

## **St Anne's Catholic School**

### **Learning Support Practice**

*Last update: February 2018*

#### **Our beliefs and values**

St Anne's Catholic School values the contribution that every child and young person can make and welcomes the diversity of different intellectual abilities, personal strengths and learning styles. We believe that children who feel safe, and who are supported by consistently good and outstanding teaching, will learn effectively. Our vision for children with special educational needs and disabilities (SEND) is the same as for all children and young people - that they achieve well.

#### **Introduction**

Students with SEND may be provided, if deemed appropriate, with the additional support and additional resources to enable them to make the best possible progress and take a part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention as deemed appropriate.

#### **Our aims**

- The school seeks to raise achievement and remove barriers to learning and increase curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for all students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are capable, leaving school with personal and social skills and qualifications, which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
  - to this school;
  - from this school to further/higher education and to the world or work.

#### **Our objectives**

1. To identify and reasonably provide for students who have additional needs including special educational needs and disability.
2. To involve children in decision making and discussions about their support.
3. To operate an approach which supports academic, social, behavioural and emotional development taking into account the range of needs of the student.
4. To provide a reasonable curriculum for each student that offers a level of challenge and content which is appropriate for their needs and the resources available.

5. To work in partnership with parents and other agencies.
6. To provide support and advice for all staff working with special educational needs students.
7. To work within the guidance provided in the SEND Code of Practice, 2015.
8. To provide a Special Educational Needs Co-ordinator (SENCo).
9. To make effective use of available resources.

### **The identification of SEN**

A child has SEND if he/she has a learning difficulty or disability which calls for an SEND provision to be made for him/her. A child has a learning difficulty or disability if he/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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children with sensory impairments or long-term health conditions do not necessarily have SEND but, where they require SEND provision, they will also be covered by the SEND definition.

The SEND Code of Practice identifies four broad areas of special educational need:

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

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, labelling individual children or young people becomes counterproductive as they often have needs that cut across all these areas and their needs may change over time. Many children will have special needs of some kind at some time during their education and not all will benefit from being labelled. The St Anne's SEN Report and St Anne's Provision Map use the four categories of special educational need to plan the school's support.

St Anne's Catholic School uses a range of indicators to identify a child's area of need and plan provision. Before arriving at St Anne's Catholic School;

- Admissions information including CATs, routine assessments, KS2 transfer data (where used) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7 or as soon as possible.
- The SENCo team attends the school's Open Evening for prospective pupils and SEND support staff assist in the activities on the Year 6 visiting days.
- Year 6 teachers and parents who have identified SEND pupils, are encouraged to complete a SEND Transfer Information Request Form and, where appropriate, contact the SENCo to discuss transition.

- When students with identified SEND transfer to this school from other secondary schools after the start of Year 7, the SENCo may discuss the needs of the student with the previous school so that suitable reasonable support arrangements are put in place.

St Anne's Catholic School assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

- Progress measures are used at the start of Year 7, every term and after intervention programmes.
- Students with SEND are assessed by a qualified assessor during Year 9, 10, 11, 12 or 13 to identify those who need access arrangements for external examinations. In KS3, exam access arrangements may be put in place where teachers and / or parents inform the SENCo of a need and where assessment proves a need and where examination board criteria are met. An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 or after as criteria differ. The school reserves the right to accept or decline any application for examination access arrangements that is not compiled by the school assessor in line with recommendations to holders of a Certificate in Psychometric Testing, Assessment and Access Arrangements (CP3TA) and from the Joint Council for Qualifications (JCQ). The school reserves the right to accept or decline any privately funded assessment / report of a pupil which contradict the results of the school's own assessment of that pupil, as well evidence of pupil need within school and regular way of working.
- Subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year as part of our reporting cycle.
- On-going in-class classroom assessment by teachers and teaching assistants.
- The concerns of parents and staff about a child's progress are investigated.
- Where appropriate, the advice from external agencies is sought (Educational Psychologist, Local Authority advisory services, Psychiatric Nurse, CAHMS etc.).

### **Other factors affecting students' progress**

In assessing the needs of the child, the school takes a holistic approach. There may be other factors affecting a student's progress that would not constitute SEND but which will be taken into account in the school's provision such as:

- **Disability** (the SEND 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). If appropriate, the school is also guided by the Equality Act and the DfE's Support Pupil's at School with Medical Conditions and the school's Accessibility Plan.
- **Attendance and Punctuality**

- **Health and Welfare:** housing, family or other domestic circumstances may affect progress and a multi-agency approach, where the school works with health services and social care agencies, may be appropriate.
- **EAL (English as an Additional Language)**
- Being from a disadvantaged background which may mean that the child is in receipt of school led **Pupil Premium** Benefit
- Being a child in the **care system**
- Being a child of **Service Personnel**

While the above do not constitute SEN, support may be provided for these students to meet their needs as appropriate.

### **A graduated approach to meet SEN**

The Code of Practice states that 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. The provision for students with SEND may be considered in three 'waves'.

**Wave 1** describes the offer for all children: the effective inclusion of all pupils in high quality inclusive teaching (HQIT). Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. At St Anne's Catholic School, the quality of teaching and learning is primarily monitored through a programme of lesson observations by senior staff and middle leaders during the year and the collection of data which describes the progress that students are making. In addition, teaching staff are given opportunities for continued professional development in supporting students with special educational needs.

**Wave 2** SEND support takes the form of a cycle of assessment, planning and review through which earlier decisions and actions are revisited, refined and revised -with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. Wave 2 will often include targeted individual or small-group intervention for pupils who can be expected to catch up with their peers or make progress in line with their ability. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant (TA) and/or working with a teacher, will enable them to make progress.

**Wave 3** intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will **be different from and additional to** the school's normal differentiated curriculum.

This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the child and family are supported with appropriate information. A parent may choose to investigate their child's needs through a private assessment, however please be advised that the school reserves the right to accept or decline any report that is not compiled by the school assessor in line with recommendations to holders of a Certificate in Psychometric Testing, Assessment and Access Arrangements (CP3TA) and from the Joint Council for Qualifications (JCQ). The school will consider the recommendations of the report in light of the school's own procedures and resources, taking into account the different nature of such assessment compared to that carried out by the school's assessor, as well evidence of pupil need within school and regular way of working.

## **Cycle of Action**

### **Assess**

A referral can be made by a member of staff, usually through the HOY, who will have an overview of the child across all areas of the curriculum and other, or following a supported parental request. At this stage the SENCO, HLTA/TA will carry out a clear analysis of a student's needs using teachers' assessment and experience of the student, their previous progress and attainment, effort and behaviour in their school reports and in class as well as feedback from TAs. The views and targets of the parent and the student are also sought.

When a referral is made and the child is still making progress in curriculum areas that would be affected by the area of need, the child's name may be added to a SEND monitoring list signifying that there may be a "cause for concern". Where progress is not being made, and where intervention and support is agreed, a plan may be developed. A child needing an examination access arrangement will not necessarily be added to the SEND list and may not need a plan. The school reserves the right to accept or decline any application for examination access arrangements that is not completed by the school assessor in line with CPT3A and JCQ recommendations and regulations.

### **Plan**

During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is agreed as appropriate and available and people working with the child are informed. A Keyworker (TA) may be allocated to each child on the SEN register as appropriate. At this stage, the child's name may be added to the SEND list as receiving Wave 2: SEND Support. A personal plan may seek to match the intervention to the needs of the classroom. Parents may be requested to give practical support, assistance and encouragement. Keyworker TAs/ Tutor or teachers may set and review target(s) with the child throughout the academic year.

If a child's outcomes are formalised in an EHC plan, relevant staff members are sent, and have access to, the student's Personal Plan and Education Health Care Plan (EHC)

plan to inform lesson planning and teaching. An EHCP may be sought when the assessed Special Education Needs of the student cannot reasonably be met by the resources normally available to students in the school. An EHCP takes into account the students' educational, health and social care needs and the views of the student, the students' parents/carers and other key workers who may be involved.

### **Do**

This stage may last the duration of a term (six to eight weeks), and more commonly two. Specialist staff, HLTAs and teaching assistants work closely with classroom teachers to link interventions and classroom teaching. HLTAs and Teaching assistants who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, Teaching Assistants, Teachers and/or those with additional training and experience deliver the intervention.

### **Review**

The review of any targets set by eg the allocated Keyworker TA takes place termly or annually where appropriate. If the student has achieved positive outcomes and the intervention has been successful, the child's name will be moved from the SEND register to the monitoring list. Where the intervention has not enabled the child to achieve the target outcomes, the results of the intervention should be discussed and feed back into the analysis of the student's needs and changes to the intervention. At this point, the child may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the child's needs/difficulties. If a child with SEND continues to fall behind their peers academically and below the targets set for their ability and we are unable to provide further support within our provision and arrangements, the SENCo may consider starting procedures for the application for an EHC plan or alternative provision.

When a child has an EHC plan, the progress of the child will be reviewed annually; the student and their parents should be involved in the discussion and review of the targets. This could take the form of a formal annual review meeting, a telephone conversation or a parents' evening appointment.

### **Managing students' needs on the SEND register**

Students may be invited to an intervention programme with a small group of students with similar needs if appropriate. Some pupils may attend 1:1 intervention. These interventions will be based on the student's identified need.

Where appropriate, Higher Level Teaching Assistants (HLTAs), TAs, SENCo will document the outcomes and actions for an individual. The SENCo, HLTAs and Keyworkers make updated information available for all relevant teachers, HLTAs and TAs to inform planning and practice. As described in the cycle of action, any plans and targets set may be reviewed after a term but sometimes after two or annually.

The school's SEN Report, on the website, describes our provision although it is subject to change through the annual review of our provision and availability of resources. The school is also developing a provision map which is also subject to change.

As part of the graduated approach, the school may employ the services of other agencies to advise on the support of needs of a student or to provide an intervention. This may occur after successive cycles have demonstrated that no progress has been made.

Students on the SEND register may receive information, advice or guidance to support them in making the next step after school.

### **Monitoring and evaluation of the effectiveness of the SEND policy**

- The Governing Body receives information as required from the SENCo.
- The SENCo may meet with the SEND governor as required to review the implementation of the policy and practice.
- The SENCo/HLTAs also meets with TAs in departmental meetings to discuss provision and the progress of those students with EHC plans and on the SEND Register
- The school analyses student data to assess performance and identify areas of concern. Classroom practice is reviewed by departments and the SENCo, HLTAs, TAs and Senior Management Team.

### **Roles and Responsibilities**

Provision for students with SEND is a matter for the school as a whole. All teachers have to **take account of and make provision for** the needs of students with SEND at various times.

#### **The Headteacher**

- Has overall responsibility for the provision for children with SEND.
- Monitors the use of resources in delivering the SEND policy.

#### **Leadership Group**

- The SENCo is a member of the Leadership Group.
- All members of the Leadership Group will take into account the needs of students with SEND with respect to their areas of responsibility.

#### **Special Educational Needs Co-ordinator (SENCo)**

The school's SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The key responsibilities of the SENCo include:

- Line management of HLTAs and TAs.
- Overseeing the day to day operation of the school's SEND policy.

- Liaising with the SEND link Governor of the progress of the implementation of the policy.
- Liaising with subject teachers.
- Leading and managing the SEND team of teaching assistants.
- Co-ordinating provision for students with special educational needs.
- Liaising with parents of students with SEND.
- Contributing to in service training of staff.
- Liaising with external agencies, including Local Authority (LA) support and educational psychology services, the Careers Service, health and social services and primary school staff, sixth form staff, JCQ and examination board access arrangement services, SENCo circle and SENCo network.
- Ensuring staff are informed of students' needs and are given strategies to support high incidence SEND.
- Ensuring that students who have SEND support and those with an EHC plan have appropriate targets and outcomes.

### **Teaching Assistants**

The school employs a team of Teaching Assistants who will work with individual students, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual students and therefore have a key role in supporting those with SEN. They are expected to keep appropriate records and registers, to work in cooperation with subject teachers and to provide feedback to the SENCo.

### **Heads of Year**

- Liaise with SENCo over students with special educational needs including emotional and mental health difficulties.

### **Heads of Department**

- Monitor progress of all pupils and liaise with the SENCo/HLTAs/TAs over students with special educational needs.

### **Teachers and Tutors**

Will be aware of students in their groups who are:

- on the SEND register and the information disseminated about these students.
- on the examination access arrangements list.
- receiving interventions.

### **Storing and the Management of Information**

- Please refer to the school's Freedom of Information Policy.
- Student's SEND files are stored securely.
- Teacher reference documents regarding a student's needs are on the school's network that can be accessed by staff, not students.
- Teachers, HLTAs, TAs and other staff must store distributed SEND information securely at all times and in line with the data protection policy.



**Dealing with Complaints**

There are a number of ways in which a complaint may be pursued. For matters concerning Special Educational needs, the following would normally take place. The parent or carer makes direct contact with the Headteacher or SENCo who will investigate the complaint and communicate with parents/carers within 7 working days of receiving the complaint. The parent or carer may wish to contact an outside agency or if required Parents in Partnership, who will come and act as advisor and mediator in the event of disputes over provision.