

Hagley Catholic High School

SEND INFORMATION REPORT (SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY)

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1. Our ethos, aims and objectives:

All pupils have a right to an education that allows them to flourish and to be able to maximise their potential. We fully uphold the ethos that any pupils, at any given time, may require, for one reason or another, some additional learning support.

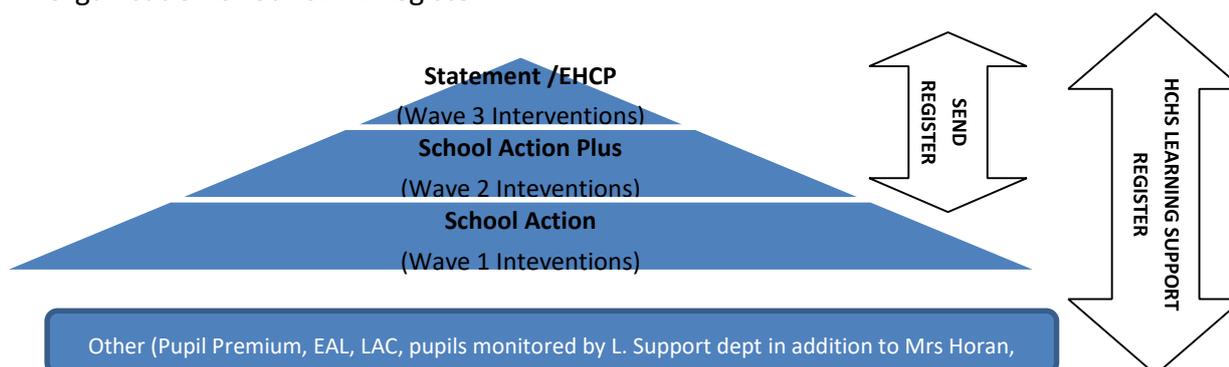
Hagley Catholic High School is an inclusive mainstream academy high school which welcomes all pupils with a range of special educational needs and disabilities (SEND). The Learning Support Department, works alongside all obligations and guidance as outlined in the 2014 SEND Code of Practice. Fundamental to this is that ALL teachers are teachers of SEND, and therefore provision is high quality teaching first.

However, we fully acknowledge that many of our pupils require more targeted and personalised support / intervention in some area(s) of their curriculum and therefore a graduated 'whole school, whole child' approach is adopted. This policy and our 'school offer' outlines what Hagley does to support our pupils to ensure they maximise their potential and work towards their long term goals.

2. The new SEND Code of Practice:

This came into effect on September 1st 2014 and has made many significant changes. One of perhaps the most fundamental is the replacement of Statements of Need with one single assessment from birth to 25, the Education, Health, Care Plan (EHCP). One of the main aims of this is to ensure all agencies and professionals work together more closely with the child and their families in addition to the removal of specified TA allocated hours. A personalised budget is available for pupils with an EHCP and with this greater partnership with parents and multi-agencies. This allows for a more personalised approach of support, from TA support to targeted interventions that takes into account the needs of the whole child individually.

The 2009 Lamb Report highlighted an 'over-identification' of pupils with SEND. Although the new Code of Practice has dissolved the 3 tiered system (Statement, School Action Plus and School Action), to 2 (pupils with EHCP and other SEN pupils). However, we at Hagley aim to continue with the 3 tiered system as we believe that this model lends itself best to the differing Waves of Intervention offered by the Learning Support Department to ensure the right support is in place for all of our pupils. The following pyramid depicts the structure and organisation of our SEND register.



However, we fully support the view that many other pupils may at any given time require additional support for their learning.

3. How do we identify pupils with SEND?:

We believe that this is central to our ethos and must be fluid and ever-changing at all times through our various monitoring / assessment processes.

The 2014 Code of Practice states:

“ A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The Code of Practice sets out four broad areas of need:

- **Communication and interaction (including SLCN and ASD)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may and can change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (COP 6.28 p.86)

Children and young people with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (COP 6.29 p.86)

- **Cognition and Learning (including specific & moderate learning difficulties e.g Dyslexia)**

Support for learning difficulties may be required when people and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. These include moderate learning difficulties (MLD), severe/specific learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Additionally needs/ difficulties associated with mobility and communication, through to profound and multiple difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. (COP 6.30 p.86)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (COP 6.31 p.86)

- **Social ,emotional, mental and emotional health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. (COP 6.32 p.87)

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (COP 6.33 p.87)

- **Sensory and/or physical impairment (including visual, physical and hearing difficulties)**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Children and young people with MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. (COP 6.34 p.87)

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (COP 6.35 p.87)

As previously stated we are a fully inclusive school, offering very much a 'whole school, whole child' graduated approach where 'all teachers are teachers of SEN.' However, we fully acknowledge that the umbrella of Learning Support is wide and that ANY pupil at ANY point may require some additional learning support for ANY reason. Such pupils may not be included on our SEND Register but may and often will, require support or intervention (Additional Learning Support Register). The following are some examples of this type of need:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Pupil Premium
- Looked After Children
- Behavioural issues
- Slow progress and attainment

- Traits of specific learning needs but no clear diagnosis
- Bereavement
- Temporary illness / disability

Our 'School Offer' outlines in more detail what support, intervention and resources are used for these 4 key areas of need in addition to the Waves of Intervention offered as detailed in section 5 of this policy.

We liaise very carefully with our feeder schools (several of whom are members of the St Nicholas Owen Multi-Academy Company), building on their understanding and expertise to transfer key information about all of our new intake and pupils with any learning and additional needs.

To further enable us to identify pupils who may benefit from additional support all Year 7 pupils are tested upon entry to give us an up to date Spelling Age and then within their first few weeks all pupils sit the Cognitive Assessment Tests. Both assessments are then monitored alongside all Key Stage 2 data from primary schools and enable us to have a clear view of not just who may require support but also what type of support would be needed.

One of the fundamental changes of the new SEND Code of Practice (which came into effect September 1st 2014) is that pupils with a Statement of Needs with allocated hours has now been replaced with the Education, Health, Care Plan (EHCP) which involves collaborative working for pupils, parents/carers and other professionals to appropriately support pupils with SEND.

4. Is teaching and learning different for students with SEND? - A graduated approach to SEND support:

As previously highlighted, our philosophy is that 'we are ALL teachers of pupils with SEND' and fundamental to this is high quality teaching first. We uphold the ethos promoted by the National Association of Special Educational Needs (NASEN) of 'Every student, every teacher, every classroom.' In support of this it is the role and responsibility of the Learning Support Manager (SENCo), Mrs Imrie to ensure staff are fully updated on pupils' learning needs and suggested teaching and considerations are given (Wave 1 Interventions). SEND is an integral part of our School Development Plan with a particular focus on CPD in areas such as:

- Improving Effective Partnership with Teaching Assistants
- Development of a SEND Toolkit for teaching staff that outlines various learning needs / difficulties with suggested teaching strategies / considerations
- Regular CPD on differentiation

In addition to this we regularly share good practice via departmental and whole school SEND meetings. All of our Learning Support Assistants are linked to departments and attend weekly briefings with them. Time is also allocated per term for Department LSAs to meet with Subject Leaders / SEND representatives. Many departments also use a Teacher / LSA log to communicate quickly and effectively with one another at the start of lessons.

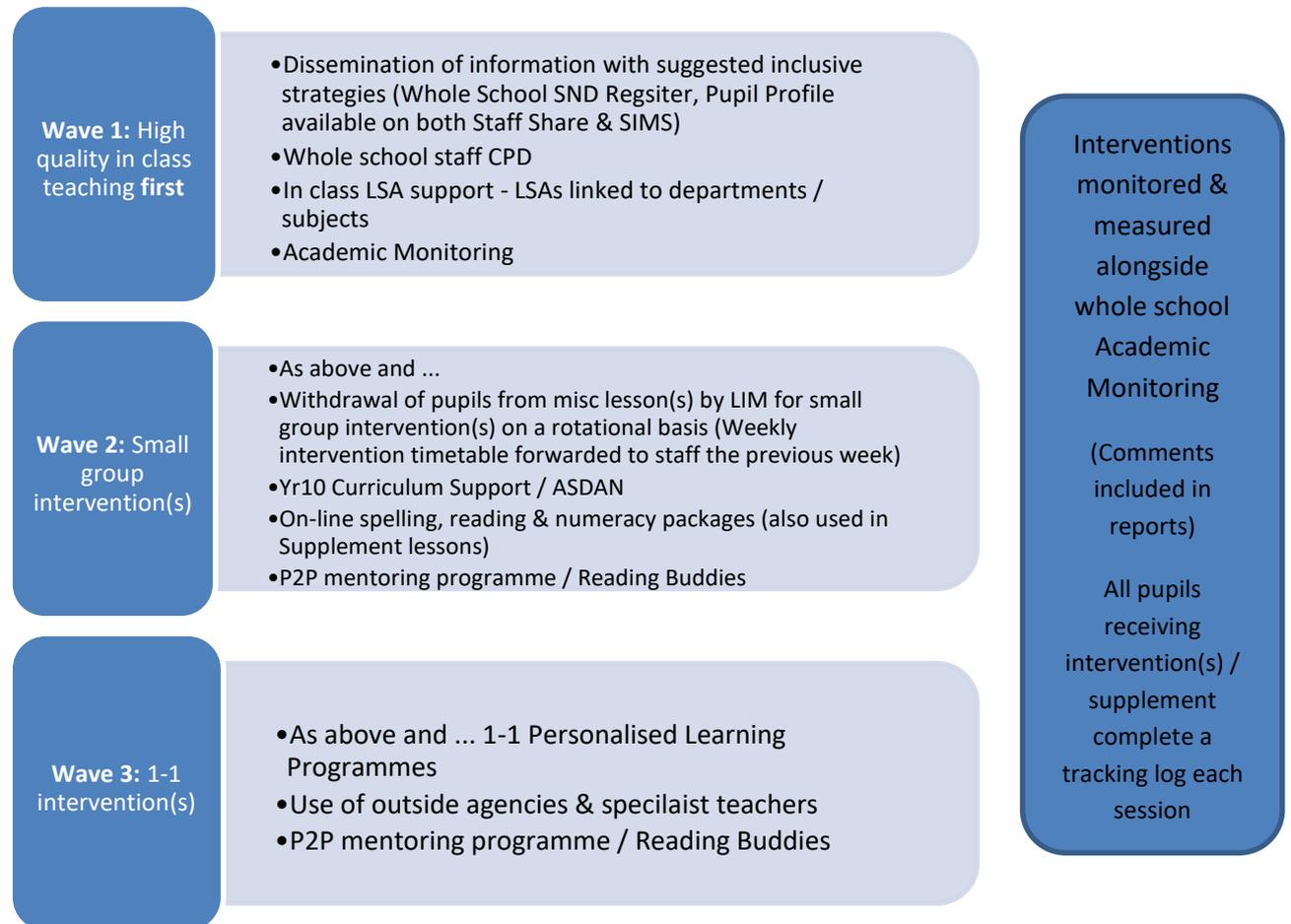
5. What support /intervention do we provide for pupils with SEND or any other additional need or support for their learning?:

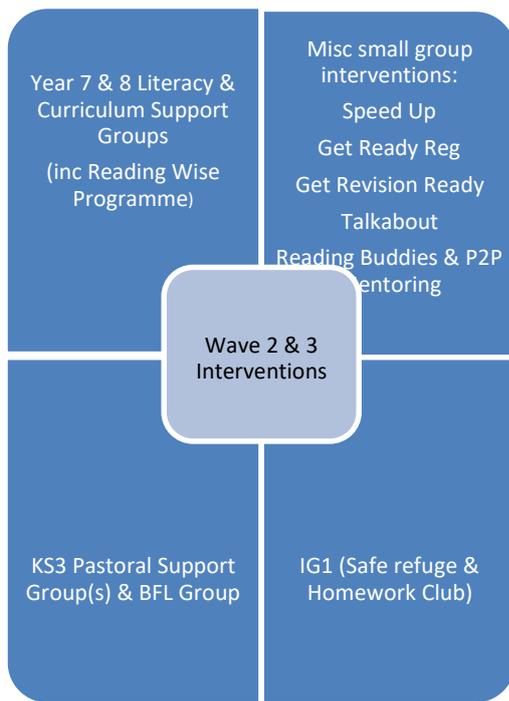
All pupils have differing needs and learning styles and therefore support is provided based on this, with each individual child in mind to support them in their learning throughout the school.

- All pupils will be provided with high quality teaching first and where applicable teaching / work is differentiated to meet pupils' diverse needs
- Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to help overcome / support any need / disadvantage to ensure inclusive access to the curriculum
- The teaching of classroom teaching provided to pupils with SEND is monitored through a number of processes such as:
 - i. Classroom observation by senior leadership team, the SENCo, external verifiers
 - ii. Ongoing assessment of progress of pupils with SEND
 - iii. Pupil and parent feedback on the quality and effectiveness of interventions provided
 - iv. Attendance and behaviour records.
- Action relating to SEND support will follow an 'assess, plan, do and review' model as outlined in the COP:
 1. Assess: Data on the pupil held by the school will be collated by the tutor/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes
 2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

The following diagram and our 'School Offer' (located on our school website) outlines the various Waves of Intervention that we offer and provide from in class first quality teaching and differentiation to targeted, personalised interventions(s).





Further details of these interventions are available on our school website with some pupils' views and opinions of their effectiveness.

6. How do we monitor progress for pupils with SEND or any other additional need or support for their learning?:

As previously mentioned SEND is an integral part of our School Development Plan and one of our key on-going developments is in our tracking and monitoring in line with our whole school Academic Monitoring processes. All interventions are measured with either formative or summative assessment at the outset and to measure its impact. Section 8 outlines further how parents / carers are kept informed.

7. How do we support pupils with SEND or any other additional need on transition from primary school?:

Transition to High School is a huge leap for all pupils. In support of this, a full transition programme is offered to all pupils during the summer term before they start here. The Head of School, Learning Support Manager (SENCo) and Head of Year 7 work collaboratively with the primary schools of all pupils.

As mentioned previously we work closely with all of our feeder primary schools and recently we have set up a pyramid cluster group with all of the SENCo's in the Saint Nicholas Owen Multi Academy Committee who meet half termly.

Transition has been a key element of this pyramid. Whilst transition is a huge step for all pupils, for pupils with SEND it can be even bigger and therefore we have developed an extended transition programme for pupils, parents and carers. Examples of such are:

- Examples of interventions delivered from our Learning Support Team to pupils in Year 6 of primary school
- Additional transition visits (1-1, in small groups from primary school, small groups with pupils from other primary schools). During which pupils complete a variety of tasks such as; creating pupil transfer passports
- Buddy system with Year 7 and 8 pupils

Mrs Imrie, Learning Support Manager, SENCo, will attend the Annual Review meeting of any child with a Statement of Need or Education, Health, Care Plan in Year 6 and where applicable Year 5.

Parents / carers of pupils with SEND are invited to attend our annual Open Day in October. Many of which begin this as early as Year 4 and for some pupils a more personalised transition programme is put in place.

8. How do we support pupils with SEND or any other additional need on transition from us?:

- There is a transition programme in place which provides a number of opportunities for pupils and parents to meet staff in the next school / college
- These opportunities are personalised to each pupil with SEND
- Where a pupil has a Statement of Need / EHCP, all reviews from Year 9 onwards will include a focus on post-16 destinations and options
- Collaborative work with outside agencies where necessary for a 'Moving Forward' Plan
- Accompanied / transitional visits where necessary to help in the consideration of options
- Records / supporting documents forwarded to individual destinations and providers

9. How do we support families and carers of pupils with SEND?:

We believe fully in collaborative communication with all parents and carers of pupils with SEND. All parents / carers of any pupil included on our SEND register are notified of their inclusion and signposted to our 'School Offer' on the website which provides information and advice about the provision available. Similarly any pupils' parents / carers invited to any of our small group or 1-1 interventions are informed.

Mrs Imrie, Learning Support Manager, is available at all Parents Consultation Evenings and feedback is given to all pupils receiving any specialist, personalised intervention as part of our termly Academic Monitoring and Reporting to parents / carers.

Review meetings are held with parents / carers for pupils with a Statement of Need / Education, Health, Care Plan. Parents / carers and pupils are invited to contribute their views and ideas / materials for additional support to be given at home are given where applicable.

Parents / carers of pupils with SEND are welcomed to communicate regularly with the Learning Support Team and additional review meetings are held as needs arise, often in collaboration with other school staff such as Head of Year or Form Tutor.

For some pupils with SEND, particularly those in Key Stage 3, Home / School Communication Logs are used in addition to the pupils' School Organisers. Other strategies are also used where applicable, for example, Pupil Support Trackers.

10. Diagnostic testing and Access Arrangements for exams:

For some pupils with SEND it is recognised that for exams they will require Access Arrangements such as:

- Extra time (25%)
- Live Reader
- Computer Reader
- Scribe
- Prompt
- Use of PC (with / without spellcheck engaged)
- Rest breaks
- Separate Venue
- Transcribe

Pupils are considered carefully for any Access Arrangements and relevant specialist diagnostic testing is carried out to ensure that the right Access Arrangement is in place for each pupil. However, here at Hagley, we fully believe and support the view of JCQ that this should and must be 'best working practice for pupils'. Therefore a full picture of need is gathered during Key Stage 3 alongside teaching staff and the Exams and Assistant Exams Officer. When an Access Arrangement is approved by JCQ this is then disseminated to all teaching staff to ensure that this is available for all tests, timed essays, internal exams, controlled assessments etc...

All Learning Support Assistants are trained annually in this to assist with pupils in Key Stage 3 and for others in their day to day curriculum. However, the Exams Officer employs outside invigilators who are trained by the Learning Support Manager to facilitate pupils' Access Arrangements for all external assessments. In addition to this, a member of the Learning Support Team is available to assist with the starting of all external exams to ensure. This is regularly monitored and reviewed.

11. What external support agencies do we use?:

Various external agencies across our several Local Authorities are used in our support of pupils with SEND:

- Our Educational Psychologist visits the school regularly. On each visit he meets with the Head of School, Mrs Suzanne Horan and the Learning Support Manager (SENCo) Mrs Lindsay Imrie to both discuss and determine the purpose of the visit and what intervention and support school can offer.
- Specialist Teachers from the Hearing and Visually Impaired Teams support specific pupils and teaching staff regularly.
- Speech, Communication and Language therapy is provided regularly via classroom observations, 1-1 interventions with pupils and support / training given to staff working with such pupils.
- The Complex Communication Difficulties Team offers expert advice in the support of children and young people on the Autistic spectrum which is then disseminated regularly to teaching staff.
- Specialist Assessment / Intervention is also offered from Worcestershire's Learning Support Team and all recommendations are again included in our Individual Pupil Profiles.
- School Nursing Service
- Children's Services and Social Care
- Community Paediatrician(s)
- Occupational therapy
- Child and adolescent mental health services
- Mobility Officer
- Medical Education Team
- Chadsgrove Outreach
- SEN support services
- Integrated services for Looked After Children

Parents and carers are informed of any such involvement and may be invited to meet with the specialist teacher(s) or other professionals.

12. How Accessible is the school site?:

The school has many different buildings on several different levels. Consideration has been taken for pupils with mobility issues. For example we have 2 lifts with wheelchair access, disabled toilets and shower facilities. Stairs have been highlighted in visible paint to aid any Visually Impaired pupil(s). Disabled parking bays are clearly visible and located near to the main school entrance, which itself has disabled access. There is a Hearing Loop available in the theatre and staff are regularly given CPD for pupils with a Hearing Impairment. We work

with outside agencies such as Chadsgrove Outreach Centre to help support pupils with any physical / mobility issue(s). For some pupils we ensure that their lessons are timetabled in downstairs classrooms and where this is not possible alternative arrangements are put in place to allow pupils full access to their curriculum. Any pupils who are temporarily unable to access fully the school site (e.g they are on crutches) are catered for with risk assessments undertaken and measures put in place for any lessons that are not easily accessible.

Other agencies such as the Visually Impaired and Hearing Impaired Teams, also regularly inspect the school site and provide advise as and when necessary.

Compliance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DFE February 2013
- SEND Code of Practice 0-25 June 2014
- SEND Code of Practice 0-25 April 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- Keeping Children Safe in Education March 2015
- Teachers Standards 2012