

# Special Educational Needs and Disabilities Policy

Blessed Edward Oldcorne Catholic College

Approved by: Full Governing Body

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## 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

To meet the needs of students who have 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 our students are given the opportunity to achieve their personal best and become confident learners.
- Facilitate quality first teaching to allow students with 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 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 Fowler 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 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 as a SENDCo before September 2009. She is not required to undertake the National Award in SEND.

Mrs Thomas is the SLT link to the Special 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) regarding 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 and staff such a Learning Support Mentor( teaching assistant) to ensure that any SEND are 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 Synergy 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 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 these 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. There is a process of student monitoring which follows the SEND graduated response cycle.

Wave 2: If a student continues to make little progress after SEND graduated response cycle has been put in place and reviewed 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 Synergy so that the student's teachers are aware of the adjustments they must 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 professionals.
- Teaching staff are expected to access the information on Synergy 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 for specific reasons for nonattendance to lessons, then in the majority of cases they will carry out their lessons with team working in the Sanctuary.

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, SLT , Heads of year and pastoral leads.

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:

- Provide and Set work for the student
- 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 – 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 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 Health 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 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:

5. Take a record of the review on the review paperwork; this will be kept in the student's SEND file.
6. 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:

7. Update the student passport to reflect any required changes to provision at wave 1.
8. Set new targets for wave 3 interventions if necessary. These will be recorded on the student's individual provision map.
9. Refer students to appropriate agencies or onto appropriate pathways if necessary.
10. 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.
11. 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 of 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 be 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 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 and feedback 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)
- Reviews and feedback from students and parents.