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ST MARY'S | BARLBOROUGH HALL

***“Commitment to Christ’s ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.”***

*Evaluating the Distinctive Nature of a Catholic School (1999:n39)*

# SEND Policy

## ISI Regulatory Code – A

Policy written by – Mrs M Forbes-Jones  
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Approved by Compliance team -  
Ratification from Governors –  
This Policy is for Mount St. Mary’s College  
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The Catholic Education Service (1999: n39) document, *Evaluating the Distinctive Nature of a Catholic School*, states:

*Commitment to Christ's ministry and to respect for the uniqueness of each individual leaves Catholic schools and colleges ideally placed to respond with imagination and sensitivity to those with special educational needs.*

Cura Personalis, care of the whole person, is at the heart of all we do at Mount St Mary's College. One of the school's 3 Golden rules reads:

*We strive for the Magis: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (AMDG).*

We are proudly committed to ensuring all students succeed and to reach the 'magis', however, there may be times when some students need additional support in various areas and at various times during their time at Mount St Mary's. The *Special educational needs and disability code of practice: 0 to 25 years* (2015) underpins the schools SEND policy. The 4 areas of special educational need highlighted in the SEND code of practice (2015) are:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

The Learning Support Department supports all staff in ensuring inclusive, quality first teaching to ensure all students of all abilities succeed and reach their potential. The Head of Learning Support/SENCO and Assistant SENCO ensures decisions made are informed by the insights of parents and those of the students themselves – this is a crucial element of the Children and Families Act (2014). In addition to this Section 21 of this Act defines special educational provision for children over two and young people as “educational or training that is additional to, or different from, that made generally for others the same age.” All staff promote positive outcomes for every student in the wider areas of personal and social support. The SEND Code of Practice (2015) emphasises the fact that the identification and support for pupils with SEND is primarily decided and implemented by subject teachers. The schools SENCO/Assistant SENCO is there to support staff. Mount St Mary's values inclusive teaching, very rarely will a student be withdrawn from class to receive additional support. The SENCO is the person who oversees the provision being given - the subject teacher is the person responsible for ensuring students make progress.

If a student arrives at Mount St Mary's who has already been on the SEND register in their previous school then the Head of Learning Support will disseminate the information to staff. For those who have not been identified as SEND the SEND Code of Practice (2015) recommends a graduated response, which is outlined below. It is important to understand how students are identified and assessed and what interventions could be put in place to support students in their learning. Finally, reviewing this is imperative to the process in order to look at what next steps needs to be implemented.



## Identifying students with SEND needs – The Graduated Approach

Assessing the learning needs of all students is central to the academic vigour of Mount St Mary's. However, after standard interventions within the teaching/learning and communication provision for a class concerns may persist. If a pupil continues to be identified as under-performing academically in a subject area(s) and/or displaying concerning behaviours which the teacher judges this may be due to specific learning needs the procedure below is followed.

### **STEP 1**

- Member of staff completes an 'Initial Concern' form to highlight concerns. Completed forms may be sent to HOF/Head of Key Stage )SENCO and discussed with parents.
- Pupils must be supported with appropriate interventions/additional learning over a period of up to 12 weeks by class/subject teacher.
- After 12 weeks the SENCO reviews the information, including progress made in interventions.\*

### **STEP 2**

- If necessary, further testing through outside agencies such as Whiterose Dyslexia Centre, CAMHS, Educational psychologist may be requested if this has not already been completed. Parents will be involved in any decision made in relation to referrals.
- At this point it may be necessary to place the student on the LS register for monitoring purposes and a SEND referral form must be completed by teacher. This information will be shared with HOF/Head of Key Stage/Assistant SENCO/SENCO parents.
- Specific interventions for the student may still continue.

### **STEP 3**

- If a student has been given a diagnosis then a SEND Support Plan to be completed by SENCO/Assistant SENCO and distributed to parents. Student will be placed on Learning Support Register and parents informed.
- If student has not been given a diagnosis then it may still be appropriate to keep the student on the LS register for monitoring purposes. Parents will be informed of this.

### **STEP 4**

- If provision not successful then SENCO may contact external agencies for additional support and begin the process of starting an application for an Educational Health Care Plan if appropriate.

\*It is crucial during this particular stage that any extra provision/interventions undertaken both in and outside of the classroom (support sessions) are documented and evidenced. Assessing the impact of support is vital - evidence (e.g. photocopies of work) before and after interventions/target sheets can be invaluable if other professionals/outside agencies involved.



## **GRADUATED APPROACH TO SEND – ASSESS, PLAN, DO AND REVIEW**

### **1. ASSESS AND PLAN**

- The views of parents will be sought with a view to engage in collaborative working.
- The views of the students will be sought, after all they are the best judge of where they are succeeding and struggling.
- The views of the class teachers/form tutors/Heads of School will be sought.
- The views of subject teachers will be sought.
- Current and previous Academic Support/SEND support plans will be scrutinised.
- Analysis of student progress, alongside national data and expectations of progress.
- The Head of Learning Support/Assistant SENCO/SMT will engage in learning walks/scrutiny of written work in order to assess the need of the students.
- Reading, writing, spelling and speed of processing tests may be undertaken.
- Dyslexia screening/full diagnostic testing may be appropriate through Whiterose Dyslexia Centre.
- Liaise with school nurse as to whether a referral to different agencies may be appropriate, e.g. CAMHs, Educational Psychologist, Autism Pathway, Speech and Language.
- All students with a full diagnosis of for example, dyslexia, ADHD, ASD etc will have a SEND support plan to guide teachers in the planning and delivery of the curriculum.

### **2 'DO'**

- Students may be allocated in class support from LSA/member of 6<sup>th</sup> form LS team.
- Differentiated, personalised and targeted planning/provision/interventions from subject teachers as shown in the Academic and SEND Support Plans.
- Students will have access to the 'Magis Room'/LS classroom.
- Students will be invited to attend support clinics and targeted interventions with agreed outcomes and review points.
- Access to after school support sessions.
- Access to online programmes to enhance learning though Nessy programmes.
- Learning Support sessions on 'How to revise'.
- Learning Support Ambassadors scheme.
- 6<sup>th</sup> form mentor from 6<sup>th</sup> form Learning Support Team.
- RNIB book share.

### **3. REVIEW**

- SEND Support Plans will be reviewed at parents' evenings and at the end of the year (Summer term). Reviews can also take place at the request of Head teacher's/Deputy Heads/Head of Year/SENCO and or parents. All updated SEND Support plans are readily available on ISAMs.
- HOFs/class teachers to review progress of students after targeted interventions so as to inform future planning.
- The LSA responsible for EHCP support provides the SENCO/Assistant SENCO with written feedback each week and informs SENCO/Assistant SENCO if there are any immediate concerns.

### **Access arrangements**



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The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a student would be at a substantial disadvantage in undertaking an assessment. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. The schools Head of Learning Support (SENCO) co-ordinator is responsible for ensuring access arrangements are in place. It is the subject teacher's responsibility to inform the SENCO of any student who they judge may benefit from access arrangements. Staff must complete form titled 'normal way of working' if they teach a student who think may benefit from the access arrangements test. The Assistant SENCO/SENCO will distribute a copy of the 'normal way of working' sheet.

At Mount St Mary's the SENCO, using evidence from subject teachers, completes the Form 8s which are part of the exam access arrangements process for GCSE's/A levels. The SENCO and the examinations officer, apply through JCQ for access arrangements/reasonable adjustments.

Access arrangements may vary depending on the assessed needs of the individual pupil. The most common types of exam access support are:-

- a reader for those with very weak reading;
- a scribe where weak spelling makes writing unintelligible;
- extra time where reading speed, thinking speed or writing speed is very slow;
- rest breaks, often best in the case of temporary injury or ongoing medical issue;
- word processing where efficient, practicable and needed to make presentation acceptable.
- Modified papers/coloured scripts and larger fonts.

Permission from parents will be sought before any testing occurs and parents will be informed of the results once these have been confirmed. All results will be distributed to staff and inputted into ISAMS on the Learning Support Report.

## **Multi-Agency Approach**



The Equality Act (2010) highlights the fact that “many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

It is important to note that at Mount St Mary's we are privileged to have a medical centre and a nurse who provide assistance with the medical needs of our students. The Learning Support Department works closely with the school nurse to ensure we have an over-riding picture of all of our students. Under the guidance of the school nurse we have an excellent relationship with a variety of child health specialist's paediatricians, therapists, clinical psychologists, dieticians, specialist nurses, autism pathway team and CAMHS. These can provide recommendations for interventions and feed into reviews for our students. They aim to together provide optimum health care for the students addressing the impact of their conditions, managing consequences for the families and preventing further complications. Health professionals advise education services on managing health conditions such as epilepsy and diabetes. A summary of a student's health needs can be found on the Learning Support register on Isams. The schools medical centre holds more detailed confidential records on students.

If a student has an Education and Health Care Plan (EHCP) or an EHCP is being applied for then such a multi-agency approach is necessary in order for students needs to be met. The school works very closely with local authorities and wider professionals in this respect.

In some circumstances outside professionals/Head of Learning support may recommend 1-1 small group support sessions which are outside of the normal provisions covered by the school fees. In these cases additional fees may apply – the Head of Learning support can provide further information.

## **LEARNING SUPPORT REPORT**



The Learning Support Report is the SEND register and this consists of students who fall into one or more of the categories below.

1. **EHCP** – those students who have an EHCP in place. If a student falls under this category you will find the words 'EHCP' next to a student's name on the LS Report. These students have a SEND Support Plan which can be found on Isams on the Learning Support Report. The SEND team will monitor the progress of these students closely.
2. **FULL DIAGNOSTIC TESTING** - those with a diagnosis of, for example, dyslexia, ADHD or ASD. If a student falls under this category you will find the words 'Full diagnostic testing' next to a student's name on the LS Report. These students have a SEND Support Plan which can be found on Isams on the Learning Support Report. These students are given achievable targets which can be found which can be found on their SEND support plan. The SEND team will monitor the progress of these students closely.

There are some students who are monitored closely by staff and these can fall under three headings. For ease of access for staff these students are placed on the LS Support Report on ISAMs.

1. **MONITORING/SCREENER** - Students who fall under this category may not have a diagnosis but learning needs have been identified. These students are placed on the register for monitoring purposes. Class teachers, form tutors and heads of year will monitor the progress of these students closely and liaise with the SENCO when necessary. If a student falls under this category you will find the words 'Monitoring/Screenener' next to a student's name.
2. **MONITORING/EXAM ACCESS TESTING** - Students who fall under this category are those who have been identified as needing exam access arrangements and arrangements have been applied for and granted through JCQ. If a student falls under this category you will find the words you will find the words 'Monitoring/Exam Access Test' or 'Monitoring/exam access testing' next to a student's name on the LS Report.
3. **MONITORING/HEALTH NEEDS** – those students who have health/disability needs. Students will be placed in this category if their health needs may impact on their learning. The LS department works closely with the school nurses to ensure all needs are met. The school nurse will ensure students have Health Care plans where necessary and these will be held in the medical centre. If a student falls under this category you will find the words you will find the word 'Monitoring/Health' next to a student's name on the LS Report

### **GIFTED AND TALENTED REPORT**

These are those students in the school who have been identified as being particularly gifted and talented academically or in any other area of school life.

Mount St Mary's has a vibrant Academic Scholars programme. All pupils are able to complete scholars tasks so as to ensure academic abilities are stretched.



### **STAFF INVOLVED IN SEND**

SENCO – Mrs Sue Pilgrim  
Learning Support Assistant – Mrs Lynne Wallace  
Learning Support Assistant – Ms Sami Vogt Bell  
Learning Support Assistant – Miss Rachel Wood  
Senior Management Team  
Heads of Line/Heads of School, Class teachers, Form Tutors

### **STAFF SUPPORT**

Staff are involved in CPD through relevant INSET. Such training has included:-

- Teacher2teacher UK and Kagan Learning/Cooperative Learning
- Dyslexia training through Yorkshire Dyslexia Network
- Access to Yorkshire Dyslexia Network
- Pivotal Learning
- Autism Practitioner Training
- Dealing with difficult children
- Pathological Demand Avoidance
- Selective Mutism
- Speech and Language Training
- Mental Health Awareness

### **ANY QUESTIONS?**

If parents have any questions in relation to their child's learning then the first port of call would always be the subject teacher who will always be willing to answer any questions or queries. The best way to contact your child's teacher is through email.

Your child's tutor is also available to answer any questions or queries. If your concern is in relation to extra support you feel your child might need then please contact your child's teacher in the first instance.

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