

**The McAuley Catholic High School
A Catholic Voluntary Academy
Special Educational Needs and Disability
(SEND) POLICY**

Section 1: Main Contact details and Policy key dates

Name and contact details of the Head teacher:

Mr John Rooney
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Name and contact details of the SEND Co-ordinator:

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The SENCO and the Assistant SENDCO have both achieved the Post Graduate - 'National Award for SEN Coordination (NASENCo award).

The SENCO is not a member of SLT - SLT advocate for SEN is:

Mr Matt Allison
Assistant Head Teacher
Acacia Road
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01302 537396

The member of the Governing Body responsible for SEN is: Mr David George

Date of previous Policy	September 2019
This Policy was co-produced in consultation with SENCO and SLT	March 2021 *under review due to changes in policy and staffing – in line with the new inclusion policy
Policy to be reviewed again on:	Summer Term (JULY) 2023

This SEND Policy was updated in MARCH 2021 with a view to further UPDATE and REVIEW in line with the further development of the school's INCLUSION POLICY in JULY 2021.

Thereafter, it will be reviewed Every 2 years by the Governing Body.

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NOTE: Child/ children are used throughout to refer to children and young people unless a quote e.g. from the Code

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement

2.2 Our school has separate policies some of which are linked on the schools website and which can be seen upon request. These policies include:

Safeguarding, Accessibility, Children in Public Care, Children with English as a Second Language, Assessment, and Inclusion policies relating to: Anti-Bullying; positive behaviours for Learning; Equality; Medical Care and relevant Complaints Procedures. Other policies include Admissions, Examinations and Assessment Arrangements, Teaching and Learning, Curriculum related Policies and all related CES policies. (Which are located on the CES (Catholic Education Service) website www.catholiceducation.org.uk)

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This is located on the schools website www.mcauley.org.uk

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Section 3: Profile and Values

3.1 Our School Profile

The McAuley Catholic High School is a secondary mainstream Roman Catholic Voluntary Academy. (Ages 11 – 18yrs Key stage 3,4,5)

The McAuley Catholic High School offers a distinctive Catholic education in partnership with parents and the local church. We believe in the dignity of each individual within our community and therefore treat each other with deep respect. We commit ourselves to equality of opportunity and access to life-long learning and spirituality. To this end each individual is challenged and nurtured to be the best person that they can be in a Christian atmosphere of peace, justice and reconciliation.

The year groups are organised into a 3 tiered banding system. Within each band students are set according to mixed ability teaching and / or ability groups across core (maths and Science) subject areas. In subjects where mixed ability teaching is delivered teachers are skilled in differentiating delivery in the classroom to a wide range of needs and learning styles. Following a period of baseline assessment in the first term of Y7 onwards, (together with KS2 data) within core subjects, teaching groups are ability set to allow for more bespoke and targeted support where it is needed. In Year 9 children select their GCSE option choices for study in Year 10. (KS3 curriculum is 3 years and KS4 curriculum is 2 years)

All relevant policies are used when considering the needs of students with Special Educational Needs and how their needs can be best met. Policies including those outlined below:

The School's Mission Statement, Accessibility Plan, Safeguarding, Inclusion Policy: - anti bullying – behaviour – equality – complaints - medical care in schools policy.

Admissions policies also reflect the need for additional transition and consultation through the Local Authority re a placement and how the child's needs can be met within the mainstream setting here in McAuley. Examinations and Assessments under the guidance of 'Access Arrangements' outline the ongoing need for assessment within the setting and the framework for doing this is effectively in line with meeting the requirements of the examination boards.

Other related policies include - Teaching and Learning / curriculum related policies and Literacy / Numeracy

In addition, please see all related CES (Catholic Education Service) policies on the CES website for more details. <http://catholiceducation.org.uk/>

All school policies can be readily available upon request.

3.2 Our School Values / Mission Statement

At McAuley Catholic High School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. Not all children with disabilities have 'special educational needs' and not all children with SEND meet the definition of disability but this policy covers all of these children. Children have 'Special Educational Needs' if they have a learning difficulty which calls for special educational provision to be made for them – that is 'additional to' and 'different from' their cohort of peers.

We are an inclusive school and believe that all children should be valued and treated with respect. We promote a fully inclusive policy with all children attending mainstream lessons to access high quality teaching and learning under Quality First Teaching in the classroom

The school uses its best endeavours to ensure that the provision for **all** its children is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways.

At McAuley our fully inclusive ethos and approach is to foster, encourage, promote and implement fair access to all aspects of learning for all students regardless of any physical or mental disability / impairment that they may have. Our starting point is access and equality for all members of our school community.

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs and implement opportunity to access a broad, balanced curriculum by means of nurture provision when appropriate.
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 5: Definitions of SEN and of Disability & Categories of Need

5.1 SEN Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

5.2 Categories of Need:

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 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.

Children with Autism Spectrum Condition (ASC), 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.

5.3 Categories of Need:

Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation.

Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),

- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.4 Categories of Need:

Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

5.5 Categories of Need:

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. As a school, it is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school strives to meet its 'accessibility duties' in all aspects. Barriers to learning once identified are removed or minimized where possible. This is further outlined in the 'Accessibility Policy' located on the school's website.

In the event of children with SEND needing additional support to access extra-curricular activities of interest and of benefit to them, then additional support is considered and where appropriate implemented. This has included ensuring all students with SEND can access residential trips, canoeing activities and educational excursions as appropriate.

Section 6: Graduated approach to identifying if a child requires SEN Support
(Please see the SEN Information report located on the school's website for further information)

6.1 Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through the Inclusion / SEND referral process for staff. Together with Information and knowledge collated at point of transition (see section 13). This will lead to the following where appropriate:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and seeking advice or involvement from the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

Students are continuously assessed by their teachers and, attainment data is collected four times each year. The progress of SEN/D students is monitored by the SENCO, Heads of Year, Curriculum Leaders and the Senior Leadership Team. Progress data is analysed after every cycle of Student Assessment Reports (SARS) in the school. The information is used when advising teachers about possible teaching & learning strategies and in progress discussions with students, parents and other professionals as appropriate. Students annual review targets are monitored and updated termly in discussion with their key support worker. A 'bring and brag' system encourages the young person to share their achievements on a fortnightly basis with their key worker. Parents / carers and other professionals are invited to attend consultation and review mtgs as a minimum once each term

throughout the school year or more frequently if and when appropriate. These meetings are called 'Assess, Plan, Do, Review' meetings (APDR) and support plans are reviewed and amended as needed.

Baseline testing information is gathered upon starting at the school using the following assessment tools:

Key Stage 2 assessment data and standardised scores
Reading Comprehension standardised tests
Spelling
Writing (WPM)
In-house curriculum tests across subjects

Literacy Intervention Overview

Entry and Exit Criteria

Current Y7

This year, Y7 students at risk were identified by data from their primary schools. They were given the STAR Reading Test in term 1 to determine their reading ages, and those with a standardised score of 75 or below were selected for Toe by Toe. Students working on Toe by Toe who may not need it, because their issues are not around phonological awareness or dyslexia, will be tested using GRTII after Easter, and possibly exited. Students working below a Y6 curriculum are removed once per fortnight (mainly from MFL) to take part in the Word Power Reading Intervention.

Current Y8

Students currently in Y8 started with KS2 scaled scores below 100, so were given a STAR reading test to determine their reading age in Y7*. Students who scored a standardised score of 84 or below were then withdrawn from Modern Foreign Languages. The HLTA then worked with these students using specific interventions in a small group setting. Interventions included reciprocal reading using a wide range of texts, reading aloud, Toe by Toe, Nessy, and the Word Power Reading Intervention. Students were also given access to the Accelerated Reader programme, which enabled them to incrementally increase the difficulty of the books read, and improve their reading ages. Students were re-tested using the STAR reading test every half term. In Y7, students scoring more than 9 years and 6 months, and/or with a standardised score of over 90 were then re-entered into MFL to continue their studies. Current Y8s cannot be exited back to MFL, and will likely not take this as an option at GCSE.

* Students who were unable to access STAR reader due to their low ability in reading did the GRTII test instead

Interventions

Intervention	Summary	How is it delivered?
Word Power Reading Intervention	An intervention focused on inference skills. It incorporates strategies to deepen and sharpen reading comprehension that were positively evaluated in the 2018 – 2020 DFE-funded SSIF3 Word Power project.	HLTA 1:1 & small group One per fortnight using mainly Modern Foreign Languages Lessons

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Reading Comprehension Texts	A variety of comprehension texts on a range of topics, used with reciprocal reading strategies and others.	HLTA
Toe by Toe	Phonics based intervention used for low ability and dyslexic students. It is focused on letter, word and sentence level instruction. This ranges from recognising the letter “k”, for example, to longer sentences and whole paragraphs. It also tackles some areas where dyslexics often make mistakes, such as confusing “b” and “d”.	HLTA/Tas 1:1 Every day for 10 minutes
SaLT	Speech and Language Therapy Interventions. These were done by Doncaster Hosp., but due to Covid Tas and the HLTA are receiving training 19 th Oct. to be able to deliver some elements. Previously, SaLT interventions were delivered by a specialist, who would then produce a report for the school to act upon by the next intervention.	HLTA & Tas External visitors from the SaLT team based at Doncaster Hospital Paediatrics Dept. 1:1
Nessy	A specialist computer programme where students participate in games (it’s now a website here) that support them in reading, writing, spelling and typing. This is particularly used with children with dyslexia and/or low spelling scores. In most games, children hear a word through their speakers, which they then have to either select from a list or type. It also includes a series of printed resources.	HLTA & Tas Small group & 1:1
Kinaesthetic Games	The department holds a range of games, flashcard sets, and so on, that target specific aspects of language acquisition, such as blending individual letter sounds together e.g. “str” to form words. Most, if not all, aren’t being used due to Covid restrictions.	HLTA & Tas 1:1 & small group

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Handwriting intervention	To improve students' transcription skills, freeing up cognitive capacity to think about meaning.	HLTA & TAs 1:1
Phonics for Older Learners	A photocopiable book that contains worksheets for students working at a PKS or Y1 curriculum	HLTA

Assessment Tools

Assessment Tool	Summary	Delivered by
GRTII Test	Group Reading Test II is a reading comprehension test that produces a reading age for each child. This reading age is then used to determine what interventions are in put into place.	HLTA
Vernon Spelling	A spelling test that produces a standardised score and reading age. Words range from “up” to “menagerie”.	HLTA
Dyslexia screener	Dyslexia screening will give a broad indication of whether a student may have dyslexic traits, but not a diagnosis	HLTA
Visual Stress Assessment	Visual stress assessments are used to determine if a child would benefit from overlays or coloured paper. Not as effective as a visit to an optician.	HLTA

Throughout each key stage further testing is completed in line with exam board requirements to inform appropriate **Access Arrangements** for each Key Stage.

A picture of need is built over time and tools of assessment are used to identify specific needs. This includes using the following assessment tools and Standardised testing in:

WRITs

WRATs

DASH Handwriting assessments

Dyslexia Screening tools

CToPPs speed of processing information

In addition, assessment tools are used in ‘emotional literacy’, strengths and difficulties questionnaires. All parents / carers and staff are regularly consulted to further inform and gather useful information to help identify development and support needs. Information gathered when a concern is raised may

sometimes be used to inform a further referral for external assessment and identification such as Speech and Language Therapy Team (SALT); Global Development Assessment (GDA); Hearing Impaired specialist team (HIMP); Visual Impaired specialist team (VIMP); Autism Specialist Teachers (ASCETS ASD specialist team).

6.2 General provision for **all** children using core school funding

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.
- The whole school provision map enables us to:
 - o plan strategically to meet children's identified needs and track their provision;
 - o audit how well provision matches need;
 - o recognise gaps in provision;
 - o highlight repetitive or ineffective use of resources;
 - o cost provision effectively;
 - o demonstrate accountability for financial efficiency;
 - o demonstrate to all staff how support is deployed;
 - o inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
 - o focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- needs and strategies are shared with teachers using SEND passports. This is shared on sims for all staff to access.
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation if and when appropriate or needed – by access through support from the school EAL Coordinator (Mrs Antoniw mantoniw@macauley.org.uk)
- differentiation of curriculum resources
- study buddies/cross age tutors / peer and paired reading
- homework/learning support club

- **SMART** target setting
- booster intervention groups
- emotional care, friendship and support groups
- co-ordination and handwriting support groups
- support to participate in the life of the school by means of 'mentoring support programmes'; access to 'key worker' support time; SEND lunch clubs and homework support clubs

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with the Schools Attendance Officer where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors
- The SEND team Liaises Weekly via 'Continuum of Support' (COS) meetings with each key stage manager and Head of Year
- The SENDCO and Assistant SENDCO participate in QA assurance processes in the school such as / including pupil observation, student voice, learning walks, Department Deep Dives and work scrutiny

6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support and Graduated Approach to meeting the needs of SEND children in school. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy upto £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

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- the class teacher/ Head of Year, sometimes with the SENCO / Assistant SENCO, will discuss with parents if we feel that their child requires SEND Support; if appropriate be directed to complete an INCLUSION referral.
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (sims code K);
- children will have targets they can understand;
- SEND Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended;
- we will use the latest LA's guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SEND Support Plans also have essential information on a one page profile called a passport. These are accessible to all those involved in teaching and supporting their implementation – children should have an understanding and 'ownership' of their Support Plan contributing to it planning and review through APDR process;
- our SEND Support Plans will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- targets for an SEND Support Plan will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) / Assistant SENCO and other senior leaders;
- our SEND Support Plans will be time-limited – at termly review, there will be an agreed "where to next?"
- our SEND Support Plans will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's teachers, Head of Year, Achievement Leaders, SENCO/ Assistant SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support (and may be monitored (M code) for a period of time)

Section 7: Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and

support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

Section 8: Statement of Special Educational Needs or Education Health and Care Plan

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for **children in receipt of SENSupport** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9: Management of SEND within our school (Please note the SEN Information Report on the School Website)

9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). With the SLT link leadership through the role of the 'Director of Safeguarding and Inclusion'. The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of

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children who are adopted or in local authority care and will work in close partnership with the SENCo where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Consideration to the SEND policy, protocol, Information, routines and key staff are incorporated into the induction of all new staff. The SENCO delivers awareness training sessions to all NQTs and new teaching staff as part of the cycle of CPD made available. In addition, targeted CPD priorities relating to SEND include raising awareness and exploring effective strategies for supporting children with Autistic Spectrum Disorders (ASD; Dyslexic learners; Attachment related disorders.) Support staff and SEND staff are encouraged to access CPD as appropriate providing opportunity in line with development needs of the department.

The school maintains membership of NASEN and the SENCO regularly attends network events organised and hosted by the Local Authority SEND Team.

9.2 Head teacher

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

9.3 Special Educational Needs Coordinator (SENCO)

Our SENCO will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school. (NB SENCo has been employed in this capacity at our school or elsewhere for at least 12 months, and has gained statutory accreditation SENCO National Award)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEND

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- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SEND Support Plans
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEND Governor (Mr Dave George), keeping him informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

9.3.2 Assistant SENCO

- be a qualified teacher working at our school. (NB Our Assistant SENCO has been employed in this capacity at our school or elsewhere for at least 12 months, and has gained statutory accreditation SENCO National Award)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on some children with SEND as directed by the SENCO
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- attend SENCO network meetings and training as appropriate

9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCO and Head teacher;
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO. / Assistant SENCO
- we deploy our LSA/TAs depending on their level of experience and subject specialisms.
- our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child. To this end partnership agreements provide clarity re how the skills and expertise of the Teaching assistant can compliment and support the direct work of the teaching in meeting learners needs.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;

- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEND Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

Section 11: Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a pen portrait or One Page Profile – A Passport to Learning – that children contribute to - identifying their likes, dislikes, family, friends, strengths, needs and advice for teachers about strategies to support their access to learning.

Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Students are given regular opportunities to:

- Self- assess in class
- Complete questionnaires to voice their view points about how good, safe or happy school is
- Attend mentoring sessions (during Form time activities)
- discuss how they feel about their general well-being, learning and progress towards targets
- Attend review meetings, where possible working with their key pastoral worker to lead on a student centred review
- Suggest possible targets to achieve

- Suggest how school can better provide for their needs
- Be part of the school council

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable 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 (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Students with medical conditions are supported in school by the following process:

- Information noted and accessible for all staff on sims
- Relevant information is shared with staff across the school
- Vulnerable students Learning Passports
- Available on sims and on the staff website
- Care plans are in place if applicable and first aiders are aware

[link details with the school's policy for supporting pupils with medical conditions.](#)

Section 13: Effective Transition

- Transition plans (at each key stage in preparation for support from one key stage to the next to ensure a smooth transition) this involves close links and network with primary schools for transition work to secondary school and also with providers of post 16 provision where appropriate. In addition transition support and action planning takes places for any students with SEND transferring / starting throughout the school year.
- Annual reviews of EHCP when invited the SENCO attends Annual Reviews as early as Year 5 and Year 6
- SEND support plans are regularly reviewed in formal consultation with parents, students and appropriate staff / professionals involved every term.
- Progress Review Mtgs (regular mentoring, and review meetings within the Early Help hub assessment and support routine as appropriate) such as Team Around the Child; Team around the Family; Child in Need; Child Protection and Looked After Children.

Year 6 Transition:

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.
- From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

Section 14: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

Section 15: Exam Access arrangements

The SENCO and SEND administration support work closely with the examinations officer in determining and making the appropriate applications for access arrangements. This is following the process of building a picture of need, using established 'normal ways of working' to inform formal testing completed by the SENCO and the Specialist Teacher in the School. All staff are consulted and information / evidence requested to consider the needs of the Child. This information is then used to document a detailed 'history of need' in a 'Form 8' (or SENCO 5 Conditions forms). This is then used to support the examinations officer, SENCO and SEND team in making the applications for access arrangements. It is a robust and evidence based process.

Students qualifying for access arrangements are informed by letter to their parents and carers once the exam board has accepted the applications and agreed. Re-testing takes place for each Key stage. Students completing GCSE courses in Y11 are tested throughout Y10 and the information is gathered and analysed to inform the applications for Year 11 exam cycle. This is repeated at the start key stage 5 (gathering evidence of 'Normal Way of Working' in Term 1 of Year 12 – and access arrangements are re-applied

following the process of analysis of testing data and evidence from classroom teachers.

Section 16: Storage of records

Documents associated with individual SEND needs are stored in SEND files in lockable filing cabinets in the SEND Office area. Support plans and statements / EHCP are scanned and attached to sims as appropriate for teachers to access.

Support plans and learning passports and care plans are attached to the school's staff website which is password protected – to enable all staff to access the necessary information for individual SEND students. In transition / school leavers – SEND files are attached to the students whole school file as appropriate (which is otherwise stored with Heads of Year.)

Section 17: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO / Assistant SENCO, then, if unresolved, by the Deputy / Head teacher.

The Schools complaints Officer is:

Mr Paul Cleary (Deputy Head Teacher)

McAuley Catholic High School

Acacia Road site

Cantley

Doncaster

DN3 3QF

01302 537396

p.cleary@mcauley.org.uk

where the complaint lies in reference to decisions made by the Local Authority SEND team there is an official formal complaints procedure clearly documented on the Local Authority SEND Local Offer website. Neutral advocates that may support in the process is the service provided by SENDIASS (see contacts listed below)

The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Section 18: Other key members of staff in our school

Assistant SENCO:

Mrs Louise Hampshire

McAuley Catholic High School

Cantley Lane

Doncaster

DN3 3QF

01302 – 537396

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SENDCO Administration Assistant

Mrs Amy Campbell & Mrs Alison Hall
McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

The Senior Leadership Team representative for SEND is:

Mr Matt Allison (Director of Safeguarding and Inclusion)
McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

The Designated Teacher with specific Safeguarding responsibility is:

Mr Matt Allison (Director of Safeguarding and Inclusion)

McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

Name member of staff responsible for managing PPG/LAC funding

Mr Matt Allison (Director of Safeguarding and Inclusion)

McAuley Catholic High School
Lower School / Acacia Road
Cantley Lane
Doncaster
DN3 3QF
01302 - 537396

Section 19: Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

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Parent Partnership / SENDIASS Service: Contact number 01302 736920 or email SENDIASS@doncaster.gov.uk

Doncaster SENDIAS service (also known as SENDIASS) provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Section 20: Information on where Doncaster Local Authority's Local Offer is published

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

This SEND Policy was updated in MARCH 2021 with a view to further UPDATE and REVIEW in line with the further development of the school's INCLUSION POLICY in JULY 2021.

Thereafter, It will be reviewed Every 2 years by the Governing Body.