

# **Special Educational Needs and Disability (SEND) Policy**



## **ST JOHN PAYNE CATHOLIC SCHOOL**

<b>Date Of Issue</b>	<b>Review Date</b>	<b>Nominated Lead Member of Staff</b>	<b>Nominated Committee</b>	<b>Nominated Governor</b>
<b>Autumn 2023</b>	<b>Autumn 2024</b>	<b>SEND Co-ordinator</b>	<b>Full Governing Body to approve</b>	<b>SEND Governor</b>

At St. John Payne Catholic School the fundamental concern is with the well being of the individual and the Catholic Community as a whole. This aim is expressed in the school Mission Statement which states:-

*Through the three-way partnership of home, school and church, and recognising that Jesus Christ is to be found in each one of us, it is our understood and shared aim to foster a community where life is lived according to Gospel values and the teachings of the Catholic Church and whereby each member of that community is afforded every opportunity to realise his or her full potential which is to be a true imitator of Jesus Christ who Himself said*

***“Love one another as I have loved you”.***

The name of the school’s SEND Co-ordinator responsible for the day-to-day operation of the policy is

**Mrs Liz Miller**

### **Aims**

The school Mission Statement highlights the worth of each individual and importance of the partnership with parents/carers. The school’s Equal Opportunities Policy explains how we aim to enable all students to feel highly valued and realise their potential. This SEND policy explains how we aim to do that for students with special educational needs and disabilities.

### **Objectives**

In order to realise the above aims we try to ensure that, whenever possible, students with **special educational needs**:

- Feel safe, valued and gain encouragement from success.
- Are assisted in a caring and **supportive** manner.
- Have full access to **a broad and balanced** curriculum.
- Receive education alongside their peers within the normal curriculum whenever possible.
- Make maximum progress towards becoming independent learners.
- Receive the optimum support possible by means of the efficient use of available resources.

### **Responsibilities**

These ends are more likely to be achieved if all staff:

- Seek to identify students whose progress is hindered because of a special educational need not being met;
- Communicate identified needs to the SEND Co-ordinator;
- Take responsibility for supporting any student in their classes who has a special educational need or disability;
- Work in liaison with the SEND Co-ordinator and support staff;
- Take every opportunity to enhance parental or guardian partnership in the learning process.

## **Admission arrangements**

As a comprehensive school we do not discriminate against students on the grounds of ability. The admission procedures reflect the high value we place on the individual and the importance we attach to liaison with parents and the junior schools.

## **Liaison with parents/carers**

This is a key aspect of our policy and procedures. Parents/carers are always contacted if assessments or referrals indicate a student has special educational needs. Once identification has taken place students and parents are kept regularly informed by a variety of means e.g. personal contact, School reports, **One Plan** review meetings, Annual Review meetings and Student Passports. Both parents'/carers' and students' views are invited and valued as a contribution to the review process.

## **Accessing the Curriculum**

All students at St John Payne Catholic School receive a broad and balanced curriculum relevant to their needs. To facilitate that, students with special educational needs are integrated as far as possible in the mainstream and supported by the Learning Support Department. Each individual subject area achieves its focus by:

- Mixed ability teaching or
- Broad banding or
- Setting.

Within each of these areas teachers will differentiate the work as necessary to ensure that students with special educational needs can access the curriculum. **Specific programmes of support are developed for students where particular needs are identified.** The SEND Co-ordinator will then allocate support according to needs. In-class support is given to students to help them to access the curriculum and to give them confidence, where appropriate.

## **Communication**

The Learning Support Department liaises with the Heads of Year and individual subject or class teachers. The staff are informed at the beginning of each academic year of the students with special educational needs. Updates are given regularly by the SEND Co-ordinator to parents during the year. Information about students is also disseminated at department meetings. Referral sheets are provided whereby staff can communicate concerns regarding specific students. When appropriate, meetings are called for staff who teach specific students. The SEND Co-ordinator **will make every attempt to attend** all Academic Leader and Pastoral Leader meetings.

## How students are identified.

Students with special educational needs are identified in these ways:

- The SEND Department sends information request forms to all feeder primary schools to gather information about SEND students;
- Specific information from primary schools is gained by visits made by the Head of Year 7 and a member of the SEND team after a place has been allocated. This will lead to an initial list of individuals who may need additional support;
- Observation of all Year 7 students by Head of Year, subject and Form teachers;
- Referrals made by class teachers in addition to the above ways using a Referral Form.

## Role of SEND Co-ordinator

- Devising Student Passports for students with particular needs;
- Communicating information to staff about students with Special Educational Needs and disabilities;
- Providing support staff to ensure curriculum access for students with special educational needs;
- Working and liaising with outside agencies such as Educational Psychologists, Specialist Teacher Team, SEND Operations team, Inclusion Partners;
- Overseeing the timetable for support staff;
- Monitoring the progress of students on the SEND Register;
- Implementing effective recording procedures for students with EHCPs and who are at the School Based Stage;
- Establishing clear procedures and working arrangements between Departments and the Learning Support Team;
- Ensuring parental or carer involvement in the progress of students with special educational needs in accordance with the Code of Practice;
- Ensuring students are also involved in their One Plan review meetings;
- Organising external professionals to test for access arrangements, writing the reports and processing the online applications for Access Arrangements, for students with a range of learning difficulties.

## Support in the Classroom

All students are entitled to access all areas of the curriculum. Some students will need supporting throughout their school careers, but others will need assistance in certain areas for a limited time only. Each in class support situation is unique and may be affected by many factors, e.g.

- The needs of specific learners.
- The needs of the rest of the class.
- The approach of the subject teacher.
- The subject areas and more specifically the content of each lesson.

The key requirement is flexibility, but the following should be adhered to as much as possible:

- Liaison with the subject staff whenever possible.
- Reinforcement of basic skills within the content of the lesson.
- Help students to cope during lessons by prompting, interpreting and generally guiding.
- Ensure that students are aware that homework has been set and understand how to access it.
- Work with a small group of students on differentiated work as prepared and directed by the subject teacher.

### **Students with EHCPs**

Students are supported in the most appropriate way according to the needs of the child with reference to the recommendation of the EHCP. Annual Reviews of EHCPs involve contributions from staff who teach the student, support staff, the parents/guardians, students and any outside agencies involved.

### **Professional Development**

This is in line with the whole school policy. The SEND Co-ordinator attends courses directly related to the department's needs. The SEND Co-ordinator provides training for her team on a variety of needs. This also involves training from outside agencies.

### **Links with other agencies**

These include:

1. Educational Psychologist  
Assistant Educational Psychologist
2. Physiotherapist
3. Specialist Teachers
4. Children and Young People with Disabilities Service
5. Speech and Language Therapist
6. Brentwood Children's Society
7. RENEW Trust Counselling

### **Responsibility of the Governing Body**

The Governing Body has responsibility to appoint a Governor with responsibility for SEND. He or she will meet regularly with the SEND Co-ordinator to review and discuss the SEND provision. Periodic reports will be made on the SEND provision in the school to the Curriculum and Personnel committee and the Governing Body as a whole.

### **Complaints Procedure**

Complaints should be addressed in the first instance to the SEND Co-ordinator. If the problem is unresolved after this the parents will be referred to the Headteacher for further discussion and thereafter, if necessary, to the Governor for SEND who will inform the Governing Body.

### **Policy Review**

The SEND policy will be reviewed annually by the Governing Body.