

ST. BEDE'S CATHOLIC VOLUNTARY ACADEMY



S.E.N. POLICY

SEPTEMBER

2018-2019

**We commit ourselves to love, respect and
serve one another as disciples of Jesus
Christ.**

St Bede's Catholic Academy

Strategic Leader: Miss L Busk

Headteacher: Mr R Hibbard

Operational Management: Mrs S Barnard

SENDCO: Mr P Wade

Governor Link: Mrs J Kelly

Date Reviewed: October 2018

Senior Team Member of Staff Responsible: Mr R Hibbard

Governor Responsible: Mrs J Kelly

AIMS

At St. Bede's Catholic Voluntary Academy it is our intention to ensure that there is an equal opportunity for all students to develop their full potential within a broad and balanced curriculum and that this should take place within a caring and supportive community. We believe all children and young adults are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

It is our belief that every teacher is a teacher of every pupil and all needs should be catered for within the classroom context through good quality teaching and learning. This policy reflects the SEND Code of Practice 0-25 guidance.

OBJECTIVES

We intend to achieve our aims by:

- Identifying and providing support for all pupils who have SEN and additional needs
- Working within guidance of SEND Code of Practice
- Providing support, advice and CPD for staff working with SEND pupils
- Developing and maintaining partnership and high levels of engagement with parents

ADMISSION ARRANGEMENTS

The school's Admission Policy does not discriminate on the grounds of special needs or disability. Indeed, as a Christian school, we believe we should celebrate individual differences. All students with needs, including disabilities, have individual, bespoke SEND plans to enable them to make progress and to meet their individual needs. A range of facilities are provided to support these individual needs including lifts, a hoist, personalized Personal Emergency Evacuation Plans and refuge points, staff specialists with handling qualifications, ICT equipment including Clicker 6, standers and walkers. Specialist FM equipment is also used to support our hearing impaired students. Access arrangements are offered to those who qualify for them and a range of external agencies work closely with the school to meet the individual needs of students. We use a range of high quality Teaching and Learning strategies to support the needs of all our students as progress is central to their wellbeing. **See the 'Equality and Diversity' policy for further information.**

SEN FUNDING

The school's SEN budget is used to provide support and resources for students identified as requiring interventions additional to or different from our usual differentiated curriculum.

ROLE DESCRIPTIONS

The SENDCO is Mr P Wade

The key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN at individual, group or class level
- Liaising with the Headteacher, SEN Governor, Leadership Team and other agencies to ensure the school meets its responsibilities under the New Code of Practice
- Liaising with pupils and parents of SEN
- Liaising with, and advising and contributing to the training of teaching and non-staff
- Implementing an effective referral process to identify students requiring additional support
- Being a key point of contact with external agencies, especially the LA and support services
- Tracking, monitoring, reviewing the impact of support plans and evaluating the

impact on pupil progress against outcomes

The SEN Governor is Mrs J Kelly

The key responsibilities of the SEN Governor may include:

- Overseeing the implementation of the SEN policy
- Collaborating with the SENDCO in the monitoring and evaluating of the SEN policy and its impact

Assistant Teachers

The key responsibilities of the Assistant Teachers may include:

- Supporting students in the classroom context
- Using Teaching and Learning strategies, as appropriate, to support pupil progress
- Leading time specific, outcome driven withdrawal programmes

Assistant Teachers:

- Mrs T Hunter
- Mrs D Fletcher
- Mrs S Leckey
- Mrs S Barnard
- Mrs J Matthews
- Mrs J Gregory
- Miss G Witty
- Mr M Sparham

NEW SEN CODE OF PRACTICE SEPTEMBER 2017: DEFINITIONS

The terms 'School Action', 'School Action Plus' and 'Statement' have been replaced with the following terminology:

1. Additional SEN Support: children or young people requiring support because they have not made expected progress or they need interventions/additional support different to those normally provided. The four main areas of need are:

- Communication and interaction
- Cognition and learning
- Emotional, social and mental health
- Sensory and/or physical

We identify the needs of pupils by considering the needs of the whole child and what may impact upon progress and attainment despite not being SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- EAL
- Pupil Premium
- Looked After Child
- Child of Serviceman or woman

2. Education, Health and Care Plan: children and young people requiring statutory support when they have not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person. The local authority will expect to see evidence of the action taken by the school as part of SEN support.

PARTNERSHIP WITH PARENTS

Parents are encouraged to be involved with all aspects of their child's education. This is done in a variety of ways including parents' evenings, review meetings, telephone, letters and communication via student planners. We value the partnership of home and school working together with equal commitment towards the same end and recognize that our students will benefit more fully from the opportunities that we offer with this alliance.

COORDINATION OF PROVISION AND ACCESSING THE CURRICULUM

All teachers are responsible for the education of all students including those requiring Additional SEN support. The SENDCO oversees all aspects of provision for students with Additional SEN needs including identification, SEND plans, assessment, monitoring, reviewing, classroom support strategies, record keeping and administration. It must be stressed that the progress of children and young people against their outcomes still remains the responsibility of all teachers in line with the new Draft Code of Practice. A 'person-centered' approach is taken at all times, as instructed by the new Code of Practice, and support strategies will be determined with parents and pupils once outcomes have been decided.

REFERRAL PROCESS: IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES

It is the responsibility of all staff to assist in identifying students with SEN. The identification procedure involves the use of parental information, data from previous placements, National Curriculum Key Stage Test Results, screening procedures and teacher observation. The ongoing assessment and review procedures will follow the guidelines contained in the New Code of Practice:

- **Assess:** There is clear analysis of the pupil's needs with parental involvement following expressions of concern. The SENDCO will then determine if a pupil requires Additional SEN support or not. Teachers assess the progress of students each assessment point. Reading and spelling ages are assessed during the academic year. Outcomes of SEND plans are assessed each review/meeting. Assessments may include cognitive, physical, observations and subject progress, depending upon need.
- **Plan:** a personalised plan is put into place based on assessment/testing outcomes and student and parent voice. Agencies may be involved in the creation of the plan if deemed necessary. Parents will receive notification of their child being placed on the SEN register. Intervention strategies, support and expected impact on progress should be determined along with a date for review.
- **Do:** Learning Passports and EHCP plans are distributed across staff at the Academy so that all teachers use appropriate strategies to support students to make further progress and to meet their needs. All staff are required to use the plans to support the students in their care because they are responsible for the progress of their students. Specialists may be involved at any point to support a child or young person's progress. Specialist support in learning support may be provided as part of the SEND plan
- **Review:** reviews/consultations occur throughout the academic year, including: SEN surgery, parents' evenings, review meetings, phone calls and annual reviews. A review meeting may be held at any time deemed necessary by the parents, SENDCO or external agencies. The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. Support should be revised in light of the review. An annual report will be distributed to parents.

The SENDCO is accountable for updating records and plans.

NB: when a pupil is making good progress against outcomes, the pupil will be removed from the SEN register.

INVOLVING SPECIALISTS AND SUPPORT SERVICES

The school will consider involving specialists where a pupil continues to make less than expected progress against their outcomes despite evidence-based support and interventions. Parents will be involved in decisions to involve specialists. The school has access to the full range of Support Services. See APPENDIX 1.

TRANSITION BETWEEN SCHOOLS AND COLLEGES

Arrangements include:

- Visits to partner schools to meet vulnerable students
- Visits by staff and vulnerable students in partner schools to St. Bede's Learning Support Department
- Year 6 Parents Evening
- Induction Day
- Parental Visits
- Liaison with local colleges to discuss future placements

PUBLISHING INFORMATION: SEN INFORMATION REPORT/LOCAL OFFER

Information regarding SEN will be published on the school website and include:

- SEN PROVIDED FOR AT THE SCHOOL
- SEN POLICY
- REFERRAL PROCESS: IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES
- TRANSITION SUPPORT
- PROVISION MAPS
- CPD AND TEACHING AND LEARNING
- ROLE DESCRIPTIONS AND STAFF EXPERTISE
- EVALUATION OF IMPACT

COMPLAINTS

These will be dealt with under the school's normal complaint procedure.

REVIEW OF POLICY

This policy will be reviewed annually

APPENDICES

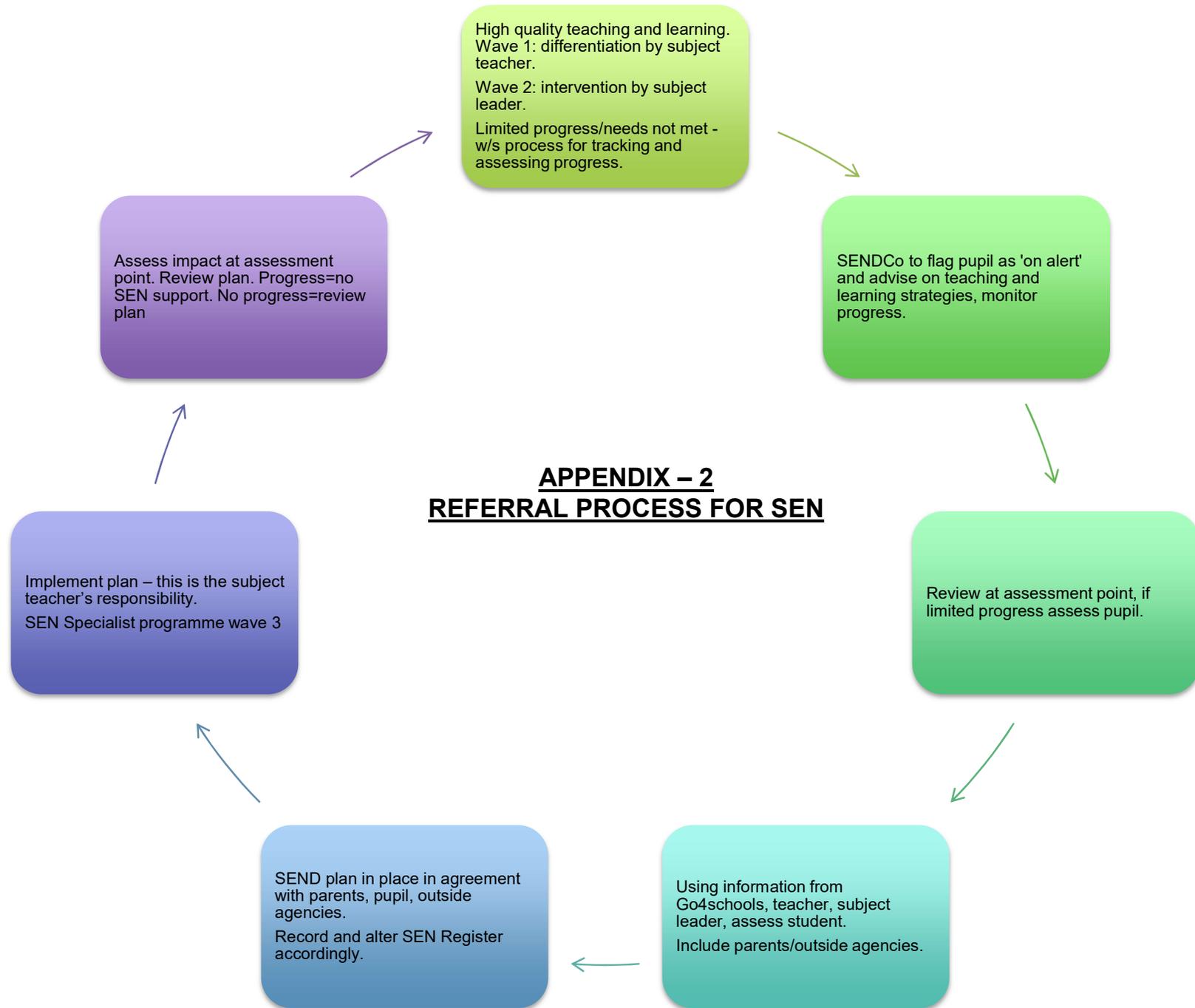
APPENDIX – 1	Outside Agencies
APPENDIX – 2	Referral Process
APPENDIX – 3	Action Plan
APPENDIX – 4a	SEND Plan
APPENDIX – 4b	Learning Passport
APPENDIX – 5	Intervention Plan Wave 1
APPENDIX – 6	Intervention Plan Wave 2
APPENDIX – 7	Accessibility plan
APPENDIX – 8	Whole School provision map

APPENDIX – 1 Outside Agencies

Anti-Bullying Service	46b Newdown Road Scunthorpe North Lincolnshire DN17 2LJ 01724 289289
ASET Sarah Huddart	Melior Community College Chandos Road Scunthorpe North Lincolnshire DN17 1HA 01724 868666 ext 255
CAMHS Child and Adolescent Mental Health Service	St Nicholas House Shelford Street Scunthorpe North Lincolnshire DN15 6NU 01724 408460
TAMNET Complex and Medical Needs Education Team	Learning Development Centre South Leys Campus Enderby Road Scunthorpe North Lincolnshire DN17 2LJ 01724 297199
AIG Service Kathy Szenher	Church Square House Church Square Scunthorpe North Lincolnshire DN15 6NL 01724 297000
Children's Services	5-7 Cliff Gardens Scunthorpe North Lincolnshire 01724 296500

Darley Centre Mike Burnett	School Road Ashby Scunthorpe North Lincolnshire DN16 2TD 01724 296263
DELTA Drug Education Liaison Treatment Agency	22 – 24 Cole Street Scunthorpe North Lincolnshire DN15 6QS 01724 - 298528
Diversity Service	Learning Development Centre South Leys Campus Enderby Road Scunthorpe North Lincolnshire DN17 2LJ 01724 297177
Educational Psychologist	Hewson House PO Box 35 Brigg North Lincolnshire DN20 8XJ 01724 847151
Physical Disability Team Wendy Moreline/Stuart Pattison	Brumby Centre Grange Lane North Scunthorpe North Lincolnshire DN16 1BN 01724 407988
Hearing Impaired Service	Brumby Centre Grange Lane North Scunthorpe North Lincolnshire DN16 1NT 01724 407988
Kaleidoscope	Kaleidoscope Dunstall Street Scunthorpe North Lincolnshire DN15 6JZ 01724 277766

Occupational Therapy	Scunthorpe General Hospital Cliff Gardens Scunthorpe North Lincolnshire DN15 6NU 03033 302899
Parent Partnership SENDIASS	Hewson House Station Road Brigg North Lincolnshire DN20 8XJ 01724 277665
School Nursing Team	North Lincolnshire School Nursing Service Children's Care Group Park Lodge, Woodfield Park Tickhill Road, Balby, Doncaster South Yorkshire DN4 8QN 01724 290616
SEN Section	Hewson House Station Road Brigg North Lincolnshire DN20 8XJ 01724 277665
Speech and Language Therapy	Monarch House Arkwright Way Scunthorpe North Lincolnshire DN16 1AL 01724 203755
St Hugh's School	Bushfield Road Scunthorpe North Lincolnshire DN16 1NB 01724 842960



APPENDIX – 4a SEND Plan



APPENDIX – 4a SEND Plan

St Bede's Catholic Voluntary Academy – Learning Support Team

<u>SURNAME</u>		<u>SPECIFIC NEEDS</u>
<u>FORENAME</u>		
<u>DOB</u>		
<u>YEAR</u>		
<u>HOUSE/TUTOR</u>		
<u>DATE</u>		

PEN PORTRAIT

TEACHING & LEARNING STRATEGIES

INTERVENTIONS

<u>Levels/Grades</u>		<u>INTENDED OUTCOMES OF THE SEND PLAN</u>
<u>English</u>	<u>Maths</u>	

Dates of monitoring and progress made:
Monitored by:

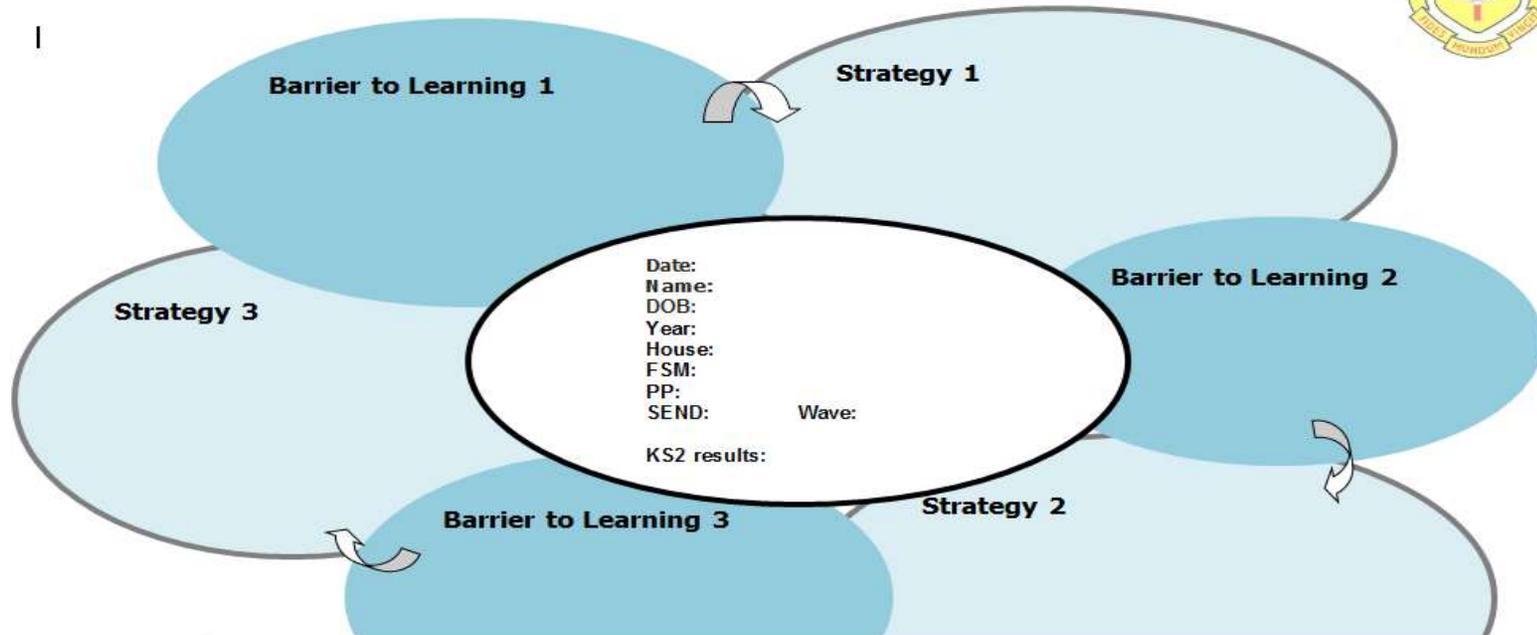
Views of parents:

Views of student:

Review of progress and evaluation of impact	<u>DATE</u>	Next Review by	<u>DATE</u>
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APPENDIX – 4b Learning Passport

LEARNING PASSPORT



Provisions:	Parent/Carer views and comments:
Strengths:	Student views and comments:



APPENDIX – 5 Intervention Plan Wave 1

St Bede's Catholic Voluntary Academy – Learning Support Team

Name:		Tutor Group:	
Area of Need/s:		Current & expected levels of attainment:	
Intended Outcome/s of the Intervention Plan:			
Monitored by:	Subject teacher		
Strengths & Difficulties:			
•			
Support Strategies:			
✓			
Review of Progress and Evaluation of Impact		Review date: By:	

APPENDIX – 6 Intervention Plan Wave 2

St Bede's Catholic Voluntary Academy – Learning Support Team



Name:		Tutor Group:	
Area of Need/s:		Current & expected levels of attainment:	
Intended Outcome/s of the Intervention Plan:			
Monitored by:	Subject Leader		
Strengths & Difficulties:			
•			
Support Strategies:			
✓			
Interventions undertaken so far (wave 1):			
Outcomes/progress from these:			
Interventions undertaken in wave 2			
Outcomes/progress from wave 2 intervention:			
Review and Evaluation of Impact of wave 2 intervention		Review date:	
		By:	

APPENDIX – 7 Accessibility Plan 2018 – 19

<u>Access to the Physical Environment</u>				
Targets	Strategies	Timescale	Responsibility	Success criteria
Academy aware and acts upon the access needs of all children, staff, parents and directors with a disability	<ul style="list-style-type: none"> • Create personalised plans for children, staff, parents and directors when required • Survey of staff and directors to ensure access needs are met • Data collection sheet to establish access needs of parents/carers • Dissemination of relevant information to all staff, parents and pupils • Individual healthcare plans implemented to ensure education is accessed and need are met. A range of facilities including lifts, hoists, peep plans and refuge points, handling qualifications, ICT equipment, standers and walkers 	<p>As necessary</p> <p>Induction of new staff/directors</p> <p>Annually and on admittance of new students</p> <p>Annually and as necessary</p>	<p>PW</p> <p>SB</p>	<p>SEND, healthcare, access, peeps and intimate care plans in place for pupils, risk assessments in place for all others.</p> <p>Staff and directors and Parent/Carer access needs met</p> <p>Staff awareness of access issues</p>
Ensure all pupils/staff and visitors, with disability, can be safely evacuated	<ul style="list-style-type: none"> • Ensure Personal Emergency Evacuation Plan in place for pupils 	Required checks of EVAC chairs carried out	<p>PM</p> <p>PW</p> <p>SB</p>	All pupils with disability and staff working alongside them are safe in the event of a fire

	<p>with SEND as appropriate</p> <ul style="list-style-type: none"> • Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation • Egress routes visual check done daily 	<p>Each September</p> <p>Daily</p>	<p>Caretaking</p>	<p>PEEP assessments completed and action taken for those with a disability</p> <p>Site safe for exit by pupils and staff with a disability</p>
Access to the Curriculum				
Targets	Strategies	Timescale	Responsibility	Success criteria
<ul style="list-style-type: none"> • High quality T & L provision for pupils with SEND and disabilities 	<ul style="list-style-type: none"> • Regular targeted monitoring of achievement and T & L 	<p>Ongoing</p>	<p>PW</p>	<p>Increase in achievement of children with SEN</p>

	<ul style="list-style-type: none"> provision for pupils with SEND and disabilities CPD for teachers and support staff in supporting children with SEND, medical and physical needs including evacuation procedures, movement and handling 			Increased staff confidence and quality of their SEND support
<ul style="list-style-type: none"> Ensure involvement of all pupils in the full curriculum including PE and educational visits 	<ul style="list-style-type: none"> Ensure venues are assessed for suitability of provision and plan accordingly Gather information as to which children may require support to allow them to access extracurricular activities Individual healthcare plans for students requiring adaptations to their lessons so they can fully participate in all curriculum areas 	Annually and ongoing	PW	<p>All children take full part in the whole curriculum</p> <p>Increase participation of children with SEND taking part in extra curricular activities</p>
<ul style="list-style-type: none"> Ensure accessibility of access to IT resources 	<ul style="list-style-type: none"> Alternative hardware/software resources available to ensure access to the curriculum, including Clicker 6 Learning Resource always made available for children with SEND 	<p>Ongoing</p> <p>Ongoing</p>	PW	IT resources meet needs of all children

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*See the 'Equality & Diversity' Policy at www.stbedesscunthorpe.org.uk website for further information linked into the Academies qualities objectives and Public Sector Equality Act

APPENDIX – 8 Whole School Provision Map

Provision Map for St Bede’s Catholic Voluntary Academy

Date: October 2018

Area of Need	All pupils, where appropriate	Plus for some pupils - Catch up	Plus for a few pupils - SEN
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids / modelling etc • Visual timetables 	<ul style="list-style-type: none"> • Catch up programmes – Literacy and numeracy e.g. Reading and 	<ul style="list-style-type: none"> • Exam concessions • Alternative accreditation/ vocational courses e.g Entry Level Certification

	<ul style="list-style-type: none"> • Dictionaries/thesaurus • Use of writing frames • Access to ICT • Smaller class sizes • SMSC • Varied forms of recording information • Dyslexia/EAL friendly classrooms: key words, • Differentiated questioning • Seating plans • Work buddy • Testing: CATS • Marking and feedback to promote progress 	<p>MyMaths or Numeracy Ninjas</p> <ul style="list-style-type: none"> • In class support from TA • Adapted and individualised timetable at KS3/KS4 • KS3 Vernon spelling, GL Assessment reading and comprehension, dyslexia portfolio • Via GL assessment 	<ul style="list-style-type: none"> • Advice from EP/SALT, Physical Disability Team, OT, FAST • Alternative Provision • Access to Connexions/IAG • Adapted and personalised curriculums • Hearing Impaired Team pre and post tutoring and literacy support • Access arrangements • Transition arrangements: y5, y6, y11-post 16 • Access arrangements • Adaptations to personalise learning e.g. reducing the writing for a Dyslexic student • Changing background colours of smart board presentation where possible • Vernon spelling, GL Assessment reading and comprehension • Coloured overlays
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • Positive roles in presenting assemblies • MSC: collaborative group work 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language from TA • ICT – Clicker 6 • Hearing Impaired Team SALT support: pre/post tutoring 	<ul style="list-style-type: none"> • Speech and Language support / advice • Advice/ Input from ASET • ICT – clicker 6 • I pads • Access to Connexions/IAG • Hearing Impaired Team

<p><i>Social, Emotional, Behavioural</i></p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school / class rules • Whole school/ Class reward and sanctions systems • Peer Mentors • House captains • Sports captains • Carefully selected houses and tutor groups to support students • KS4/Post 16 college taster day in y10 • Y10/11 college support at parents' evening • College interviews • Information about college open evenings distributed • PSHCE programme • Support with college application 	<ul style="list-style-type: none"> • Peer Mentors • Anger management/school nurse • Involvement of EWO, Access to Connexions/IAG support • Staff mentors • FAST team involvement • Adoption Team • School nurse • Bespoke careers interview for SEN, potential NEETs and others identified 	<ul style="list-style-type: none"> • Mentoring • Anger management • Involvement of EWO • Connexions/IAG • FAST team involvement • EHA • Adoption Team • CAHMS • TAMNET • School nurse • HIT • Bespoke transition days to post-16 provision • Bespoke transition days from Primary to Secondary
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Medical support /advice • Varied forms of recording information 	<ul style="list-style-type: none"> • Ipads/lightweight keyboards • Laptops • Varied forms of recording information 	<ul style="list-style-type: none"> • Clicker 6 • Standers+pacers • Ipads/lightweight keyboards • Laptops • Varied forms of recording information • Physiotherapy • Occupational Therapy • Physical Disability Team • Lifts • PEEPS plans • Intimate care plans • Adapted furniture e.g. table for 1 student • HIT

			<ul style="list-style-type: none">• Madeleine Portwood programme Moving and handling training Keyboard skills• ResQMat Training
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