



SACRED HEART

SEND Policy and Additional Information

2022-2023

SEN and Disability Policy



Context:

The role of the Special Needs Co-ordinator (SENDCo) is to monitor the smooth running of special needs provision within school. The SENDCo liaises with parents, teaching and non-teaching staff, the Head Teacher, Head of Pastoral, Heads of Progress and external agencies. The SENDCo can be contacted through School.

The SENDCo is supported by a member of Senior Team who acts as an advocate for students with SEND on the senior leadership team. There is also a SEND Governor who acts as the 'responsible person' for SEND provision.

Please also refer to:

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Data protection Policy
- Accessibility Policy

Rationale:

"There are two ways of educating: one, to give heart, mind, energy, everything to working for the children - doing things for them. The other, to try to teach the children to work for themselves. And this is the higher of the two. It requires more prudence, more foresight and there is less immediate return. We ought not to do things for the children which they ought to learn to do for themselves. We want to make them independent of us."

Janet Erskine Stuart

In this Catholic School and in accordance with Gospel Values, we aim to uphold the right of all students to have access to a broad and balanced curriculum. At Sacred Heart Catholic High School every child is equal and unique. We aim to provide a safe and supported environment where students can flourish.

To achieve this, we must ensure that the teaching styles, practices and learning materials of all departments consider each student's varied life experiences and particular needs. This will enable all students to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for students with special educational needs and disability (SEND) and to integrate special needs students within the mainstream of the school as far as realistically possible
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional

arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting students at school with medical conditions 2014

- To provide full access for all students to a broad and balanced curriculum and to ensure work is differentiated and to provide advice and support for all staff working with students with SEND
- To ensure that the needs of students with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To ensure parents /carers are fully engaged in decision making and to take into account the views, wishes and feelings of students
- To provide advice and support for all staff working with students with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND.

Admission Arrangements:

Please refer to the information contained in school's Admissions Policy which can be accessed on the school website. The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs & Disability Coordinator (SENDCo) is responsible for the following:

- overseeing the day-to-day operation of the policy
- coordinating provision for students with SEND
- liaising with the Designated Teacher where a looked after student has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND up to date and stored securely in line with our Data Protection Policy

The school employ a team of dedicated support staff, who are deployed by the SENDCo, to help meet the needs of our students:

- Every subject teacher
- Two Higher Level Teaching Assistants (HLTAs), including a SEND Transition Coordinator
- Six Learning Support Assistants (LSAs)

The subject teacher:

- Sets high expectations which inspire, motivate and challenge students
- Promotes good progress and outcomes for students
- Plans and teaches lessons in which teaching responds to the strengths and needs of all students, including those with SEND
- Works closely with support staff in the planning and monitoring of interventions
- Makes accurate and productive use of assessment to inform provision
- Manages behaviour effectively to ensure a good and safe learning environment
- Fulfils wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicates effectively with parents with regard to students' achievements and students' wellbeing

Access to Facilities and Provision:

Please refer to school's accessibility plans which outline how we:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

Allocation of Resources:

The Head Teacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, student premium to provide high quality appropriate support for students with SEND.

Where a student's needs exceed the nationally prescribed threshold additional funding will be applied for from the local authority.

Access to the Curriculum

All students should have access to a broad and balanced curriculum. All students receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Teachers are responsible and accountable for the progress and development of the students. However, in order to maximise learning, some students are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Our Annual SEN Report provides a clear description of the details of what is available for all students with SEN through Quality First Teaching and what is additional and different provision. Students with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities, alongside children who do not have SEND. Where appropriate, this involves liaison with outside providers to ensure individual needs are met.

Identification, Assessment, Planning and Review Arrangements:

Sacred Heart High School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2015). This approach is embedded in whole school practice for all students and every teacher is responsible for '*adapting teaching to respond to the strengths and needs of all students*'. (Teachers' Standards 2012).

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We acknowledge that a student may have a diverse range of needs but may not be on the SEND register.

Students will be identified through ongoing assessments by their teachers, and brought to the attention of the SENDCo if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND. Many aspects may impact on progress and attainment and not be regarded as SEND, including:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of student premium
- Being a looked – after child
- Being a child of service personnel

The SENDCo will then work with other staff to investigate this further and may engage the help of external agencies in order to identify the area of need.

Additional Top Up Funding

Where a student's needs exceed the nationally prescribed threshold additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment.

School will provide the local authority with evidence of the action taken as part of SEN support. Further details on provision for students with SEND can be found in the SEND information document (see website).

Transition Arrangements:

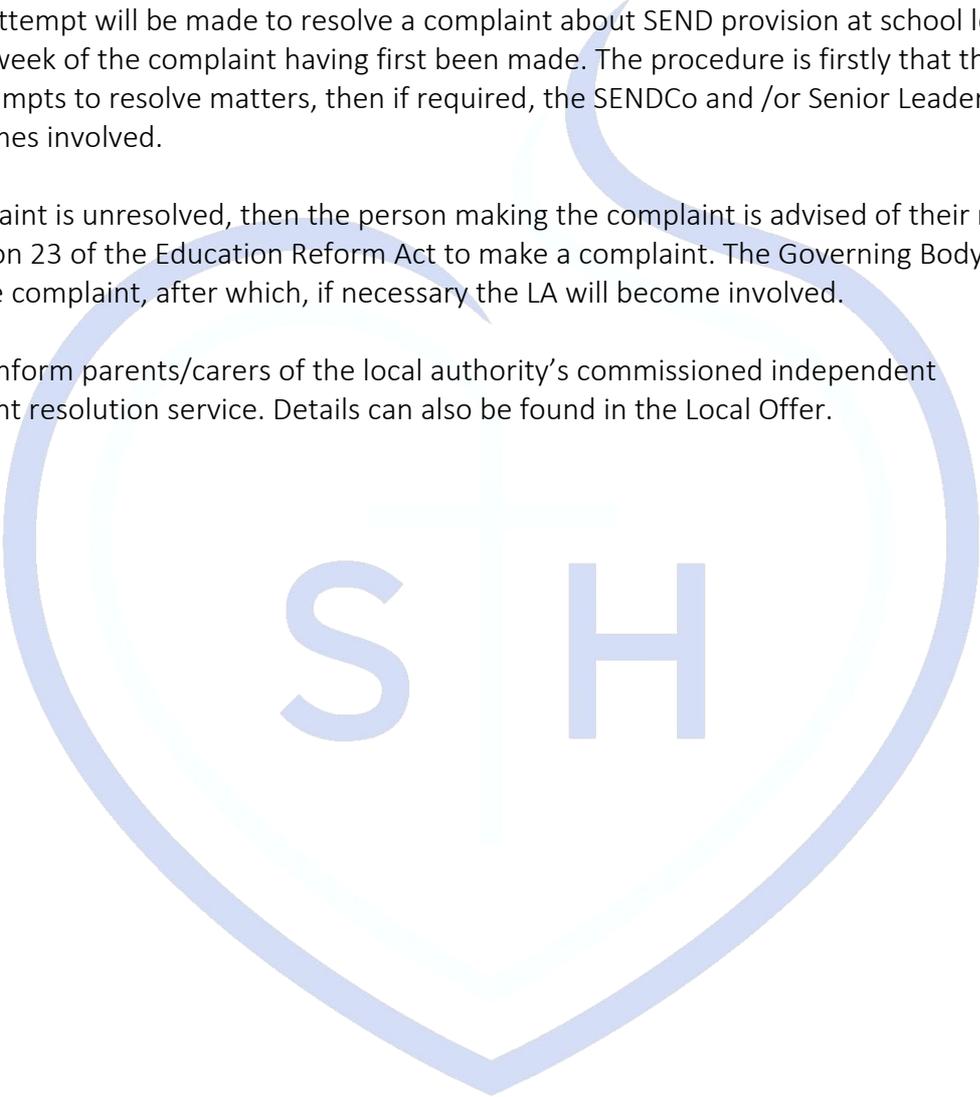
Our SEND Transition Coordinator works closely with our feeder primary schools, and with the SLT link responsible for transition, to carefully plan to ensure a successful transition from primary school or to Higher or Further Education. Key information about SEND provision will be shared from our feeder schools or with other educational settings.

The Complaints Procedure:

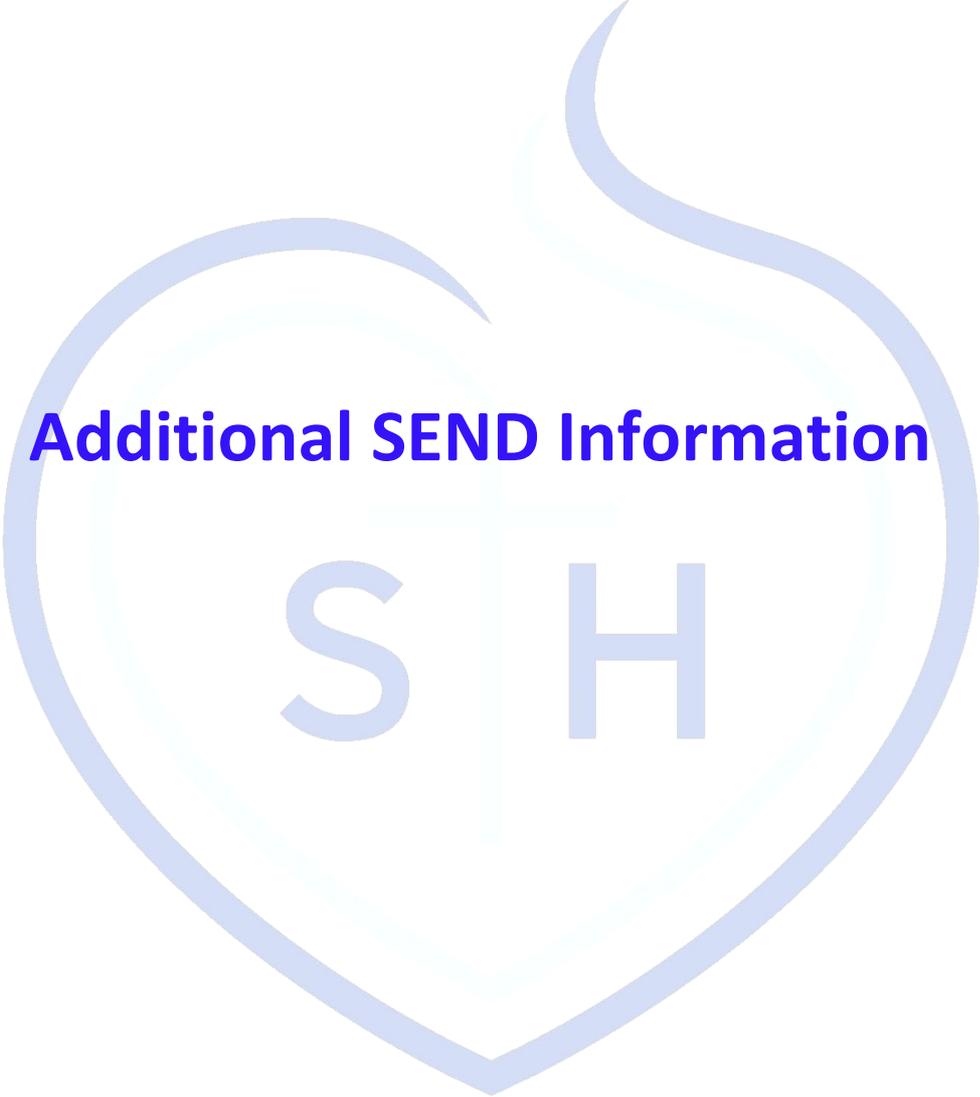
Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required, the SENDCo and /or Senior Leadership Team becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved.

School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.



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Additional SEND Information

Special Educational Needs and Disabilities (SEND) information.

This SEND information report is part of Sacred Heart's Local Offer for learners with Special Educational Needs and Disability (SEND).

We believe that every child is individual and unique, made in God's image and likeness. We aim to ensure that self-confidence is encouraged, and a positive self-image is nurtured throughout her time at Sacred Heart High School. Each child has access to a broad and balanced curriculum and therefore steps are taken so that the curriculum offered is compatible with the child's own capacity and capability.

If necessary, it is tailored to an identifiable and specific educational and/or emotional need or disability. We believe that every child should make the very best progress that they can across a curriculum that is rich and varied academically, creatively and through sports. We believe and encourage students to demonstrate outstanding behaviour and self-discipline, supported by parents and the wider community.

SEND Information

This document is intended to give families general information about the ways we support our students with special educational needs (SEND) to reach their full potential. The strategies resources and support used are continually developed and modified to meet the changing needs of individual students.

When children are identified as having SEND, they are placed on our SEND register, given specific targets and resources to help support their development, address areas of concern and aid progress. The school has a SENDCo, Higher Level Teaching Assistants (HLTAs) Learning Support Assistants (LSAs) and SEND Governor who are available to help students make the best progress possible.

Our SEND policy is available on the school website.

School entitlement offer to students with additional needs:

For all students at Sacred Heart Catholic High School who have SEND, we:

- Recognise that the families know their child best and endeavour to work closely with them.
- Try to use student friendly targets and ensure that the young person is aware of these.
- Ensure students meet with their Key Worker to set appropriate individual targets and are encouraged to review their progress and set new targets.
- Differentiate the curriculum and resources to promote the best possible progress.
- Seek advice from outside agencies to identify and overcome any barriers to learning.
- Hold formal review meetings for students with SEND termly, although a student's Key Worker will be available throughout the school day to support her when necessary
- Place support staff where they are needed throughout the school to ensure student progress and value for money.

- Ensure staff work with the SENDCo to identify and help those with SEND continue to make at least expected progress.
- Monitor the progress of those with SEND termly as part of the assessment process.
- Ensure staff have access to appropriate training in order to meet the needs of their students.
- Offer support to families, who are sign-posted to services and organisations which may offer support or advice via the Local Offer.
- Ensure primary to secondary transition support for students and parents and offer transition support to those students who move to other schools, colleges or universities.

Communication and Interaction Needs e.g. Autistic Spectrum, Speech Language and communication needs.

- We use visual timetables according to need.
- We can provide a work station within the classroom as an area of low distraction/stimulus.
- We offer social skills support through a range of interventions and clubs led by the Learning Support Team, such as 'Girl Talk' and 'Talk About for Teenagers'.
- We use strategies/programmes from Speech and Language therapists to support language development.

Cognition and Learning e.g. Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD)

- We offer targeted dyslexia 1:1 intervention.
- We use strategies to promote and develop literacy and numeracy.
- We support access to the curriculum and to develop the skills for independent learning.
- We use small group targeted intervention programmes to improve skills in a variety of areas e.g. LEXIA, Fresh Start, paired reading etc. & online and small group Maths interventions.
- ICT is available for use within the classroom e.g. laptops and iPads.
- We seek support and advice from SENTASS to ensure any barriers to success are fully identified and responded to.
- We assess students regularly and report progress to parents.
- We assess students for access arrangements for GCSE and A-level examinations.

Social, Emotional and Mental Health e.g. Social difficulties, Mental Health conditions, Emotional difficulties.

- Sacred Heart values all students.
- We have a school counsellor who students can see in weekly drop-in sessions or via an appointment
- We offer workshops for parents on how to support their daughter if she is anxious at home
- Behaviour management systems in school encourage students to make positive decisions about behaviour.
- The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.

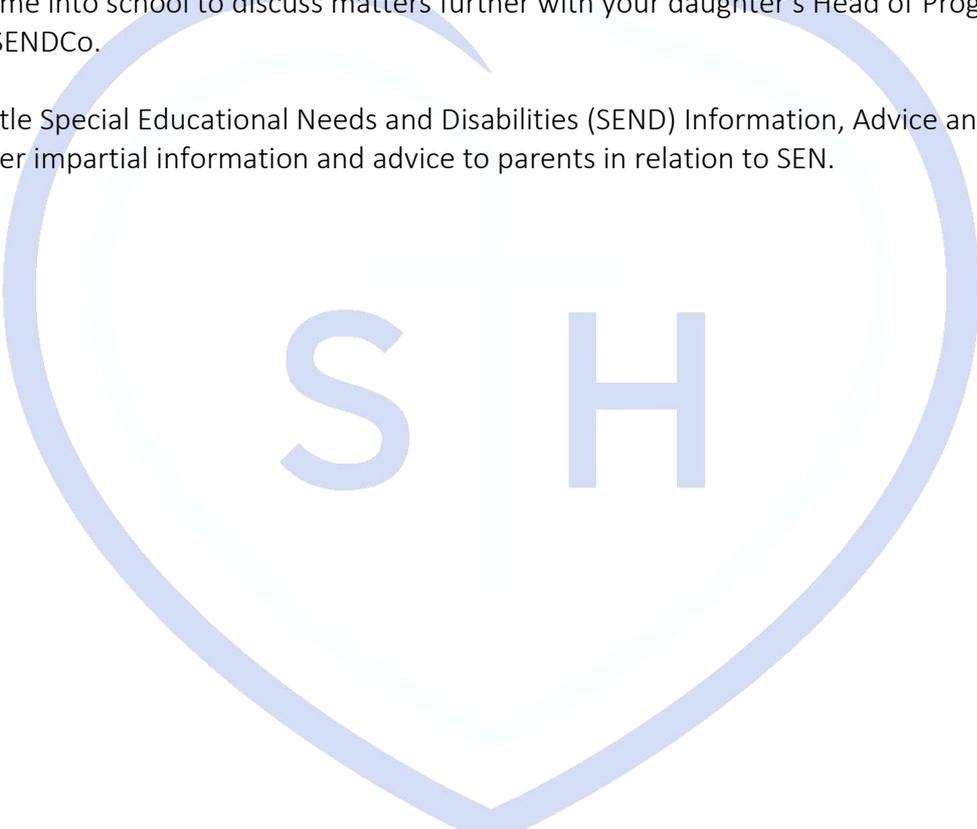
- We use risk assessments when necessary to act to ensure the safety and inclusion of all students in all activities.
- The school provides effective pastoral care for all students.
- We seek support from outside agencies such as the School Nurse, Children and Young Peoples Services (CYPS) and the Educational Psychologist.

Sensory and Physical Needs e.g. Hearing impairment, Physical Disabilities, Medical Needs.

- We provide support and aids to ensure access to the curriculum and develop independent learning.
- We seek and act on advice for students who have significant medical needs.
- We work with the Hearing Impairment Service to ensure students' needs are met.
- Our staff can use radio transmitters to support access to sound.
- Entrances allow wheel chair access and there are lifts in every building.
- Our school has disabled toilets in each building.
- We work with Occupational Therapy to deliver therapeutic programmes.

If you have any concerns about your daughter's SEND progress or provision, we would urge you to phone or come into school to discuss matters further with your daughter's Head of Progress and/or the SENDCo.

The Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Services, offer impartial information and advice to parents in relation to SEN.



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