**Special Educational**

**Needs and Disabilities**

**Policy**

Blessed Edward Oldcorne Catholic College

|  |
| --- |
| Approved by: Full Governing Body Date: September 2020  Last reviewed on: September 2020  Next review due by: September 2021 |

**Introduction and Principles:**

The Education Act (1996) states that a child has Special Educational Needs (SEND) if they have a

learning difficulty which requires a special educational provision to be made for them. Blessed

Edward Oldcorne Catholic College values the abilities and the achievements of all its students. We

take pride in being a fully inclusive school that strive to help each student reach their full potential

academically, socially and emotionally.

This policy builds upon our teaching and learning policy which recognises the entitlement of all

students to a balanced and broadly based curriculum. Our SEND policy reinforces the need for

teaching that is fully inclusive. The governing body will ensure that appropriate provision will be

made for all students with SEND at Blessed Edward Oldcorne Catholic College.

The policy is written with regard for:

* The Special educational needs and disability code of practice: 0-25 (DfE, 2014)
* The Special educational needs and disability act (DfE, 2001)
* The Equality Act (2010)
* The Worcestershire local offer and the college’s SEND information report

Definition of Special Educational Needs and Disabilities.

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 educational facilities of a kind generally provided for others of the same age in

mainstream schools. (DfE, 2014)

**Policy Objectives**

In order to meet the needs of students who have an SEND at Blessed Edward Oldcorne Catholic

College we intend to:

* Implement the SEND Code of Practice (2014) to identify, assess and provide for students

with SEND.

* Work in line with guidelines provided by the Worcestershire Local Authority.
* Ensure that all of our students are given the opportunity to achieve their personal best and

become confident learners.

* Facilitate quality first teaching to allow students with an SEND to access mainstream

education and make progress academically, emotionally and socially.

* To work in partnership with our students, the parents/carers of our students, staff,

governors and external professionals to ensure the most effective provision is in place for

students with an SEND.

* To follow a graduated response to any difficulty shown by a student to ensure that timely

and efficient intervention is provided to allow early identification of any SEND.

**Roles and Responsibilities:**

**The SEND Governor:**

Mr Goodwin is the current SEND Governor with responsibility for SEND at Blessed Edward Oldcorne

Catholic College. He has regular contact with the Senior Leadership Team and the SENDCo to monitor

the school’s SEND provision. The school SEND Governor and SENDCo will provide an SEND

information report on the school website in line with the statutory guidance in the Code of Practice.

This document will be reviewed annually and describes the SEND support that Blessed Edward

Oldcorne Catholic College can offer its students.

**The Special Educational Needs Co-ordinator** (**SENDCo):**

Mrs Fitzer is the SENDCo at Blessed Edward Oldcorne Catholic College. She has Qualified Teacher

Status and as she was in post before September she is not required to undertake the National Award

in SEND.

Mrs Thomas is the SLT link to the Additional Needs Department.

Mrs Fitzer works with Mrs Thomas and the governing body to ensure the strategic development of

SEND policy and provision within the school. Her key responsibilities may include:

* overseeing the day-to-day operation of the school’s SEND policy
* coordinating provision for children with SEND
* liaising with the relevant Designated Teacher where a looked after student has SEND
* advising staff about the graduated approach to providing SEND support
* advising on the deployment of the school’s delegated budget and other resources to meet

students’ needs effectively

* liaising with parents of students with SEND
* liaising with early years providers, other schools, educational psychologists, health and social

care professionals, and independent or voluntary bodies

* being a key point of contact with external agencies, especially the local authority and its

support services

* liaising with potential next providers of education to ensure a student and their parents are

informed about options and a smooth transition is planned

* working with the headteacher, SLT link and school governors to ensure that the school

meets its responsibilities under the Equality Act (2010) with regard to reasonable

adjustments and access arrangements

* ensuring that the school keeps the records of all students with SEND up to date

**The classroom teacher:**

In line with the teacher standards (2012) all classroom teachers at Blessed Edward Oldcorne Catholic College are responsible for the education of students with SEND and are required to deploy resources in their classroom (including the teaching assistant) to ensure that any SEND is accommodated.

Teaching staff are expected to be aware of current legislation, keep up to date with information on

the SEND register, and use the information shared via Mintclass to guide their practice and gather

and share information with the SENDCo through observation and assessment.

**Students:**

‘The views of the student should be included in these discussions. This could be through involving

the student in all or part of the discussion itself, or gathering their views as part of the preparation’.

(Code of Practice, 6.64)

The school will work to ensure that students with SEND:

* Are fully aware of their individual needs and the objectives in their student passports.
* Contribute to the production and review of their Individual Learning Plans by sharing their

own experiences and opinions.

* Contribute to the review of their provision and the setting of future objectives.
* Know how to access support and have access to the Sanctuary.

**Parents:**

‘Where a student is receiving SEND support, schools should talk to parents regularly to set clear

outcomes and review progress towards them, discuss the activities and support that will help

achieve them, and identify the responsibilities of the parent, the student and the school. Schools

should meet parents at least three times each year’. (Code of Practice, 6.60)

Blessed Edward Oldcorne Catholic College strives to maintain effective lines of communication with

the parents of all of its students. However, we do recognise the importance of parental involvement

particularly for students with SEND. As such a structured policy for parental involvement is required

in line with the COP to maintain contact with parents of students with SEND.

* Parents will be invited into school for an annual review of provision for their son/daughter.

In some cases this may occur termly or more regularly. Prior to this meeting parents will be

asked to collate their opinions about how their son/daughter is accessing school.

* If a student has a Statement of Special Educational Needs or an Education, Care and Health

Plan then parents will be invited into school for an annual review of the document. Prior to

this meeting parents will be asked to share in writing their opinions about how their

son/daughter is accessing school.

* Parents will be fully consulted before the involvement of external professionals with their

children.

* The SENDCo will contact the parents by letter prior to any intervention beginning and the

parent will receive a progress report at the end of any intervention.

* If school has any concerns about the SEND provision made for a student and their progress

at school then the SENDCo will contact the parents to discuss or arrange a meeting.

* If a parent has any concerns about the SEND provision for their son/daughter then they

should contact the SENDCo – Mrs Fitzer. Any concerns raised by a parent regarding a student with SEND will be discussed with the relevant professional and responded to.

**The identification of students with SEND:**

Blessed Edward Oldcorne Catholic College has adopted a three wave model to identify emerging or

historic SEND. Identifying SEND at the earliest possible time will allow the most effective deployment

of resources to help that student. At Blessed Edward Oldcorne Catholic College a student will be

deemed to have SEND if they demonstrate a learning need or disability that requires provision

different from or additional to that normally available to students of the same age.

Wave approach to identifying SEND:

Wave 1: Blessed Edward Oldcorne Catholic College provides quality inclusive teaching which takes

into account the learning needs of all the students in the classroom. If a student is underachieving or

struggling for any reason then the classroom teacher will adapt their practice guided by their head of

department or SENDCo.

Upon request from the SENDCo or Learning Support Mentors teaching staff are expected to provide

written feedback about a student’s progress at wave 1. This is in line with the teachers’ standards.

Wave 2: If a student continues to make little progress or struggle to engage during lessons then the

SENDCo, Head of Department or Head of Year can move a student to wave 2.

This may be triggered via data analysis, teacher observation, parental request or a request by

professionals from the social or health sectors.

If a student is at wave 2 then:

* They will receive specific, additional and time-limited interventions to accelerate their

progress to enable them to work at or above age-related expectations.

* It is considered that a lack of progress could be attributed to many factors and special

educational needs should not be assumed at this stage.

* The SENDCo will target a specific, time-limited intervention to address any underachievement or concern. Progress made during these interventions will be recorded on an individual provision map and assessed on a termly basis.
* Parents will receive information prior to any intervention beginning and a report at the end

to describe progress.

* Following the completion of an intervention the SENDCo may reassign a student to an

alternative intervention if progress has not been made or cease the intervention if progress

has been made.

* Teaching staff will be informed about wave 2 interventions that take place away from the

main class by email. They are expected to consider the targets of the intervention and

incorporate these into their planning.

* Upon request from the SENDCo teaching staff involved with implementing provision at wave

2 are expected to provide written feedback about a student’s progress in line with the set

targets.

Wave 3: Following cycles of assessing students, planning and conducting interventions and assessing

progress. If a student continues to make no progress then the SENDCo will make a judgement

whether to elevate the student to wave 3. If a student is at wave 3 then they are classified as having

a special educational need.

If a student is at wave 3 then:

* They will be added to the special educational needs register and parents, staff and the

student will be informed.

* They will receive targeted provision where necessary to provide highly tailored interventions

or support in the classroom to accelerate progress or enable a student to achieve their

potential.

* The student will be assigned to a Learning Support Mentor who will create the student’s

Individual Learning Plan. This is a document that describes strategies about how the needs

of a student must be accommodated in the classroom and wider school community. Both

students and parents will be involved in this.

* The Learning Support Mentor will add relevant information to Mintclass so that the

student’s teachers are aware of the adjustments they have to make in the delivery of the

curriculum

* The SENDCo may refer the student to an external agency for additional information and

recommendations to inform practice.

* If the student is suspected of having a specific learning need then they will be referred onto

the appropriate diagnostic pathway such as the Umbrella Pathway or other relevant assessment profesionals.

* Teaching staff are expected to access the information on Mintclass for any student that they

teach who is receiving intervention at wave 3. They are expected to consider the listed

strategies and incorporate these into their planning and teaching. This plan will be reviewed

regularly and the Learning Support Mentor will inform teaching staff of any changes.

* Upon request from the SENDCo teaching staff involved with implementing provision at wave

3 are expected to provide written feedback about a student’s progress in line with the set

targets.

**Withdrawal of students from lessons:**

If a student receives Wave 2 or Wave 3 intervention from the team working in the Sanctuary then

they will be withdrawn from lessons. This intervention will be arranged to be time-limited and

responsive to the current needs of the student. The intervention will be driven by defined targets

and progress will be monitored by the SENDCo.

The SENDCo will oversee the withdrawal of students from lessons for intervention. To minimise any

disruption caused to the learning of the individual across the curriculum the SENDCo will:

* Avoid withdrawing a student from maths or English.
* Rotate the lesson from which a student is withdrawn on a rolling timetable.

When a student is withdrawn from a lesson to the Sanctuary the teacher will be informed and the

Learning Support Mentor will mark them as present for that lesson It is the responsibility of the

classroom teacher to:

* Keep a copy of any resources for the student.
* Provide time during the next lesson to help the student catch up.
* Set additional homework for the student to help them catch up.
* Give the student additional guidance when marking to help them catch up.

**The Assess, Plan, Do and Review Cycle – A graduated response**

To ensure that SEND provision is as efficient and as beneficial as it can be, Blessed Edward Oldcorne

Catholic College will deploy its SEND provision using a 4 part graduated approach in line with the

2014 Code of Practice. This cycle draws on more detailed approaches, more frequent reviews and

more specialist expertise in successive cycles to best deploy the resources available at Blessed

Edward Oldcorne Catholic College to the SEND of all of its students.

Please note that students with a Statement of SEND or an Educational, Care and Health Plan will also

receive wave 3 provisions that will be maintained using this graduated response.

Blessed Edward Oldcorne Catholic College will follow this graduated cyclic response as follows:

**1. Assess:**

The wave approach to identifying a student with SEND will allow the SENDCo to draw on lots of

evidence to inform their decision and planning of resources. Any assessment done by the SENDCo will be communicated with parents and they will be invited to be involved in the process. This evidence may include:

* School report data
* Information from the students and parents
* Individual provision maps documenting the objectives and outcomes of wave 2
* interventions
* Teacher observation and assessment
* Standardised assessments carried out by the SENDCo
* Profiling standardised information taken from computer programmes

At this stage more specialist advice may be gathered from outside agencies. The SENDCo will use

recommendations made by professionals to inform the planning of resources for a student. Prior to

any referral being made parents will be consulted and must give their permission for a referral to

proceed.

The SENDCo will coordinate referrals to outside professionals where appropriate. Services which can

be accessed via the SENDCo are as follows:

* Educational Psychology
* Learning Support Mentors
* Complex Communications and Difficulties Team
* Child and Adolescent Mental Heath Service (CAMHS)
* Early Help and Early Intervention Family Support via the Family Front Door
* Speech and Language Therapy
* Hearing Impairment Team
* Visual Impairment Team
* SENDIASS
* School nurse

Accessibility to the above services is subject to their availability.

In some cases professionals from the health or social services may be involved with the student. In

these cases the SENDCo will communicate directly with them and the parents and incorporate their

recommendations into the SEND provision.

**2. Plan**

Using all of the information gathered in the assessment phase, the Learning Support Mentors in

conjunction with the SENDCo will produce an Individual Learning Plan. The ILP will consider the

intended outcomes for the student and provide strategies and recommendations.

All ILPs are designed to bring a child centred approach and will contain the following information:

* Student’s date of birth.
* Scores for reading and spelling.
* The student’s additional need.
* Information about how this need may be displayed in the classroom
* Strategies about what the student can do to support themselves; these generated by the
* student in a review meeting so that the student can contribute to their support plan
* Strategies that must be followed at wave 1 to allow any barrier to learning to be overcome
* Details about communication with parents and their support

**3. Do**

The class or subject teacher will remain responsible for working with students in their classes. They

are expected to implement all actions described in the ILP, to record the progress made towards

target and be able to contribute to the review process upon request.

Teachers will be informed about wave 3 interventions that take place away from the main class by

email. They are expected to consider the targets of the intervention and incorporate these into their

planning. If the implementation of a plan involves a Learning Support Mentor then it is the

responsibility of the teacher to deploy them and to communicate with them to assess the impact of

the ILP.

The classroom teacher can contact the SENDCo at any time for support or clarification about the

provision for a student with SEND.

**4. Review**

At each data collection point the SENDCo will analyse the school report data for all students on the

code of practice. Following this analysis the SENDCo will take the following actions:

* If a student is achieving their target grades and there are no patterns of underachievement

across the curriculum then the SENDCo will conclude that current provision for the student is successful and will take no further action at this stage.

* If a student is not achieving their target grades or there are patterns of underachievement

across the curriculum then the SENDCo will conduct an interim review of provision following

the review procedure below:

Regardless of whether a student has received an interim review, all students with SEND will be

reviewed annually on an agreed review date by the SENDCo or Learning Support Mentor.

**Review procedure:**

The SENDCo and Learning Support Mentor will follow this procedure when conducting annual reviews of SEND or interim reviews triggered by analysis of school data.

Prior to the review meeting the SENDCo or Learning Support Mentor will:

1. Invite students and parents to attend a review meeting. A letter will be sent to parents at least 2 weeks prior to the review meeting. The student and parent will be invited to discuss progress, the effectiveness of the provision in place, their enjoyment of school and their perception of their strengths and difficulties.
2. Gather qualitative information from staff two weeks prior to the review. All teaching staff must give written feedback about a student to evaluate the impact of wave 1 provision when requested to do so.
3. Gather summative information about the student’s academic progress from the college report data.
4. Review any recommendations and action plans that have been developed as a result of involvement with external agencies.

During the review meeting the SENDCo or Learning Support Mentor will:

1. Take a record of the review on the review paperwork; this will be kept in the student’s SEND file.
2. Present information gathered from teachers, professionals, parents and students to evaluate the impact of provision and through discussion plan any necessary changes.

Following the review meeting the SENDCo or Student Support Manager will:

1. Update the student passport to reflect any required changes to provision at wave 1.
2. Set new targets for wave 3 interventions if necessary. These will be recorded on the student’s individual provision map.
3. Refer students to appropriate agencies or onto appropriate pathways if necessary.
4. Remove a student from the SEND category if it is concluded that the student’s needs can now be met by provision that is ordinarily available in the classroom.
5. Instruct staff if any changes have been made to the ILP or wave 3 interventions. Teachers are expected to update their records when changes to provision are made.

As well as annual reviews of SEND provision or interim reviews triggered by analysis of college data,

a parent, teacher, student or external professional may request a review of provision at any point

during the year. If a request is made the SENDCo will decide if a review is required. If so the SENDCo or Learning Support Mentor will follow the procedure described above.

**Requesting a Statutory Assessment:**

From the 1st September 2014 any request for a statutory assessment will be conducted using the

Education, Care and Health procedure described by the Local Authority in line with the 2014 Code of

Practice.

An application for statutory assessment could be submitted by the SENDCo if evidence gathered from wave 1-3 demonstrate the needs of a student cannot be met by resources that are normally

available at Blessed Edward Oldcorne Catholic College. Detail about what resources are normally

available can be found in the SEND information report which is on the website.

EHC plans should be forward looking documents that help raise aspirations and outline the provision

required to meet the additional needs of a student with SEND

**Education and Health Care Plans:**

All children with an EHCP will have short term targets that have been established after consultation

with parents and the student; these will be set during the annual review and will reflect the

outcomes of the EHCP. These targets will be set out in the student’s Individual Learning Plan and

implemented at wave 1 and additional wave 3 interventions as describe above.

**Annual Review of an EHCP**

All EHCPs will be reviewed annually with parents, the student, relevant professionals and the LA if

available. The school will consider if any amendments need to be made to the description of the

students’ educational needs or the provision specified on the EHCP.

The annual review should focus on what the child has achieved as well as any difficulties that need

to be resolved. Parents will be given at least two weeks written notice of the review date and

formally invited to the meeting. Outside agencies will be given dates of students reviews for the year

ahead at the beginning of September. The annual review held in Year 9 is particularly significant on

preparing the child for transition to employment or further education. The aim of the annual review

in Year 9 upwards is to review the student’s EHCP and draw up a transition plan for the young

person to follow onto KS4.

**Requesting an EHC needs assessment:**

A request for an assessment must be made to the local authority. This request may be made by the

student’s parent or the SENDCo. If the SENDCo makes the decision to request an assessment the

parent will always be involved in the process where possible. In addition any health or care

professionals involved with the student could bring them to the attention of the local authority.

From the date a request is submitted, the local authority has 20 weeks carry out the assessment.

Within the first six weeks they must determine whether the EHC needs assessment is necessary; this

decision will be shared with parents and the Headteacher by the local authority within this time

frame. If the local authority decides not to proceed then they must give reasons for this decision.

**The EHC needs assessment process:**

For full information regarding this process please refer to the 2014 Code of Practice and the

Worcestershire EHC needs assessment policy. Local authorities must involve the student and parents

in the EHC process from the start and should endeavour to involve the student as far as possible in

the process. The 2014 COP describes that the key principle behind this process is to focus on the

child or young person as an individual (person-centred approach). During the assessment process

the college will provide evidence for all provision at wave 1-3 gathered using the processes

described in the graduated response. If the local authority decides that the student requires an EHC

plan in order to access their education because their level of need cannot be met by resources which

are ordinarily available then the local authority will produce the EHC plan.

If a student receives an EHC plan then Blessed Edward Oldcorne Catholic College will strive to

facilitate the outcomes of the plan by developing short term targets. These outcomes will be

coordinated by the SENDCo and shared with staff using the student passport. The SENDCo will review these outcomes periodically. If the college is unable to meet the described outcomes for any reason the local authority and parents will be notified via the review process.

**Annual review for an EHC plan:**

An EHC plan will be reviewed by the local authority every 12 months and within 12 months of a new

plan being issued. A review will focus on evaluating the child’s progress towards meeting the

outcomes specified in the plan and if these outcomes are still appropriate for the child’s current

situation. The local authority’s decision following a review must be notified to parents within 4

weeks of the review.

The review process will:

* Gather information from all professionals working with the student to inform the college

about progress and access to teaching and learning.

* Review any special educational provision to ensure it is effective.
* Review any health and social care provision to ensure that it is effective.
* Consider the appropriateness of the plan in light of the student’s current circumstances and

whether any changes to outcome or provision are required or whether the plan should be

discontinued.

* Set new interim targets and agree new outcomes.
* Review previous interim targets.

All EHC plan reviews will be conducted in partnership with the parents and student. It will take

account of their views, wishes and feelings. In most cases the review will take place at Blessed

Edward Oldcorne Catholic College and be led by the SENDCo. In a minority of cases it may be

appropriate for the local authority, health or social workers to lead the review process, if this is the

case this will be identified during assessment leading to a plan being issued.

When a review takes place at Blessed Edward Oldcorne Catholic College the following requirements

will be met:

* The student’s parents, the student, a local authority SEND officer, a health service

representative (if applicable) and a local authority social care representative (if applicable)

will be invited to attend the review at least two weeks before.

* If the student has been involved with other professionals in the previous 12 months, they

will also be invited to the review.

* Blessed Edward Oldcorne Catholic College will prepare and send a report of the meeting to

everyone that was invited within two weeks of the meeting.

**Finance:**

The finances available for SEND provision are from two funds:

1. One fund is a high need fund which is specifically allocated for students with a statutory

assessment with needs that are additional to the resources that are ordinarily available at Blessed

Edward Oldcorne Catholic College.

2. A second fund is delegated to schools through the SEND funding for inclusion. This fund is used to

provide the SEND provision that is ordinarily available to all students at Blessed Edward Oldcorne

Catholic College.

**Complaints procedure:**

If parents feel that their child’s needs are not being met appropriately:

* Initially SENDCo should be fully informed and a meeting will take place between parents and

the SENDCo.

* If the outcome from this discussion is unsatisfactory then reference should made to the SLT

link for SEND or directly to the Head teacher.

* In the event of this discussion being unsatisfactory for the parent then the Governor

responsible for SEND should be referred to.

**Grievance with the LA**

Parents should contact the Disagreement Resolution Service available from the LA.

**Staff Development:**

In service training needs related to special educational needs and disabilities will be identified by the

SENDCo in consultation with the staff, and will be incorporated into the staff development plan.

**Admissions:**

Blessed Edward Oldcorne Catholic College admits all children, including those with an SEND from age

11-16 provided that there is capacity in the school and the admission of that child does not impact

the safety and learning of others. Parents of students with particular needs should approach the

SENDCo for more information and to discuss how their child’s needs can be met. They should also

consult the local offer and the SEND information report (available on the website) for more

information about what is ordinarily available at Blessed Edward Oldcorne Catholic College.

Parents of children with a statutory assessment who wish their child to attend Blessed Edward

Oldcorne Catholic College should name Blessed Edward Oldcorne Catholic College on the statement

or EHC plan. Blessed Edward Oldcorne Catholic College will make reasonable adjustments to

accommodate a child in line with the SEND information report and the SEND policy. If the

Headteacher feels that reasonable adjustments are not possible for any reason, they will inform the

local authority following the request for a place.

To help all children settle into Blessed Edward Oldcorne Catholic College following a transition from

another institution the college takes the following steps:

* Providing opportunities for intake days.
* Visiting feeder schools to meet students.
* Providing intake evenings for parents to gather information.
* The SENDCo attending ECHP review meetings in primary school
* Providing additional transition arrangements for students with SEND. This is coordinated by

the SENDCo.

* Assigning each student a form tutor who will meet with students regularly andfeedback to

parents.

* Provide any necessary provision via the procedures described in this policy.

**Evaluating success:**

This college policy will be kept under regular review. The Governors will gauge the success of the

policy by the achievements of previously agreed targets outlined in the students’ Individual Learning

Plans, progress review and/or annual review. In addition evidence will be gathered regarding:

* Staff awareness of individual student needs
* Success of the identification process at an early stage
* Academic progress of students with special educational needs towards meeting set targets.
* Improved behaviour of the children, where this is appropriate
* Student attendance
* Number of exclusions
* Consultations with parents
* Number of students moving between stages
* Students’ awareness of their targets and achievements
* The college meets the statutory requirements of the SEND Code of Practice 2014
* Internal data analysis as part of the assessment and reporting process (wave 1)
* Internal data analysis of intervention (wave 2 & 3)