

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## SPECIAL EDUCATIONAL NEEDS POLICY

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## **Mission Statement**

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21<sup>st</sup> Century confidently, and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

***'Act justly, love tenderly, walk humbly with your God.'***

## **St. Anne's Policy Statement and Rationale**

In the context of this policy our aim is to ensure the highest quality opportunities and progress, for all students, to ensure they achieve what they are capable of.

This policy is based on the belief that all our students, whatever their abilities share key common needs as learners and they progress along generally shared common pathways or sequences of development.

All students need access to a curriculum that responds positively to their individual aptitudes and interests.

Students may also have needs that are exceptional. This means that special arrangements may need to be made in the selection or organisation of what is to be learnt or in how teaching and learning is delivered.

We recognise that:

- All students develop at different rates and at different times
- All students may have their development delayed or accelerated at different points by environmental factors or experiences that affect their physical, cognitive, social or emotional progress.

Ours is an inclusive school which aims for all students to achieve to the best of their ability. Hence we aim:

- to give our students appropriate experiences at key points of development including appropriate challenge
- to give our students appropriate support to help them make sense of their experience and environment
- to give our students an adapted curriculum and teaching methods to better meet the learning needs of our student population
- to make sure that each student's needs are addressed effectively and that they are supported in their learning
- to help every student make as much progress as possible
- to ensure that all students make progress irrespective of their level of need and the barriers to learning they might encounter
- to enable supportive working relationships with parents and close involvement of students in all aspects of their learning
- to deliver the best opportunities for the future.

We believe that schools that provide good learning opportunities for students experiencing SEN are more likely to be raising standards for all their students. In addition to this we believe that effective teaching techniques for students with SEN are not essentially different in kind from those that work most effectively to raise achievement of other students, but are simply part of a broad continuum of approaches. Along this continuum lie repertoires of techniques that can be developed over time by all teachers, to the benefit of all students. In short:

***What is good for students with SEN is good for everyone***

# 1. The Legal Framework and Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- The Children and Families Act 2014
- The Equality Act 2010 (advice for schools DFE February 2013)
- Special Educational Needs and Disability Code of Practice: 0-25 years January 2015
- Statutory guidance on supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

## **The Children and Families Act 2014 defines special educational needs (SEN) as follows:**

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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age;  
or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16.

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 will be taught.

For children aged two or more, **special educational provision** is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind

*(Section 20)*

St Anne's Governing Body ensures that the Special Educational Needs and Disability (SEND) policy works within the guidelines of the Special Educational Needs Code of Practice 2015, the Local Authority guidelines and other policies current within the school.

All staff come into contact with students who have Special Educational Needs, therefore we all have a responsibility to provide for the needs of these students at St. Anne's.

## 2. Aims and Objectives of the Policy

We aim to raise the expectations of our SEND students and focus on aspirational outcomes for them. We will endeavour to ensure that every student with SEN is a successful learner and has their strengths and capabilities recognised and valued, and their needs supported. We aim to accurately identify the special educational needs of our students, and meet them effectively with high quality teaching.

Objectives:

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To ensure access to the curriculum for all students so that they are able to achieve their full potential and develop as individuals and members of the community.
- To provide support and advice for all staff working with students who have special educational needs in order to develop a high level of staff expertise to meet student needs.
- To develop excellent partnerships and high levels of engagement with our students parents/carers and to respond appropriately to parents/carers concerns so as to foster high levels of confidence.

## 3. Identifying Special Educational Needs

The Special Educational Needs and Disability Code of Practice 2015 identifies 4 broad areas of need and support:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

Many students will have needs that relate to more than one of these areas of need. Some students will have needs that they will retain throughout their lifetime. Others will have needs that are temporary and linked to their stage of development or aspects of the curriculum currently being studied.

We have a clear approach to identifying and responding to SEN. All our teachers are teachers of students with special educational needs and all are responsible for identifying students with SEN. In consultation with the Inclusion Manager we will ensure that appropriate support is provided. We assess each student's current levels of attainment on entry to St Anne's.

- We use a wide range of methods to identify students who may have special educational needs and these are listed in our 'SEN Information Report' (available on our website).

- We visit all feeder primary schools to obtain relevant information on our new students. We are therefore fully aware of students needs on entry.
- The Inclusion Manager meets with parents of new entrants with SEN prior to admission.
- We carry out further assessments and baseline testing on entry, and students are then regularly assessed by their subject teachers.
- Inclusion manager/Achievement Leaders/Teaching assistants spend additional time with the new cohort to identify any emerging issues
- There is robust tracking and monitoring of progress by all teachers. Progress is crucial when determining the presence of a special educational need
- Teachers and Achievement Leaders will make a referral to the Learning Support Department if they have concerns regarding a student's lack of progress, combined with a possible significant learning difficulty, or if there are concerns of a social or emotional nature.
- We will be open and responsive to expressions of concern by parents and take account of any information that parents provide about their daughter.
- We ensure that on-going observations and assessments provide regular feedback about the student's achievements.

Not all students experiencing difficulties at school will have SEN. There can be barriers to learning which can make progress more difficult for some students. We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment.

- Disability ( the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (CLA)
- Challenging circumstances at home
- Being a child of a serviceman/woman

As noted in the SEND Code of Practice 2015, 'behaviour' is not considered a special educational need in itself. Any concerns relating to a student's poor behaviour should be described as an underlying response to a need which school and parents/carers should be able to recognise and identify.

## **4. The Graduated Approach to SEN Support**

. All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All students have access to a broad and balanced curriculum, with aspirational targets. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. 'Quality first' teaching is a priority of the school and a whole school responsibility. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Close liaison between all staff and the Inclusion Manager ensures that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Despite high quality, differentiated teaching some students may need further support and monitoring. At this point, the student may be placed on our internal monitoring register – the Additional Educational Needs Register.

- All teachers and support staff who work with the students will be made aware of their needs, and teaching strategies/approaches that are required
- Parents will be informed and consulted on any internal intervention that is implemented.
- These students will be monitored and reviewed regularly by the Inclusion Manager and the Achievement Leaders
- Subject teachers are responsible for working with the students on a daily basis and for directing the work of the support staff in the classroom.

### **Higher Levels of Support**

The decision to make special educational provision will be considered after the student has failed to make expected progress following internal school interventions.

- This involves analysing all the information supplied by the subject teachers and other relevant staff along with assessment results.
- The Inclusion Manager considers all of the information gathered from within the school about the pupil's progress (alongside national data and expectations of progress). This includes high quality and accurate, formative assessment, using effective tools and early assessment materials.

Parents will be informed and consulted and the student will be placed on the SEN Register as 'SEN Support'. The inclusion Manager will support subject teachers with further assessment of the student and any interventions will be tracked and monitored using the 'assess, plan, do and review' approach.

For students who display higher levels of need and/or continue to make little or no progress, the Inclusion Manager may then need to invite other professionals and external agencies, for example, the Educational Psychologist or the Speech and Language Therapist, into school to carry out more specialised assessment of the students needs.

- These assessments will be carried out after consultation with the parents and the student, and their agreement is obtained.
- In order to access these services the Inclusion manager will complete an Enfield Early Help Form with the parents and the most appropriate service(s) will be requested.
- Information, recommendations and strategies resulting from these assessments is discussed with the parents and relevant information is disseminated to all staff working with the student. Suggested interventions will be monitored by the Inclusion Manager and regular meetings held with parents to feedback information.

For students with the highest level of need, the Inclusion Manager may consider it appropriate to apply to the local authority (LA) for an Education, Health and Care needs assessment and this proposal will be discussed with parents and agreement obtained.

- If the LA decide to go ahead, information will be required from parents and all professionals who are working or involved with the student.
- Following the assessment, it might be decided that provision should be made according to an Education, Health and Care Plan (EHCP).
- Parents and student are active participants in the EHCP process from the start. The information they provide and the views they express, are paramount to producing a Plan that will support the student through the next phase of their education.

## **5. Managing Students Needs on the SEN Register**

The progress of all students with SEN is measured on a regular basis (assessment by subject teachers including progress towards targets). The students needs are clearly defined on the register and further information including any barriers to learning (together with strategies to support teachers to overcome these) is contained on the school database.

The expectation is that the subject teacher is responsible for the individual progress that every student makes. The subject teacher is also responsible for recording progress and intervention data.

Parent meetings with the Inclusion Manager where appropriate, to review progress of all students with SEN, including Annual Reviews for students with Statements of Special Need or Education, Health and care Plans, and Parents Evenings. The Inclusion Manager welcomes parents to contact her if they have any concerns regarding SEND provision for their daughter.

## **6. Criteria for exiting the SEN Register**

The Inclusion Manager has responsibility for removing a student from the SEN Register. The decision to remove a student, usually at the end of an intervention or series of interventions, will depend upon appropriate progress being made towards set targets and in conjunction with consultations with relevant teachers, professionals, external agencies and parents.

Students may move to our internal monitoring register - the Additional Educational Needs register, which allows for effective monitoring of students with a lower level of need that may require short-term intervention. This register raises the profile of these students, allowing for intervention to remove short-term barriers to learning and narrows the achievement gap between themselves and their peers. Following successful interventions and progress made against targets, students will be removed from the AEN register.

## **7. Supporting Students and Families**

Enfield Local Authority has a duty under Regulation 53, Part 4 of the Children and Families Act 2014 to publish a 'Local Offer'. This is a publication giving information about services and

support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

Parents can access the Enfield Local Offer here: [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

Schools have a duty to publish their own SEN information Report (in accordance with Regulation 51, Part 3, section 69(3) (a) of the Children and Families Act 2014 and our Report can be found here:

<http://www.st-annes.enfield.sch.uk/perch/resources/st-annes-sen-information-report-september-2015-3.pdf>

We have links with many local agencies and professionals who can provide targeted support to students and families who are experiencing difficulties. We can liaise with these professionals on behalf of our students and families and arrange meetings with them, or we can signpost our families to the most appropriate support if they prefer. The Inclusion Manager and Achievement Leaders will always respond to parent requests and concerns promptly. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes.

The Inclusion Manager is responsible for obtaining Access Arrangements from the Exam Board for public exams and assessments.

- At the end of Key Stage 3, if the school feels that, because of her SEN, your daughter is eligible for these arrangements, the Inclusion Manager will arrange for her to be independently assessed and, depending on the results, will then make an application to the Exam Board for particular arrangements.
- Similarly, if a student is experiencing serious medical issues that affect exam performance, the school will obtain the required medical evidence from professionals, make an application to the Exam Board and then put the agreed arrangements in place prior to her exams.
- In Key Stage 3, the school makes its own exam arrangements for SEN students and these will be implemented after discussion with the student's subject teachers.

SEN Students are fully supported at all transition phases during their education at St Anne's. This would be on entry to Key Stage 3 at St Anne's from their primary school, and again when moving into Key Stage 4 when they enter Year 10. They will receive appropriate Careers Advice and support throughout their time at St Anne's from our own staff and external advisors, and especially at KS4 when planning for transition, either to college or Key Stage 5.

### **Working in Partnership with Parents**

At St Anne's we will ensure that when working with our parents they should be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their daughter's education
- Have knowledge of their daughter's entitlement within the SEN framework
- Make their views known about how their daughter is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

## **8. Supporting Students at School with Medical Conditions**

St Anne's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice 2014 is followed .

For further information please see the St Anne's Medical Conditions Policy.

## **9. Monitoring and Evaluation of SEND**

The quality of provision offered to all SEND students is continuously monitored through on-going daily, weekly, termly and ultimately annual review on an individual basis in conjunction with the governors, Head Teacher, Inclusion Manager, SLT teaching and support staff and parents.

The SEND policy is reviewed biennially. The evaluation is based on:

- The progress made by students with SEND
- The level of success in achieving challenging targets
- The outcomes they have achieved in relation to both curriculum subject and their personal development
- The extent to which students with SEND are fully included in all aspects of the curriculum
- The extent to which the aims and objectives of the Policy have been met
- How effective the SEND provision has been in relation to the resources allocated

## **10. Training and Resources**

St Anne's recognises the importance of regular staff training to ensure that staff keep up-to-date with SEND issues, as well as exploring new areas of knowledge in relation to special needs.

- Professional development needs are identified through the school's Appraisal system for teaching and support staff.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Staff are encouraged to attend the CPD provided by Enfield local authority which offers SEN training for Teachers and support staff.
- External Agencies are invited into school on INSET days to deliver specialised SEN training to all teaching and curriculum support staff.
- Support staff and teachers visit SEN bases in other schools to share good practice
- Staff are invited by other schools to share in their professionally delivered INSET

- The Inclusion Manager attends the LA SEN conferences and network meetings to keep up-to-date with local and national SEND initiatives.
- The Inclusion Manager may identify suitable training for support/teaching staff related to particular SEND issues or particular needs of students.
- Staff are asked to evaluate their training and, where appropriate, cascade the training to relevant colleagues in school.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- Trainee teachers (PGCE students) also follow a professional studies programme which includes SEND training in school
- The Inclusion team meet weekly on each site to discuss SEN and inclusion related issues and report to SLT

## **11. Roles and Responsibilities**

The Governing body challenges the school and its staff to secure necessary provision for any student identified as having special educational needs.

- Governors determine the school's general policy and approach to students with SEND in cooperation with the Head Teacher and Inclusion Manager and ensure that funds and resources are used effectively.
- Having regard to the SEND code of Practice 2015, Governors are responsible for overseeing the implementation of the reform.
- Governors ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and the use of external agencies and services is available to parents.
- Governors ensure that arrangements are in place to support students at school with medical conditions.

The role of the SENCo/Inclusion Manager:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Overseeing interventions and monitoring progress of target groups
- Analysing data to inform practice
- Co-ordinating training for teaching assistants
- Contributing to the in-service training of staff
- Liaising with and advising staff
- Monitoring the quality of provision support and to ensure that the needs of SEN pupils are being met
- Managing the SEN department
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN

- Liaising with other schools and professionals from external agencies including educational psychologists, speech and language therapists, health professionals, social care, and independent or voluntary bodies
- Being a key point of contact with external agencies, including the LA support services
- Liaising with potential next providers of education ensuring students and parents are informed about options and a smooth transition is planned
- Organising Access Arrangements for relevant students for public exams
- Liaising with settings from which students have been previously taught
- Working with the Head teacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

Inclusion Manager - Mrs Moira Stowe

Named Governors responsible for SEND are Mrs Susan Phagoo and Mrs Jennifer Webb.

Designated Teacher in charge of Safeguarding is Mrs Jennie Gumbrell

## **12. Storing and Managing Information**

SEN information is stored on SIMS (the school's management system). Hard copies of student SEN files are stored in a locked cabinet in the SEN department. St Anne's complies with current data protection and confidentiality requirements with regard to information about students and families.

## **13. Reviewing the Policy**

St Anne's SEN policy will be reviewed biennially. The next review will be November 2018.

## **14. Accessibility**

Please refer to St Anne's Accessibility and Inclusion Plan on our school website.

## **15. Complaints Procedure**

Complaints can be made following the St Anne's School complaints procedure. Further information can be found on the school website.

## 16. Bullying

Our Mission Statement makes clear the entitlement of everyone in school to be equally valued and respected and it is the responsibility of each of us to show understanding and respect for others. In light of this, bullying in any form has no place at St Anne's and will not be tolerated.

We aim always to safeguard the needs of pupils with SEND, promote independence and build resilience in their learning

Please refer to our anti-bullying policy on our school website for further information

## 17. Appendices

Please refer to our SEN information Report September 2016 further information. The Report can be found here:

<http://www.st-annes.enfield.sch.uk/perch/resources/st-annes-sen-information-report-september-2015-3.pdf>

<b>ARRANGEMENTS FOR MONITORING AND EVALUATION:</b>	<b>Biennially</b>
<b>DATE ESTABLISHED BY GOVERNING BODY: (ADOPTED)</b>	<b>December 2000</b>
<b>DATE REVIEWED:</b>	<b>November 2016</b>
<b>DATE OF NEXT REVIEW:</b>	<b>November 2018</b>
<b>RESPONSIBILITY:</b>	<b>Inclusion Manager</b>