



ST BENEDICT'S SCHOOL
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SEND Policy – Senior School

Authorised by: The Board of Governors of St Benedict's School

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Contents

	PAGE
1. Preface	3
2. Context.....	3
3. Special Educational Needs and Disability (SEND).....	3
4. Identification of SEN Students.....	7
5. Intervention to Support SEN students.....	8

1. Preface

The St Benedict's School community is founded on the Christian values expressed in the Gospels: peace, truth, justice and love. These values underpin everything that we do within the School, and bind us together as a Christian community. We view each person as special and unique. We recognise and respond to their gifts, their needs and their aspirations. We care for all individuals, celebrating achievement and providing support when difficulties are experienced.

2. Context

This policy has been reviewed to take account of changes in arrangements for pupils with special educational needs, which come into force through the Children and Families Act from September 2014. Consideration is also given to other recent legislation:

- Equality Act 2010.
- Mental Capacity Act Code of Practice: Protecting the Vulnerable [2005].
- Policy and Procedures for Voluntary, community, Faith and Private Organisations, 2014. Ealing Safeguarding, Children Guidance. [Yellow book].

3. Special Educational Needs and Disability (SEND)

3.1 Our values and vision for SEND in our setting

We aim to provide the highest standards of education for all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

St Benedict's School has an inclusive ethos with high expectations and targets to encourage and help each individual pupil in the pursuit of excellence; the School provides a broad and balanced curriculum differentiated to meet pupils' needs, and utilises systems for early identification of barriers to learning and participation.

The school is fully committed to meeting the needs of those pupils with Special Educational Needs and disability so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils.

3.2 Objectives

Drawing on our Catholic ethos, the School aims to provide a curriculum which satisfies the needs of pupils of all abilities. Essential to that task will be the proper respect for the gifts and needs of each person. We aim:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.

- To work with parents and value the role of parents in supporting a child with SEND.
- To raise awareness and understanding of all members of staff with regard to pupils' educational needs.
- To support a whole school responsibility for SEND pupils.
- To work in partnership with parents, pupils and external agencies at all age levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practical arrangements to achieve best practice.
- To build academic self-esteem by having high expectations for all students.
- To promote values of respect for ourselves, for others and for the world around us.
- To provide opportunities for spiritual growth and renewal.
- For all pupils to take with them throughout their adult lives a sense that they belong to the community of St. Benedict's and that they have "learned a way of living."

3.3. Arrangements for coordinating SEND

The Board of Governors has overall responsibility for pupils with SEND. Together with the Headmaster, they decide how best to provide for these pupils and secure the necessary provision for any child that has Special Needs. The Board appoints one of its members, the 'SEND Governor', to have responsibility for closely monitoring the school's work on SEND. The current appointee is Ms Susan Vale.

The Headmaster has the responsibility for the day-to-day management of all aspects of the school's work whilst delegating the coordination of all the SEND support to the SENCO. Day to day co-ordination of SEN is organised by the Schools Special Need's Co-ordinator [SENCO], who in turn is managed by a member of the School's leadership team. The SENCO oversees the operation of the School's SEND policy and manages the staff associated with the specific role of supporting the needs of SEND pupils. THE SENCO leads the Teaching and Learning Support Department – which has responsibility for supporting SEN students and their teachers.

3.4 Definition of Special Needs and Disability

There are pupils whose particular needs make it difficult for them to access the lessons in a normal classroom environment. A young person has special education needs if he/she has:

- Significantly greater difficulty in learning than the majority of children of the same age that calls for special educational provision to be made for him/her that is additional to or different from the educational provision made generally for children of their age in school.[COP 2014]
- Many children and young people who have SEND 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."

It is the purpose of this policy to outline a framework that will help us to identify any children with special educational needs and disability (SEND), to understand the nature of their needs and to plan how such children can best be supported.

3.5 Integration

Students with SEN are fully involved in the life of St Benedict's School and have full access to all aspects of school life [both through curricular and co-curricular activities]

All staff share the responsibility of providing for pupils with SEND under the guidance of the coordinator for special needs (SENCO) and the direction of the Headmaster and the Board of Governors.

3.6 Complaints procedure

Parents who are unhappy about any aspect of their child's special needs provision should contact the SENCO in the first instance. If they are still dissatisfied then they may contact the Headmaster, following the complaints procedure of the school.

3.7 Partnership with parents

The ethos of St Benedict's School is to work in partnership with parents to promote learning, achievement and well-being for pupils. The school community encourages a close partnership with parents in the education of their children. The school recognises the importance of establishing close links with parents in meeting the needs of all pupils. Parental involvement in the process of support throughout their child's school life is invaluable; often they can give insight into the possible causes and help provide a collaborative approach to strategies agreed. Parents are consulted at every stage of response. There is regular contact with parents throughout the school year. In addition:

- A signed parental consent form needs to be in place before any 1:1 testing takes place.
- All pupils on Waves 2 or 3 intervention (see below) will be contacted by the TLS Department at least once a term.
- The SENCO is present at all parents' evening with staff from the TLS Department. It is also possible for parents to arrange appointments to discuss matters with various teachers including the SENCO.
- Additionally, parents of pupils who have statements [now to be changed to EHCP] are invited to attend an Annual Review each year to make plans for the future.

3.8 Students' Views

Students' views are very important to St Benedict's School. SEND pupils are asked to complete questionnaires on their understanding in school, the provision and their experience of teaching. Some pupils complete a pupil passport, which allows pupils to explain to teachers what they find difficult and easy.

There are staff available throughout the school day, before, during and after school in the TLS Centre for pupils to seek help when required.

3.9 SEND in-service training

The Senior Leader with responsibility for INSET consults with the other staff within the school about training needs, including the SENCO.

Other training involving SEND is delivered in whole school inset. There are also twilight sessions on specific topics. Departmental heads may request specific inset on SEND to be delivered during departmental meeting sessions. Staff also attend external training on SEND. All TLS staff receive training throughout the year.

3.10 Role of the SENCO

- To manage the day to day operation of the policy.
- To co-ordinate the provision for and manage the responses to children's special needs.
- To manage and coordinate the identification, assessment and provision for pupils with SEND.
- To manage effective deployment of TLS staff.
- To implement identification and assessment procedures to ensure pupils who may have an SEN are identified and supported.
- To develop the relationship between school and home and acknowledge the role played by parents of pupils with SEN.
- To liaise sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views of progress.
- To support and advise colleagues.
- To oversee the records of all children with special educational needs, and ensure that records of pupils' SEND and the provision made to meet these needs are maintained and kept up to date.
- To provide a list of students with exam concessions.
- To organise regular testing of pupils, including screening tests.
- To act as the link with parents to provide information on a regular basis; to include parents in the review process and enable parents' views to be heard.
- To act as the link with external agencies and other support agencies.
- To monitor and evaluate the special educational needs provision, and report to the Headmaster.
- To contribute to the professional development of all staff.
- To liaise with the exams office over arrangements for exam concessions.
- To promote pupils' inclusion in the school community and access to the school's curriculum, facilities, and extra-curricular activities.
- To direct the work of the learning support teachers and learning support assistants.

3.11 Role of teachers – subject teachers and form teachers

All teachers are responsible for the development and learning of all pupils in their particular classes, including pupils with SEND. The class teacher is primarily responsible for meeting the needs of SEND pupils. All teachers must:

- Be familiar with the School's procedures for identifying, assessing and making provision for pupils with SEN. This information will be provided in training sessions and reinforced throughout the year.
- Identify students with potential special educational needs. In such cases teachers must complete a concern form.
- Read the guidance given on specific pupils with SEND as documented in their Pupil Profile. They must also refer to the summary of needs issued by SENCO and be aware of any exam concessions.
- Be aware that all Pupil Profiles and additional information are placed in pupil's folder on Sims.
- Be responsible for making sure the curriculum meets the needs of all pupils and work with the SENCO and TLS Department to achieve this aim.

3.12 Admissions

Parents must notify the school's Admission's Registrar on application if they know or are concerned that their child has a specific learning difficulty or Special Educational Needs. St Benedict's will strive to meet the needs of all pupils who are admitted to the school and will ensure that its admission policy is consistent with the requirements of the Revised code of Practice on Admissions and all relevant legislation. When pupils applying to the school have a statement of educational needs or an EHCP the Headmaster, Leadership, SEN Governor and SENCO will:

- Review the provision to ensure the school can adequately meet these needs.
- Consider carefully whatever reasonable steps might be taken to ensure the needs of the pupil can be met without prejudice to the efficient education of other pupils.
- Liaise closely with the LA.

Where pupils applying to the school have a previous SEND assessment, or any parental concern, these may be discussed with the parents prior to entry. Any prior Educational Psychologists' reports and assessments will be passed onto the SENCO by the registrar to determine the School's ability to meet the Special Education Needs of the applicant.

4. Identification of SEN Students

4.1 Identification

The SEND in the Senior School is monitored by the department. Assessments are conducted by the SENCO or specialist teacher on SEN candidates whose severity of need requires further investigation.

Admission to the School

The SEN List is provisionally drawn for Year 7 from information collated at application and later revised with evidence collected from subject teachers. This list is held in the department and monitored by the SENCO.

On entry to Year 7 contact is made with SEN pupils and parents at the start of the academic year, with advice given to parents on how to help their child meet the added challenges of organizing themselves for the demands of secondary schooling. All new parents are invited to an information evening where key staff address parents, and staff are available to speak directly to parents following the presentations.

Screening

The following screening tests are conducted by the TLS Department:

3 rd Form	Lucid test Spelling test Reading test Comprehension test
Lower 4	Spelling test

	Reading test Maths test
Upper 4	Lucid test Spelling test Reading test Maths test
Lower 6	Lucid test

Explanation of Screening Tests

In Form 3, Upper 4 and Lower 6, Lucid Exact is used to screen the whole year group to further inform learning styles and needs. Lucid Exact is a set of computerised tests designed for the assessment of literacy skills in the age range 11 to 24 years. The Lucid Exact tests comprise standardised tests of the following areas of attainment:

- Word recognition
- Reading comprehension
- Writing to dictation: typing speed and handwriting speed

Administration of these screening tests is carried out entirely by computer.

When necessary, individual testing is also carried out by qualified assessors using standardised tests when parental consent has been received. Parents are informed of testing results, usually in an arranged meeting.

Midyis, Yellis, Alis aptitude test scores are delivered to whole year groups in Form 3, Lower 5 and Lower 6th respectively. These may also be used to inform the TLS Department about pupils whose academic progress is a cause for concern.

4.2 Referral

Subject teachers, parents or external agencies may express concern over a pupil's progress. A concern referral is entered on My Concern, recording the pupil, the date of concern, the nature of concern and the role/relationship to the pupil of the person referring. Targets to identify progress will be set in liaison with SENCO if requested. Referral will activate monitoring of a pupil's performance. Form teachers and Division Heads will be consulted, and the Head of Middle/Upper School informed. Intervention may then be provided if appropriate

5. Intervention to Support SEN students

5.1 Provision: graduated response

The revised Code of Practice Chapter 6.44 outlines a graduated response for the four descriptors of need.

Code of Practice Needs	Categories
Communication and interaction	This may be because young people have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. For example young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. (CoP 6.29)
Cognition and learning	Learning difficulties cover a wide variety of needs, including moderate learning difficulties such as dyslexia or severe learning difficulties usually associated with mobility and communication. (CoP 6.30)
Social, emotional and mental health difficulties.	These can manifest in a wide variety of ways, young people may become withdrawn or isolated, behaviour may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyper disorder or attachment disorder. (CoP. 6.33)
Sensory and/or physical	Young people may have vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI). Other young people may require additional on- going support and equipment to access the curriculum. (CoP 6.34)

5.2 The TLS Department's Programme of Intervention

The purpose of intervention is to 'close the gap' in a pupil's ability to learn.

The Department has three graduated levels of response:

	Level of intervention
Wave 1	<p>The needs of pupils in this category are met through differentiation by the classroom teacher and through exam concessions.</p> <p>Pupils in this category are monitored by the TLS Department and appear on a 'monitoring list'.</p> <p>As these pupils' needs are met by the classroom teacher, communication with parents is through the School's regular tracking and reporting procedure.</p>
Wave 2	<p>These are pupils who are identified as having a learning need that must be addressed.</p> <p>These pupils receive an individualised programme of support to help them overcome their difficulty, 'closing the gap' in their ability to learn.</p> <p>Pupils may receive a Pupil Profile and targets for the period of the intervention.</p>

Wave 3	<p>These students are diagnosed with a specific learning difficulty.</p> <p>Pupils in this category receive a Pupil Profile and termly targets are set.</p> <p>The TLS Department will have contact with the parents/carers of those pupils on Wave 3 once a term.</p>
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5.3 Methods of Intervention

The TLS Department provides the following forms of intervention:

- In-Class support is provided by the Learning Support personnel where appropriate.
- 1:1 / small group tuition: some pupils are withdrawn to receive more individualised teaching.
- A drop-in policy is very much at work in the TLS department; pupils may approach the team during pre-registration, lunch-times and after school.
- A prep club is run every day at the end of the school day. Pupils may also work in the TLS Centre from 8am.
- Booster days are arranged for new admissions who have been highlighted as benefitting from additional provision at the beginning of the academic year. This provision is open to all new admissions.
- The TLS team work in conjunction with the Heads of 6th Form who provide mentors willing to work on a 1:1 basis with Junior and Middle school pupils with reading difficulties.

5.4 Education Health and Care Plans

If a pupil's Special Educational Needs are severe enough that neither the school nor the pupil's parents can resource further provision, the LEA can be approached for funding to support learning, either in the form of a statement or an Education, Health and Care plan. It is possible that the parents of a pupil whose needs cannot be met by the school may be advised, in the best interest of their child's future, to seek his/her education at a school better resourced to do so.

The current system of Statements of Special Educational Need is being replaced by a new Education, Health and Care Plan (EHC). Those eligible for EHC Plans, or their parents or carers, will have the right to access a personal budget to fund the specialist services they require.

Under the new legislation, Local Authorities are also required to publish detailed information of the support available in their area. This is known as the 'Local Offer' and provision may vary according to local need.

5.5 Exam Concessions

All exam concessions are validated through testing, EP reports and evidence of internal assessment and a pupil's normal way of working. Exam Concessions are provisionally decided by the Exam Concession Committee in accordance with the rules set out by JCQ. However, the Headmaster, as Head of the Exam Centre, has the final decision on the exam concessions awarded.

All internal exams are monitored in school through the provision of SEAM forms – school exam access monitoring forms. In the Upper School and Sixth Form all invigilators monitor exams and any

concerns are logged on invigilator forms. These may be used to provide evidence for exam concessions.

In the Upper School and Sixth Form, identified pupils with exam concessions are monitored closely throughout their exams by invigilators, who will be present for the public exams in the summer. This usually takes place in a separate room, and is to ensure a smooth transition from the mock exams to the public exams.

The School, acting as Examinations Centre, will have the final say over which arrangements constitute and best reflect a pupil's normal way of working. The Head of Centre is under no formal obligation to accept the report of an external professional [as stated in JCQ guidelines and the PATOSS Guide to Access Arrangements].

On entry to Upper School and Sixth Form, all pupils will have exam concessions reviewed. This may result in adjustments being made. For internal exams, no exam concessions of additional time are given to Form 3, Lower 4 and Upper 4 pupils, unless there is a statement of need EHC plan. For Upper School and Sixth Form, exam concessions are given in strict adherence to criteria set by JCQ.

Parents are advised to speak directly to the TLS Department regarding all exam access arrangements or concerns; the SENCO is available at all Parents' Evenings. This is to avoid any misunderstandings and to establish a clear and fair evidence-based procedure across the school in awarding exam concessions. External assessments by specialist teachers and educational psychologists who do not have a working relationship with the school may not be accepted, in line with JCQ criteria.

5.6 Evaluating the success of intervention

The success of the School's SEND policy and provision is evaluated through:

- The use of differentiation in the classroom to ensure that the needs of all pupils are met.
- The aspiration both for and of the young people with SEND at St Benedict's.
- Monitoring of classroom practice by the SLT, HODs and SENCO.
- Analysis of pupil tracking data and test results.
- SEND school self-evaluation.
- Monitoring of the school's Accessibility Plan.
- The School Development Plan, which is used for monitoring provision in the school.
- Visits from LA personnel, NHS providers and the ISI.
- Frequent meetings of parents and staff, both formal and informal, and acknowledgement and celebration of achievements of goals.
- Pupil/Parent/Teacher voice; feedback; questionnaires.
- Feedback from External Agencies such as the Educational Psychologist and the SALT.
- Evidence of pupils developing the skills and strategies to overcome the barriers to their learning.

5.7 Links with External Agencies

The TLS Department has strong links with external agencies. There are a range of external agencies to support learning, speech, movement and motivation. Pupils are referred to outside agencies when assessment needs become more specialized. This may involve using Local Authority

agencies or the private sector.

- On transition all Educational Psychologists' reports or external agency reports are read and recommendations circulated to all relevant staff.
- Advice is sought through the relevant agency if a pupil is raising particular concerns.
- Parents are referred to agencies if more specific diagnostic assessments are required, either through the borough, the NHS and/or independent services.