

SEND Policy



MOUNT
ST MARY'S | BARLBOROUGH HALL

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
Linked Policies -
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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

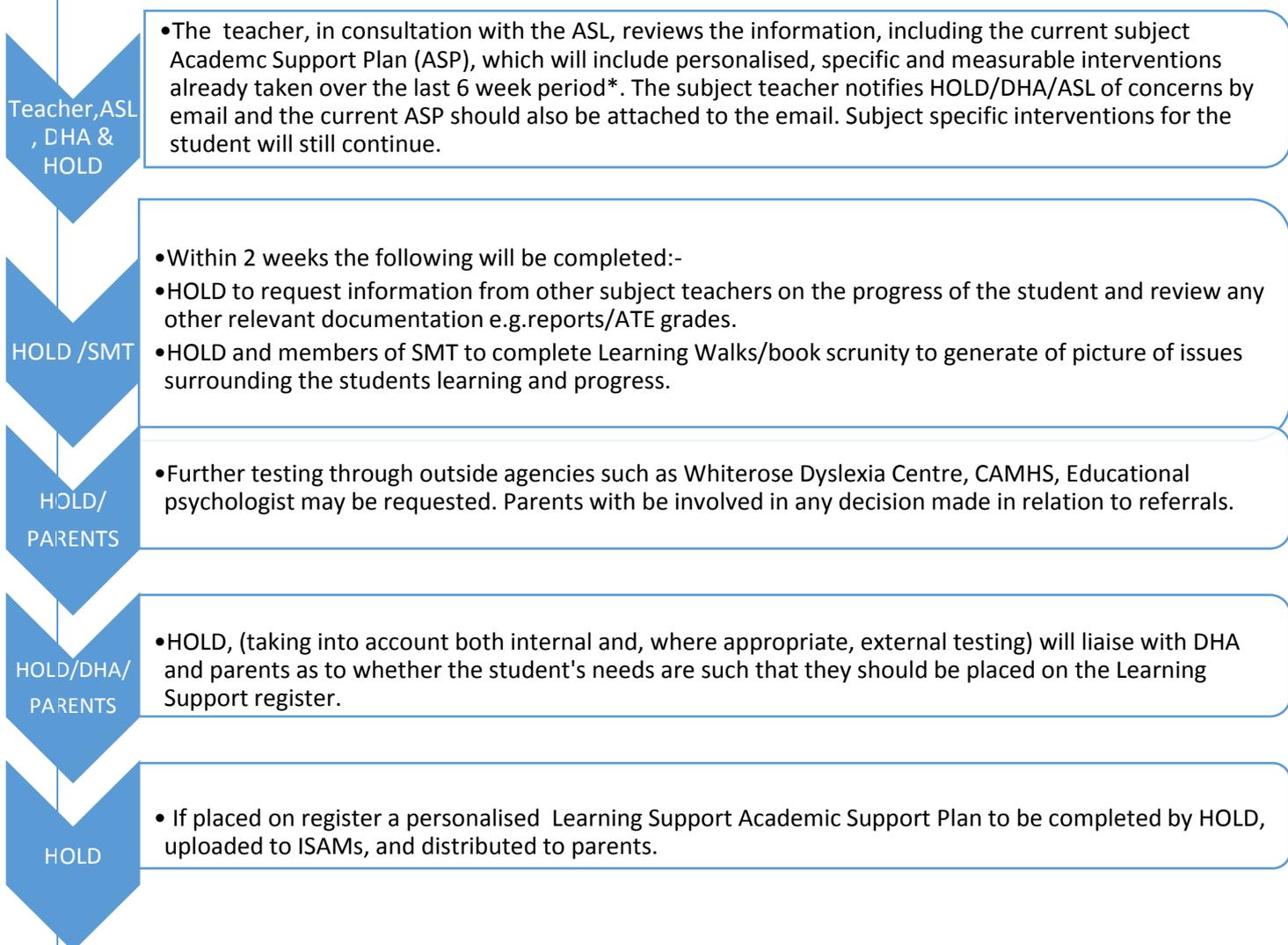
The Learning Development Department supports all staff in ensuring inclusive, quality first teaching to ensure all students of all abilities succeed and reach their potential. The Head of Learning Development/SENCO ensures decisions made are informed by the insights of parents and those of the students themselves. All students have high ambitions and staff set aspirational targets for them. Staff track their progress towards these goals and additional or different provision for students is regularly reviewed. All staff promote positive outcomes for every student in the wider areas of personal and social development. 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 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. The Learning Support department has an outstanding classroom as a base for all interventions/1-1s and small group initiatives. The room is equipped with a number of computers which students can access if needed.

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 Development, in conjunction with the Head of Line, 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. Understanding this response is crucial to Mount St Mary's SEND policy. 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 e.g. reporting, assessment, differentiation, subject academic support plans, concerns may persist. Where a pupil continues to be identified as under-performing academically in a subject area(s) and the class teacher judges this may be due to specific learning needs the procedure below is followed.

ACADEMIC SUPPORT PATHWAY AND REFERRAL TO LEARNING SUPPORT



- It is crucial during this particular stage that any extra provision undertaken both in and outside of the classroom (support sessions) are documented and evidenced on the subject ASP. Assessing the impact of support is vital - evidence (e.g. photocopies of work) before and after interventions 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 form tutors/Heads of School will be sought.
- The views of subject teachers will be sought.
- Current and previous Academic Support plans will be scrutinised.
- Analysis of student progress, alongside national data and expectations of progress.
- The Head of Learning Development/SMT will engage in learning walks/scrutiny of written work in order to assess the need of the students.
- Dyslexia screening/full diagnostic testing may be appropriate through Whiterose Dyslexia Centre.
- The student may be invited to attend supportive listening.
- 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 generic Learning Support Academic 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 6th form LS team.
- Differentiated, personalised and targeted planning/provision from subject teachers as shown in the Academic Support Plans.
- Students will be invited to attend support clinics and targeted interventions with agreed outcomes and review points.
- Students will have access to Yorkshire Dyslexia Network sessions on a Thursday lunchtime.
- Literacy intervention – Lexia Core 5.
- Numeracy intervention – Symphony Maths.
- Extra timetabled support lessons in Maths.
- Learning Support Study group every day after school during activities.
- Learning Support sessions on 'How to revise'.
- 6th form mentor from 6th form Learning Support Team.
- In some cases, additional 1-1 or small group interventions funded by parents.
- BNIB book share.

3. REVIEW

- Learning Support Academic Support Plans will be reviewed at parents' evenings and at the end of the year. Reviews can also take place at the request of Deputy Head/HOLD and/or parents. All updated ASPs are readily available on ISAMs.
- Form tutors to review progress during 1-1 sessions with students and update pupil notes on Isams accordingly.
- ASLs and subject teachers to review progress of students after targeted interventions so as to inform future planning. Relevant changes to be made to ASPs and sent to HOLD.
- The LSA responsible for paid 1-1 support provides the HOLD with written feedback each week and informs HOLD if there are any immediate concerns.

Access arrangements

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 Development (HOLD) co-ordinator is responsible for ensuring access arrangements are in place. It is the subject teacher's responsibility to inform the HOLD 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 HOLD will distribute a copy of the 'normal way of working' sheet.

The HOLD will use the information from staff to complete the Form 8s which are part of the exam access arrangements process. The school work very closely with Whiterose Dyslexia Centre in Sheffield who come into school at regular intervals to undertake exam access arrangements testing.

Access arrangements may vary depending on the assessed needs of the individual pupil. Appropriate access arrangements will be put in place. 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.

The HOLD, and the examinations officer, then apply through JCQ for access arrangements/reasonable adjustments. Permission from parents will be sought before any testing occurs and parents will be informed of the results once these have been confirmed through JCQ. 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 two nurses who provide assistance with the medical needs of our students. The Learning Development Department works closely with the school nurse(s) to ensure we have an over-riding picture of all of our students. Under the guidance of the school nurses the school has 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 intervention and review 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 five categories below. All students, regardless of category, are given achievable targets which can be found on ISAMs on the Learning Support Report.

- 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 generic LS Academic Support Plan which can be found on Isams on the Learning Support Report.
- 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’ next to a student’s name on the LS Report. These students have a generic LS Academic Support Plan which can be found on Isams on the Learning Support Report.
- 3. SCREENER**- Students who may not have an official diagnosis but learning needs have been identified. If a student falls under this category you will find the words ‘Screener’ next to a student’s name on the LS Report.
- 4. HEALTH NEEDS** – those students who have health/disability needs. If a student falls under this category you will find the words you will find the word ‘Health’ next to a student’s name on the LS Report.
- 5. EXAM ACCESS TESTING** – those students who have been identified as needing exam access arrangements, who have been tested by outside assessors and special 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 word ‘Exam Access Test’ 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.

STAFF INVOLVED IN SEND

Head of Learning Development – Mrs M Forbes-Jones
Deputy Head (Academic) – Mr C McAllister
Learning Support Assistant – Ms Sami Vogt Bell
Heads of Line/Heads of School
Form Tutors
Academic Subject Leaders
Subject Teachers

STAFF DEVELOPMENT

All staff are involved in CPD through relevant INSET. Such training includes:-

- Teacher2teacher UK and Kagan Learning/Cooperative Learning (April 2018)
- Dyslexia training through Yorkshire Dyslexia Network (January 2018)
- Access to Yorkshire Dyslexia Network (January 2018)
- Pivotal Learning (January 2018)

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 Mary Forbes-Jones mforbes-jones@msmcollege.com or her office number is 01246 437103.