



ST. JOSEPH'S COLLEGE

(Mathematics and Computing Specialist School)

Special Educational Needs and Disability (SEND) Policy

Reviewed by Governors Jan 2015
To be reviewed Jan 2016

SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

RATIONALE

This policy has been written in recognition of the values of St. Joseph's College as a Catholic School which in its own mission statement states that:

'Each individual is considered by all to be of equal worth and value, and accordingly is treated by all with respect and dignity'.

We also subscribe to the Diocesan Mission statement of the Archbishop of Southwark that includes the following words:

'We acknowledge that some of our children have Special educational needs that require extra support and resources. This should not affect their entitlement to education in a Catholic School'

We are a catholic community, committed in our mission statement to the vision of the school as a spiritual building whose cornerstone is Christ and whose foundations are the Apostles and Prophets. It follows that our community must be one of love, all of whose members honour the Christ they find in one another. Each person in the school, no matter what his or her worldly status, deserves to be treated with the respect and, indeed, reverence due to one created in the image of god and redeemed by the Precious Blood of Jesus Christ. We are therefore committed to the education of all pupils in our school, whatever their ability and whatever their special educational needs.

This policy complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is **Miss Charlotte Pascal** and she can be contacted via email or through the school office

Email address: cpascal@sjc.ac

The SENCO is a qualified teacher and is experienced in this role.

The Senior Teacher with responsibility for SEND is **Mr Sean Miller**, Deputy Headteacher: smiller@sjc.ac

The Lead Governor for SEND is **Mrs Janette Jacobs**. She can be contacted through the Clerk to the Governors, Mrs Jackie Cross: jcross@sjc.ac

This policy was agreed by the Governors on: January 2015

It will be reviewed no later than: January 2016

Section 1: Our values and vision in relation to SEN provision

Our vision is that St Joseph's College is an inclusive school which welcomes students from all walks of life. The child or young person's needs and wellbeing are central to our philosophy and drive our decision making and underpin our policies. We adhere to the values and principles set out in the 2014 SEND Code of Practice and strive to ensure that the views, wishes and feelings of the child or young person and the child's, or young person's, parents are taken into account at all times. We also place great importance on the child or young person, along with the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions. Moreover, we understand the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

Section 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child
Or
- The attendance of, or the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with a Statement or Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition)

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND , consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional send support the SENCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. They will adopt the Assess, Plan, Do, Review model outlined below. The class/form teacher will liaise regularly with the pupil's parents/caregivers, the pupil, other key staff and their Head of Department/Year during this process. Careful records will be kept to document the support offered and the impact of it.

Section 4: Meeting the needs of pupils with SEN.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**. This will become apparent if the support offered through the class/form teacher's Assess, Plan, Do, Review cycle(s) has not addressed the issue or if a more serious issue arises.

Parents will be formally notified that their child will receive this additional support and placed on the **SEN register** where his/her progress and provision can be monitored more closely.

The SEN Register

The register provides an updated record of all pupils receiving additional SEN support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. Learning Support staff may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused, with the desired benefit or difference from any intervention clearly identified. This will also support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual support plans or on class/school provision maps
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan with the time frame/date when it will be reviewed.

DO:

Class/subject teachers, with the support of the SENCO will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to specialist agencies.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3.

Removal from the SEN Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEN support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continued to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans:

The additional needs of most of the pupils with SEND at St Joseph's College will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC Plan)

Full details of the process for requesting an EHC Plan can be found on the Croydon SEND offer website (details in Appendix 3).

The EHC Plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

Section 5: Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Section 6: Transition Arrangements – Arrangements to support pupils with SEND moving into the school or moving to a different school. These can also be found in the School Information Report on the College's website.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO and relevant Head of Year.

For pupils joining the school in Year 7 or 12, the SENCO will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to primary school and information sharing meetings with the pupil's family, primary school teachers and other key agencies supporting the child. The pupil and his/her family will also be offered the chance to visit the school before they start, to help with familiarisation. The SENCO and relevant Head of Year will work closely with primary school staff if they set up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the child has a Statement or EHC Plan.

The above process will also apply to students transferring to Years 8-11 & 13 at the start of an academic year, as well as any student joining the school part-way through an academic year.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEN.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEND.

The SENCO or other nominated Learning Support staff member attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision.

Section 6: Roles and Responsibilities

Information on roles and responsibilities within the Learning Support Department can be found in the School Information Report on the College's website.

The SENCO:

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of the Specialist Teacher, Pupil Internal Exclusion Room (PIER) Coordinator, Children Looked After (CLA) Coordinator, School Counsellor, Learning Support Room Manager and Teaching Assistants. The SENCO provides guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCO has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The SENCO will also take a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor for SEN at St Joseph's College is Mrs Janette Jacobs.

The lead governor will meet at least termly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated teacher for Safeguarding: Miss Charlotte Pascal

Designated teacher for Looked After Children: Mr Paul Sutton

Senior Teacher with responsibility for Behaviour: Mr Stephen Fuller

Attendance Officer: Mrs Ann Lambdon

Medical Officer: Mrs Helen Beckett

Section 9: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Section 10: Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher/form tutor with further discussions with the SENCO or other key staff as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC Plan assessment of needs or provision this will be managed directly by the Croydon SEN team.

Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND have a named adult (the appropriate Head of Year) to report any incidents of bullying to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Section 12: Disability Access Arrangements

Under review

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25 (2014)
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting Pupils at School with Medical Conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working Together to Safeguard Children (2013)
- Keeping Children Safe in Education (2014)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

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 has a learning difficulty or disability if he or she has:

- *A significantly greater difficulty in learning than the majority of other pupils of the same age or*
- *Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions*

SEND Code of Practice 2014

A disability 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 and hearing*
- *Long term health issues such as asthma, epilepsy and cancer*

Equality Act 2010

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS	Tel: 0203 228 000 www.slam.nhs.uk
Occupational Therapy	Tel: 020 8274 6854/50
Children’s Physiotherapy	Tel: 020 8274 6853
Speech & Language Therapy	Tel: 020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	Tel: 020 8274 6300
Peripatetic Visual Impairment Service	Tel: 020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	Tel: 020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	Tel: 020 8686 0393
Secondary Fair Access Panel	Tel: 020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents in Partnership	Tel: 0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	Tel: 020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	Tel: 0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	Tel: 0207 843 1900 www.councilfordisabledchildren.org.uk/