited to attend the Phase Transfer Review at the primary school in the autumn or spring term of Year 6 or in Year 5 students with more complex needs.

Details of SEND Information medical information, objective and targets for progression are collated by the Director of SEND and will be circulated to all staff, this information is checked throughout the year for accuracy. The Director of SEND will highlight the needs of particular students to all staff at the start of term.

During Year 7 all students are assessed using a range of assessment methods all students have their reading, spelling and mathematical age tested and complete CATS testing. This enables the Director of SEND to prioritise those students who require further intervention.

Provision

Corpus Christi Catholic College acknowledges that there is a continuum of SEND and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

Corpus Christi Catholic College follows the graduated Wave response as outlined in the SEND Code of Practice.

Wave One:

The effective inclusion of all children in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response – that is, the usual differentiated curriculum.

Wave Two:

Small Group intervention (Literacy Support, Additional Literacy Support, Optional classes, Literacy and Numeracy classes) for children who can be expected to “catch up” with their peers as a result of the intervention – that is, who do not have a special educational need related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not

primarily SEND interventions. This may also be where they have additional needs such as special educational needs, for example emotional and behavioural difficulties for which they are receiving other forms of support.

Wave Three:

Specific targeted intervention for individual children identified as requiring SEND Support. Children at Wave Three may have particular needs related specifically to mathematics or literacy or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEN Register and will be identified on the provision map.

Triggers for Intervention

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the college.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

After assessment and consultation with parents/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the College's usual differentiated curriculum.

Triggers for Intervention Wave 3

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- Continues to make little or no progress in specific areas over a long period

- Continues working at National Curriculum levels substantially below that expected of students of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. They may also be involved in drawing up the objects and targets.

Corpus Christi Catholic College has regular involvement with:

- Educational Psychology Service
- SaLT
- SENIT
- Health and Medical Services
- CAMHS
- Community police offer assigned to Corpus Christi Catholic College
- Social Care
- Targeted Support
- STARS

Education Health and Care Plans

Statutory assessment involves consideration by the LA, working co-operatively with the parent/carers, the child's school and health care professionals and, as appropriate, other agencies as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a Teaching Assistant
- Specific programmes, both individual and group
- Educational aids – portable word processor, spellcheckers
- Adaptions – enlarged papers, sloping desks.

The EHCP is reviewed at least annually at the College by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. From Year 9 onwards, a Transition Plan for post 16 provision is also reviewed annually and requires input from the Careers Inc Opportunities to discuss plans are also provided.

Corpus Christi Catholic College seeks to actively involve parent/carers in the education of their children. The college will inform parents as soon as any concerns are raised about a student and will seek their permission before any intervention is embarked upon. Likewise, the College will try to respond promptly to any concerns expressed by parents.

Education Health and Care Plans, Objectives and Target setting

Corpus Christi Catholic College has a strong target setting ethos for all its students. All students have academic targets base on RaiseOnline data and progress towards meeting them is regularly monitored using the EVA System by key members of the teaching and learning management team.

EHCP objectives and targets are included on the Student Passport. Staff are expected to use this information to inform their own teaching and to help them to set subject specific targets for individuals and/or groups of students with the teaching groups to ensure Wave One quality first teaching.

Staff will review progress of students in meeting these targets as part of the monitoring in Praising Stars. The feedback to inform the annual review from staff, students and parent/carers is considered alongside interventions and departmental summative assessments to make judgments and review objectives.

B3 CURRICULUM ACCESS AND INCLUSION

Corpus Christi Catholic College strives to be an inclusive College, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable SMART targets for all children.

B4 EVALUATING SUCCESS

The success of the SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Director of SEND, Heads of Department and SLT.
- Analysis of student key data and test results and feedback to departments
For individual students
For cohorts
- Value added data for students on the SEND Register using RaiseOnline
- Corpus Christi Catholic College Report to Parents
- College Development Plan
- SEND Department Annual Review and Development Plan.

B5 ARRANGEMENTS FOR COMPLAINTS

Complaints Procedure is in line with the policy of Corpus Christi Catholic College.

Parents/Carers are made aware of the parental partnership service SENDIASS which can provide additional support for parents and is run through the LA.

C1 STAFF DEVELOPMENT

Corpus Christi Catholic College has a staff appraisal policy. Specific training is given on areas linked to SEND at regular intervals during the year. In-Service Training for specialist Learning Support Staff and for all staff will be addressed annually through these existing procedures.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Corpus Christi Catholic College has regular contact with:

- Educational Psychology Service
- Health and Medical Services
- Social Care
- Support from the LA
- CAMHS
- STARS

C3 PARTNERSHIP WITH PARENT/CARERS

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. Corpus Christi Catholic College recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Further to this Corpus Christi Catholic College operates an open College Policy where parents are encouraged to request the opportunity for an informal discussion or a meeting at any time.

The LA has a partnership service (SENDIASS) for the parent/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

C4 "STUDENTS FIRST" – THE VOICE OF THE CHILD

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices.

At Corpus Christi Catholic College, we encourage students to participate in learning by:

- Regular target setting in line with College policy
- Participation in Annual Review of EHC Plans
- Participation in Transition Planning
- Encouragement to come and discuss any difficulties they might be experiencing
- Student voice activities.

Date Last Reviewed: July 2018

Date of Next Review: July 2019