

# St Mary's CE High School

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*"Everyone is equal: everyone deserves the best"*

## **Special Educational Needs &/or Disabilities and Inclusion Policy**

*Date of Next Review: Spring 2022*

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***Through God's love, we are the rich soil where seeds flourish and roots grow,**  
based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best,** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher



# St Mary's CE High School

## Special Educational Needs &/or Disabilities and Inclusion Policy

### Introduction

At St Mary's CE High School we welcome and value students. We strive to deliver a fully accessible social and academic curriculum within the framework of our Christian values and ethos. We continually adapt our systems and structures: curriculum, building, attitudes and values in order to make the school an inclusive, welcoming environment.

### SAFEGUARDING STATEMENT

**The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school policies as appropriate.**

**It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and who are part of the St Mary's community.**

The policy is in keeping with the School's aims, its teaching and learning policies, policies on equal opportunity and behaviour. The school is committed to a policy of inclusion: one in which the teaching, learning achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all students' needs are met.

The Governing Body expects that all students, regardless of ability, faith, gender, language, age, culture, sexual orientation, social background, are valued equally at St Mary's CE High School. SEND students are not viewed as a separate group but are part of the whole school approach. Different students' needs are recognised and met through personalised and flexible provision throughout the curriculum in all years.

### Objectives & Guiding Principles of the SEND / Inclusion Policy

- Value all students and staff equally
- Offer students with special educational needs the same experiences as their peers and ensure all students make adequate progress in reaching their personal potential.
- Provide an inclusive education, whereby all students' needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all students, recognising the social background of each student.
- Identify and assess early individual learning needs through assessment procedures and discussion with colleagues and the Director of Inclusion /Special Educational Needs Co-ordinator (SENCO).
- Encourage and support all staff to take responsibility for meeting the learning needs of all students in their care.
- Encourage all parents/carers to recognise that they have a joint responsibility with the school to meet their child's special educational needs.

- Differentiate the work in pace, style, challenge and content according to the student's age, gender, experience and identified learning need.
- Work with the student to create a student profile which sets out strategies which have been agreed together to support the student.
- Work in partnership with parents/carers and students, keeping parents/carers fully informed of progress.
- Discuss with students, and agree with them, targets for their learning.
- Prepare and provide Student Profiles (extra strategies to improve students' learning) for students who require special educational provision and with an EHC Plan under the Code of Practice, and review these on year group Progress Review Days/Consultation evenings.
- Prepare and provide subject specific reports for EHC students.
- Use a consistent approach to SEND throughout the school in accordance with this policy.
- Provide appropriate provision for students with SEND.
- Develop the skills of staff in SEND issues and initiatives.
- Ensure the School's Equality policy is implemented effectively across the School.
- Recognise that inclusion in education is one aspect of inclusion in our society.

**Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/Studentsupport/sen](http://www.education.gov.uk/schools/Studentsupport/sen)

One significant change arising from the reforms is that those children with the most complex needs, are supported through an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing this pathway on Hertfordshire's SEND Local Offer website:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hertfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Learning Challenges:**

*Students may need support if they have:*

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- A specific learning difficulty which may or may not be linked to a cognitive disability.
- A speech and language impairment affecting their ability to comprehend.
- A behavioural impairment affecting their ability to concentrate and therefore to learn effectively.
- Social, Emotional or Mental Health Needs that impair their ability to concentrate and learn effectively
- A sensory impairment.
- A physical disability.
- An emotional disability which can affect their ability to learn.
- A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
- An extended period of absence. This could occur for a variety of reasons.
- Students who speak English as their second language.
- Students who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well.

Staff at St Mary's are aware that students with SEND can be of any ability and may be high functioning or 'more able'. Regardless of ability or SEND, staff will have the very highest expectations of all students so that their potential achievement is not limited.

## **Disadvantaged Students and SEND**

Staff at St Mary's are aware that students who are considered disadvantaged and who have SEN are particularly vulnerable to under achievement. For this reason, the School tracks and monitors closely the performance of students who are disadvantaged and who have SEND/on the Additional Needs Register (ANR).

*Staff are clear that there is no assumed link between disadvantaged and SEND and so the very highest expectations must be maintained for all students who are considered as disadvantaged and who also have an identified SEND.*

## **More Able Students and SEND**

St Mary's staff are aware that some students who have an identified SEND will be more able or higher achieving. The needs of more able students with SEND will be accommodated by teachers and support staff in the classroom and through the use of appropriate differentiated interventions and enrichment activities.

*Staff are clear that there is no assumed link between disadvantaged and SEND and so the very highest expectations must be maintained for all students who are considered as disadvantaged and who also have an identified SEND.*

## **Admissions and Inclusions**

Students with SEND will be admitted following procedures adopted by Hertfordshire County Council and the school's admissions policy. Students with an Education, Health and Care Plan will be admitted where this is in accordance with the parents/carers' preference and where this is compatible with the efficient education of other children. With the introduction of the Single Equality Scheme in April 2012 the right to a mainstream place for students with disabilities has now been strengthened. Should a place for a student with a disability be requested, the student cannot be refused a place on the grounds of that disability unless the Governing Body gives specific reasons why it cannot make reasonable adjustments for the student.

St Mary's CE High School is fully adaptable for wheel chair use and/or for students with physical impairments and has hearing loops installed in some classrooms. Should the need arise, the Governors will make every effort to accommodate a student's particular needs and work with the Local Authority (LA) to improve facilities.

*An Accessibility Audit is carried out by the School and an Accessibility Policy has been produced which is reviewed every three years, or as required.*

## **Roles and Responsibilities**

### *Key individuals:*

- Head Teacher (the responsible person under the Code of Practice);
- Deputy Head Teacher - Inclusion
- Director of Inclusion / Special Educational Needs Co-ordinator (SENCO)
- Assistant Director of Inclusion
- Link Governor for the SEND Department;
- Class teachers;
- Learning Support Assistants leading Literacy, Numeracy and the Student Centre
- Learning Support Assistants;
- Pastoral support team including Assistant Directors of Inclusion, Lead Student Managers and Student Managers;
- Outside agencies.

The Inclusion Director/ SENCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for students with special educational needs.
- Liaising with and advising colleagues.
- Liaising with pastoral colleagues concerning issues of behaviour management and SEMH.
- Managing a large team inclusive of an Assistant Director of Inclusion, Lead Learning Support Assistants, Learning Support Assistants and Learning Mentors
- Overseeing the records of all students with special educational needs and monitoring their individual academic performance and progress over time.
- Liaising with parents/carers of students with special educational needs.
- Contributing to the in-service training of staff and encouraging staff development.
- Liaising with external agencies including the LA's support and psychology services, health, social services, and voluntary bodies.
- Reporting progress or otherwise against set targets to Head Teacher/Line Manager.

### **The Student Centre**

A suite of classrooms are provided for the use of the Inclusion Team. This acts as a resource centre, teaching rooms for small withdrawal groups/catch-up classes for small numbers of students disappplied from a language and as a room where students may work in a supervised setting during extra-curricular time (Breakfast and nurture clubs). It is well resourced and includes a variety of Information Technology equipment including an interactive whiteboard, visually adapted keyboards and a number of literacy and numeracy software packages. The department also has a shared base for teaching assistants and cover supervisors. The SENCO also has an office where SEND documentation and records are kept securely and all administrative duties are carried out here with the SEND team.

## **Current Procedures for Graduated Response (Assess, Plan, Do and Review)**

### **Identification:**

#### **A graduated approach: 'Every Teacher is a Teacher of SEND'.**

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/Carers are encouraged to share information and queries with the school.
8. The student is monitored if concern is raised by parent/carers or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings, academic tutorials and parent/carers evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

### **SEND Support:**

Where it is determined that a student does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the school SEN register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEND support the subject teacher, working with the SENCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations and details of previous progress and attainment,

comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental/carer concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

A student joining the school from primary school with SEND has a starting point or 'benchmark' upon entry against which progress can be measured. This information is gained from the primary school prior to the student entering the school. This makes use of national data and teacher assessments as well as specialist testing or assessments. Students with SEND have agreed targets to support them in making adequate progress which is tracked and monitored over time. Progress is monitored using the methods discussed above and supported by the following methods:

- Group targets
- Value added data
- Age Expected targets
- Reading and spelling assessments
- Literacy and numeracy targets
- MIDYIS testing

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

## **Plan**

When it is decided to provide a student with SEND support, parents/carers will be informed in writing. Planning will involve consultation between the teacher, Directors and Assistant Directors of Teaching and Learning, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental/carers involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The tutor, Director and Assistant Director of Teaching and Learning and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Learning Support Assistants and

relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO

### **Review**

Reviewing student progress will be made at termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support in the light of student progress and development, will make any necessary amendments going forward in consultation with parents/carers and subject teachers.

### **Referral for an Education, Health and Care (EHC) Plan**

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken involving parents/carers, SENCO and Directors of Teaching and Learning and the ESC if applicable.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: St Mary's CE High School Special Educational Needs/Disability (SEND) Inclusion Policy.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:  
<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer>.

## **Education, Health and Care Plans (EHC) Plan**

**1.** Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the EHC Plan.

**2.** Parent/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.

**3.** Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, Parent/carers and the student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Hertfordshire SEND Local Offer can be found on the school website school information report.

For further information please contact the Director of Inclusion in school.

## **Access to the Curriculum, Information and Associated Services**

Students with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of Parent/carers and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with Parent/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the partnership of schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

## **Intervention**

Depending on the evidence gathered, and the results of review discussions with Parent/carers/students this might include:-

- In class support
- Differentiated learning materials
- Specialist equipment
- Paired reading with Sixth Former
- Homework Club
- Spelling group
- Reading group
- Catch-up classes in extra literacy for students disapplied from a language
- Mentoring – Key Workers for EHC Plan and vulnerable students

- Learning Mentor
- Tuition in a small group
- Emotional Literacy support
- 1:1 tuition
- Place2Be and Counselling
- 1:1 specialist teacher SPLD (Specific Learning Difficulties/Dyslexia) support for identified students
- Behaviour or Anger Management
- Reduced or tailored personalised curriculum
- Providing work experience placements
- Opportunity to attend an external college provider to study a more vocationally based course

### **Student Profiles**

At St Mary's CE High School the Student Profile is for a student identified as requiring special educational provision or a student with an EHC Plan and includes information on:-

- provision put in place
- teaching strategies to enable learning to take place
- subject targets set by class teachers
- the review date to monitor individual student progress over time
- teaching strategies to enable learning to take place subject targets set by class teachers the review date to monitor individual student progress over

## **Ensuring Access to the Curriculum for Students with SEND:**

### **The SENCO, Director of Inclusion and Strategic Leaders are responsible for:**

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- St Mary's CE High School Educational Needs/Disability (SEND) Inclusion Policy.
- St Mary's CE High School SEND Information Report.
- In-class provision and support being deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition being available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Putting arrangements in place to support students with medical conditions.

### **Inclusion of Students with SEND**

The Head Teacher oversees the policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The School curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision. The School will seek advice where appropriate around individual students, from external support services through extended leadership meetings. Where a behavioural incident warrants exclusion the relevant Director/Assistant Director of Learning, and member(s) of the Senior Leadership Team will consider the incident in line with St Mary's CE High School Behaviour for Learning Policy. The use of sanctions for some students with SEND is tracked and monitored by the Deputy Head Teacher i/c Behaviour for Learning and the governors.

### **Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parent/carers and students during the academic year. Parents/carers, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire at different points in the school year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The Student Centre offers an *Open Door* policy where parents/carers can access the Director of Inclusion regularly by making an appointment. Further feedback from parents/carers can be given at any time through email contact. Contact information is published on the School website.

A formal evaluation of the effectiveness of the school's SEND provision and policy culminates in an SEND Information Report. The evaluation is carried out by the SENCO in consultation with the Head Teacher, link SEND governor and Deputy Director of Inclusion. Information is gathered from different sources such as student and parent/carer feedback/teacher and staff feedback, provision and data analysis as well as general evaluation of SEN provision.

This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. (Please see School website).

### **Working in Partnership with Parent/carers**

St Mary's CE High School believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental/carers views are considered and valued.

The Director of Inclusion provides support to teaching staff throughout the academic tutorial process and will attend parental/carers meetings upon request.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost Parent/carers of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the Parent/carers and the student will always be consulted with regards to future provision. Parent/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted through the school in relation to SEND matters.

### **Staff Development and Funding**

We aim to provide opportunities for all staff to develop their ability to meet students' individual needs. The financial provision for SEND will be monitored by the SENCO, Strategic Leadership Team /Governors and will be reviewed in the School Improvement Plan and the School's annual budget.

Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff

are also encouraged to observe good inclusive practice within the school and also in other schools.

### **Complaints Procedure**

We aim to prevent formal complaints arising by our policy of parent/carer involvement at all stages of action relating to a special need. Should there be a complaint about the school's SEND provision it is dealt with at three stages:

- Concerns are discussed first with the Head Teacher.
- Formal complaint is made in writing to the Governing Body
- Formal complaint is made in writing to the Local Authority.

### **SEND and Inclusion Policy – Review**

The Governing Body will regularly review the provision for students identified with SEND and consider the effectiveness and impact of the work done by the school.

This policy will be reviewed on a two year basis or as required as part of the School's self-evaluation programme.

Other Policies and documents that should be read in conjunction with this policy are:

- Accessibility Policy
- Safeguarding and Child Protection Policy
- SEN Information Report
- Equality Policy