

SEND Policy



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

ISI Regulatory Code – 3b

Policy written by – Mrs M Forbes-Jones
Policy Date – September 2019
Approved by Compliance team -
Ratification from Governors –
This Policy is for Barlborough Hall School and Mount St.
Mary's College
Review date – September 2020

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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 Barborough Hall School and 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 Barborough Hall School and 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 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 is there to support staff. Both Barborough Hall School and 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 Barborough Hall School or 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 Barlborough Hall School and 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.

Teacher, ASL,
SENCO and
parents

- Member of staff completes an 'Initial Concern' form to highlight concerns. Completed forms must be sent to ASL/Head of Key Stage/SENCO/parents. SENCO will upload to ISAMs.
- Pupils must be supported with interventions/additional learning over a period of 6 weeks
- After 6 weeks the teacher, in consultation with the ASL/Head of Key Stage/SENCO reviews the information, including the current personalised, specific and measurable interventions*. The subject teacher may decide (after liaising with SENCO) at this point to complete a SEND referral form and send to ASL/Head of Key Stage/SENCO/parents. SENCO to upload form to ISAMs.
- Subject specific interventions for the student will still continue.

SENCO/SMT/
parents

- Within 2 weeks the following will be completed:-
- SENCO to request information from other staff if necessary on the progress of the student and review any other relevant documentation e.g. reports/ATE/Rising Star results.
- SENCO and members of SMT to complete Learning Walks/book scrutiny to generate a picture of issues surrounding the student's learning and progress.
- SENCO will liaise with parents.

SENCO/
PARENTS

- Further testing through outside agencies such as Whiterose Dyslexia Centre, CAMHS, Educational psychologist may be requested now if this has not already been completed. Parents will be involved in any decision made in relation to referrals.

SENCO

- If student has been given a diagnosis then a SEND Support Plan to be completed by SENCO, uploaded to ISAMs, 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 be appropriate to place student on register for monitoring purposes. Parents will be informed of this.

ACADEMIC SUPPORT PATHWAY AND REFERRAL TO LEARNING SUPPORT

- 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 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 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/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.
- 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 6th form LS team.
- Differentiated, personalised and targeted planning/provision 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.
- Students will have access to Yorkshire Dyslexia Network sessions.
- Access to online programmes to enhance learning through Nessy programmes.
- Extra timetabled support lessons in Maths/English.
- Learning Support sessions on 'How to revise'.
- Learning Support Ambassadors scheme.
- 6th form mentor from 6th 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. Reviews can also take place at the request of Headteacher's/Deputy Heads/SENCO and/or parents. All updated SEND Support plans are readily available on ISAMs.

- Form tutors/class teachers to review progress during 1-1 sessions with students and update pupil notes on Isams accordingly.
- ASLs/class 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 SENCO.
- The LSA responsible for EHCP support provides the SENCO with written feedback each week and informs SENCO 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 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 SENCO will distribute a copy of the 'normal way of working' sheet.

At Barlborough school the SENCO, together with the class teacher, completes the application form for access arrangements for SATs.

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 school work very closely with Whiterose Dyslexia Centre in Sheffield who come into school at regular intervals to undertake exam access arrangements testing. 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 SATs/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.

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 two nurses who provide assistance with the medical needs of our students. The Learning Support 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 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 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 SEND 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 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.
- 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. These students are placed on the register for monitoring purposes.
- 4. HEALTH NEEDS** – those students who have health/disability needs. If a student falls under this category you will find the word ‘Health’ next to a student’s name on the LS Report. 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.
- 5. EXAM ACCESS TESTING/SATS TESTING** – those students who have been identified as needing exam access arrangements, who have been tested in many cases 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 word ‘Exam Access Test’ or ‘SATS testing’ next to a student’s name on the LS Report. These students are placed on the register for monitoring purposes if they do not have full diagnostic testing.

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. At Barlborough Hall School gifted and talented children are identified and encouraged to develop their skills further. 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

Head of Learning Support/SENCO – Mrs M Forbes-Jones
Learning Support Assistant – Ms Sami Vogt Bell (MSM)
Learning Support Assistant – Ms Chelsey Thomas (MSM)
Learning Support Assistant – Mr Carl Groome (MSM)
Learning Support Assistant – Mrs Denise Bailey (BHS)
Learning Support Assistant – Mrs Lisa Betts (BHS)
Learning Support Assistant - Mrs Ursula Kowalski (BHS)
Learning Support Assistant - Mrs Louis Piercy (BHS)
Learning Support Assistant - Mrs Rachel Beswick (BHS)
Senior Management Team
Class teachers
Heads of Line/Heads of School
Form Tutors
Academic Subject Leaders

STAFF SUPPORT

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

- 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/September 2019)
- Autism Practitioner Training (March 2019/September 2019)
- Dealing with difficult children (June 2019)
- Pathological Demand Avoidance (September 2019)
- Selective Mutism (September 2019)

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.

SENCO contact details are, Mary Forbes-Jones mforbes-jones@msmcollege.com (Mount St Mary's and mforbes-jones@barlboroughhallschool.com (Barlborough Hall School)

