



**Salvatorian**  
College

# SPECIAL EDUCATIONAL NEEDS & DISABILITY

'For it was you who formed my inward parts; you knit me together in my mother's womb.  
I praise you, for I am fearfully and wonderfully made. Wonderful are your works; that I know very well.'

Psalm 139:13-14

Reviewed 23/02/2023 (PWEASI Committee)

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## **1. PRINCIPLE**

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As a Catholic school guided by the teachings of Christ, we strive as a community to include those with special educational needs (SEN) and disabilities in order to ensure equality of opportunity.

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## **2. COMPLIANCE**

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This policy is written to comply with the statutory requirements as laid out in the Code of Practice<sup>1</sup> and has been written with reference to the following guidance and documents:

- The Equality Act (2010)
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations (2014)
- Statutory guidance on supporting pupils at schools with medical conditions (2014)
- Teacher standards (2012)
- The Governance Handbook
- The School Admissions Code

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## **3. CONTEXT**

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The purpose of the Code of Practice 2014 (COP) is to give statutory guidance that all schools must have regard to the discharge of responsibilities related to special educational needs and disability.

The Code sets out guidance on policies and procedures aimed at enabling all pupils with special educational needs, and disabled children and young people (aged from 16 to 25): to reach their full potential; to be included in their school communities; and to make a successful transition to adulthood.

For the vast majority of children and young people, a mainstream educational setting will meet all their special educational needs. Some children will require additional help from SEN services or other agencies external to the school. A very small minority of children will have SEN of a severity or complexity that requires the Local Authority (LA) to produce an Educational Health and Care plan (EHCP) detailing the special educational provision required to support learning difficulties.

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 them. Children and young people with medical conditions – asthma, for example - do not necessarily have Special Educational Needs. However, where a disabled child or young person requires special educational provision they will be covered by the SEN definition (see below).

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## **4. SPECIAL EDUCATIONAL PROVISION**

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Some children and young people need educational provision that is additional to, or different from, that which is expected from teachers in their day-to-day pedagogy; for example, high quality teaching which is differentiated and personalised. High quality teaching should be sufficient to meet

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<sup>1</sup> 'Special educational needs and disability code of practice: 0 to 25 years' (2014), Department for Education

the individual needs of most children and young people. Any additional provision deemed necessary is regarded as special educational provision under Section 21 of the Children and Families Act 2014.

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## **5. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)**

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Children and young people are defined as having a learning difficulty if they have a significantly greater difficulty in learning than the majority of their peers 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. A disability is defined in the Equality Act of 2010 as “a physical or mental impairment which has a long-term and substantial adverse effect on the ability to carry out normal day-to-day activities.”

Pupils at Salvatorian College will 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 will be taught.

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## **6. THE FUNDAMENTAL PRINCIPLES**

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At Salvatorian College, we strive to:

- ensure ‘achievement for all’, meaning we enable every child to be the best they can be regardless of background, challenge or need;
- identify pupils with SEN;
- include pupils with SEN in our mainstream school so that they are not further disadvantaged, making reasonable adjustments to include pupils to the fullest extent;
- take the views of the pupils into account;
- involve parents in supporting their child’s education;
- offer pupils with SEN a broad, balanced and relevant education to facilitate their progress with reference to the recommended graduated approach (COP 5.38);
- assess pupil needs through ‘quality-first teaching’: implementing strategies and reviewing and fine-tuning interventions, involving external expertise as needed;
- ensure teachers are responding to their responsibilities towards pupils who have SEND by liaising with the SENDCO to ensure that progress is monitored so that intervention can be optimally fine-tuned;
- ensure the SEND Coordinator (SENDCO), Learning Support Teachers (LSTs) and Teaching Assistants (TAs) have an opportunity to meet weekly to discuss SEND pupils’ causes for concern and suggest methods and strategies to meet pupils’ needs;
- ensure that the Governing body is updated about the progress of SEND pupils and that it reviews provision regularly, in particular through the role of Lead Director and through the use of available data, for example the ‘Analyse School Performance’ data available from the Department for Education; and
- use additional aspects of assessment (including diagnostic) linked to four areas of need:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health

- sensory and/or physical needs.

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## **7. ADMISSIONS ARRANGEMENTS**

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Admission arrangements for pupils with statements of Special Educational Need are not subject to the normal admissions procedures since places are allocated by the London Borough of Harrow.

The Executive Headteacher has responsibility for ensuring that the admission policy of the school, in relation to pupils with SEND, is handled positively and sensitively and that all parents and children are made to feel welcome.

In relation to admissions:

- we recognise our duty to consider the individual needs of pupils when planning our curriculum and pedagogy;
- we aim to provide a curriculum, which is accessible to all our pupils, including those with SEND, disabilities and other needs;
- we recognise that some pupils will need additional support to ensure access to the whole curriculum;
- we shall ensure that the needs of SEND pupils are identified and assessed and appropriate support strategies are in place;
- we shall seek additional specialist advice and support from external agencies where necessary;
- we recognise the importance of early identification and assessment of pupils with special educational needs;
- we recognise the role of parents/carers in the identification, assessment and response to pupils' special educational needs.
- we shall work in partnership with parents/carers, valuing their views and contributions, to ensure they are fully involved in their child's education;
- we are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils' special educational needs; and
- we will support the establishment and maintenance of close links with all agencies working with the child;

Our staff are committed to ensuring that pupils with special educational needs:

- have access to high quality education within a broad, balanced and relevant curriculum;
- benefit fully from the school's personalised approach for individual needs, including being taught by specialist staff when appropriate;
- are provided with a stimulating and accessible environment;
- have equal opportunity to achieve their full potential in all aspects of their development;
- are involved, along with their parents, in the identification and assessment of their needs;
- are included in the life of the school and have their contributions celebrated; and
- are prepared for the challenges of life in a complex changing society.

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## **8. ROLES & RESPONSIBILITIES**

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### **8.A Role of Governing Body**

- Ensuring that the school complies with the COP 2014 and related legislation, including the general and specific duties as outlined in the Equality Act 2010
- Ensuring that this policy and its related procedures and strategies are implemented. This will be evidenced by visits (which could be by the Lead Director, members of the curriculum committee or members of the full Governing Body) and a subsequent report back to the Governing Body
- Establishing appropriate staffing and funding arrangements
- Considering and reporting of the effectiveness of the school's work for pupils with SEN (at least annually)
- The Governing Body delegates the role of responsible person to the Headteacher.
- Establishing the purpose and work of the SEND Lead Director. The designated SEND Lead Director is Bernadette O'Reilly.

### **8.B Role of the Executive Headteacher**

- Along with the Governing Body, ensuring that the policy and its related procedures and strategies are implemented
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their duties
- Ensuring the school's offer as contained in the School Information Report is published on the School website and updated appropriately

### **8.C Special Needs Coordinator (SENDCO)**

The SENDCO works within the following key areas of responsibility as set out in the Code of Practice (section 6.84)

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- Overseeing the day-to-day operation of the school's SEND policy
- Drawing up annually and reviewing a SEND improvement plan for the department
- Providing information on the above to the Governing Body and Executive Headteacher
- Liaising with and advising fellow teachers including through the compilation of the Profile booklet
- Leading and managing the SEND team of teachers and learning support assistants
- Coordinating provision for pupils with special educational needs and leading on the graduated approach
- Ensuring access arrangements for examinations
- Overseeing the records on all pupils with special educational needs
- Overseeing liaison with parents of children with special educational needs and facilitating transition where appropriate
- Contributing to the in-service training of staff and coordinating external training where appropriate
- Liaising with external agencies

### **8.D Role of SEND Staff**

- Learning Support Teachers (LSTs) are specialist qualified teachers. They support and supervise the education of pupils with an EHC plan.
- Teaching Assistants (TAs) and Student Ambassadors provide mainly in-class support, as directed by the SENDCO or Deputy Headteacher in charge of teaching and learning, to pupils who have EHC plans or are including in the category of SEND support. They may withdraw small groups for learning support, literacy support, behaviour support groups &c.

## 8.E General roles for all Teaching and Support Staff

All members of staff are involved in teaching and supporting pupils with SEND and must be aware of procedures for identifying, assessing and making provision for the pupils. To this end information on pupils with SEND is published in October of each year, reviewed in May, and provided in a Profile booklet which is confidential and available in the school shared area. Education Plans and/or student profiles are written with the contribution from the parent/pupil and made available to staff to support their planning.

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## 9. DEPARTMENTAL STRUCTURE

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The SENDCO working across the Cardinal Hume Academies Trust is Ms Isabelle Goursaud. The designated Assistant SENCO who is responsible for co-ordinating the day-to-day provision of education for SEND pupils at Salvatorian College is Mrs Mary Kilroy. Ms Goursaud and Mrs Kilroy work with a number of Learning Support Teachers and Assistants to enact this policy.

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## 10. IDENTIFICATION AND THE GRADUATED APPROACH

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The level of support initially provided to pupils in Year 7 is based upon data from a range of sources including:

- primary school records;
- Key Stage 2 assessment results; and,
- baseline testing (Cognitive Ability Tests / Reading Tests)

### The Graduated Approach

The school follows the graduated approach and the four-party cycle of assess, plan, do and review.

Pupils are identified as having SEND if they do not make adequate progress and show signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent emotional and social difficulties; having sensory or physical problems; or, communication and interaction difficulties. Pupils are identified as having SEND if, once they have had all the intervention/adjustments and high-quality personalised teaching, one or more of the areas above still presents difficulty.

Teachers and other staff will refer on to the SENDCO, students who may have special educational needs. Teachers remain responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist

staff. High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND.

Before a student is placed on the SEN Register, teacher intervention takes place within a cycle of assess, plan, do and review. If teacher intervention does not work then there is further discussion with the SENCO, and further testing using standardised tests.

Following assessment, if a pupil is identified as having SEND, an Education Plan will be put in place detailing appropriate interventions and support. Their effectiveness will be tracked via assessment termly grid grades.

The SEND register is updated and is always available electronically to all staff in the shared drive. Twice a year (in October & May) a snapshot of the SEND register is taken and published in paper and electronic format for all staff. This also carries copies of personalised plans and training resources for staff.

The type of special need identified in a pupil will enable categorisation under four main headings: Communication and Interaction; Cognition and Learning; Emotional and Mental Health difficulties; Sensory and/or Physical needs.

We recognise that some children have needs that cut across all these areas, and that their needs may change over time. For this reason, progress is kept constantly under review.

Pupils' names are removed from the SEND register when they have made relevant progress in literacy, numeracy and behaviour. The register is a 'changeable' system.

## Levels of support

### School-based SEN provision – SEN Support

Students receiving SEN provision will be placed on the school's SEND register in the category 'SEN Support'. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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## **11. REVIEW OF EDUCATIONAL HEALTH CARE PLANS (EHCPs)**

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EHCPs will be reviewed annually.

The SENCO will organise these reviews and invite:

- the pupil's parent;
- the pupil if appropriate;
- a representative of the LA;
- any other person the LA considers appropriate; and
- any other person the SENCO considers appropriate.

The aim of the review will be to:

- assess the pupil's progress;
- review the provision made for the pupil in the context of progress and levels of attainment in basic literacy/numeracy and other areas;

- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it; and
- set new targets for the coming year.

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## **12. PARENTS' CONCERNS**

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Complaints to Senior Management or Heads of Year regarding provision for a pupil with SEN shall be dealt with, in the first instance, by the SENCO. The SENCO will investigate the complaint fully. Should the matter remain unresolved the parent should follow the school's formal Complaints Procedure.

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## **13. TRAINING FOR STAFF**

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Salvatorian College is committed to providing and facilitating attendance at in-service training in the area of SEN for all staff. The school aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Any specific professional development related to SEND will be identified by the SENDCO in consultation with the leadership team and will be incorporated into the school development plan.

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## **14. EXTERNAL AGENCIES**

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Salvatorian College invites and seeks advice and support from external support services in the identification, assessment and provision of SEND.

The school may liaise and collaborate with the following professional agencies:

- SEN Consultants
- Specialist teams (e.g. Sensory Impairment, Autism, Occupational Therapy)
- Educational Psychologists
- Physiotherapists
- CAMHS (Child and Adolescent Mental Health services)
- Speech and Language therapists
- Social services

The list of agencies with which the school works is reviewed annually.

The SEND department fosters links with other schools and colleges for the appropriate placement of pupils at key transition points in their education.

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## **15. LINKS WITH OTHER POLICIES AND KEY DOCUMENTS**

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Admissions Policy  
Supporting Pupils with Medical Conditions Policy  
Behaviour Policy  
Safeguarding and Child Protection Policy  
SEND Information Report  
Accessibility Policy