



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. All pupils with SEND are entitled to have these needs addressed as part of a broad and balanced education and to engage with all the regular activities of the school so far as this is reasonable, practicable and compatible with:

- The pupil receiving the special educational provision to which she or he is entitled;
- The provision of efficient education for the pupils with whom she or he will be educated and
- The efficient use of resources.

In meeting these responsibilities, the school will have regard to both the SEND Code of Practice (2014) on identifying and assessing Special Educational Needs and the Equality Act (2010) and Children and Families Act 2014. This is also reflected through our Christian values and through the holistic nature in which each child is supported and encouraged to reach their full potential. Every child is a valued member of our school community and a child of God.

Ephesians 4:2 'Be completely humble and gentle; be patient, bearing with one another in love.'

Identification

The legal definition of special educational provision for children aged two or over is as follows: '*Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school (other than special schools)*'.

At Saint Cecilia's, a pupil is identified as having Special Educational Needs through liaison with Key Stage 2 schools, screening tests, parental referral, teacher referral and self-referral.

Pupils with an Education Health and Care Plan (EHCP) are identified by the Local Education Authority.

Pupils are placed on the school's Special Educational Needs Register if they have an Education Health and Care Plan or a formal diagnosis.

Objectives

The specific objectives of our SEN policy are:

- To identify pupils/students with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all pupils/students make the best possible progress.
- To ensure that pupils/students with SEN and disabilities join in with all the activities of the school.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers.

Role of governors

The efficacy of the school's SEN policy and practice is judged against the objectives set out above. The following procedures take place at least annually:

- Success criteria will be reviewed annually at the Governors panel meeting.
- The governing body will report annually on the successful implementation of the policy.
- The governing body will report annually on the effectiveness of the provision made.
- The governing body will ensure that appropriate special educational provision is made for all pupils identified as in need of it.

The governing body co-operates fully with the local authority (LA) admissions criteria. The governors' admission policy has due regard for the guidance in the code of practice.

SEN leadership

The named SEN co-ordinator (SENCO) for the school is Cathy Bull.

The named member of the governing board who takes a special interest in SEN is Nicola Wild.

Specific responsibilities of SEN leadership include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for all students with SEN.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all students with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Liaising with the LA in initiating and supporting students who already have or are in need of an EHC plan.

Admission arrangements

- We fully support the inclusivity principles underpinning the code of practice.
- Applications from parents of students with SEN but no EHC plan will be considered on the basis of Saint Cecilia's admissions criteria. We have a constructed programme of SEN support in place for these students.

Identification and assessment of pupils/students with SEN

Our school is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that pupil/student SEN requirements fall into the following four broad areas:

- Communication and interaction.
- Cognition and learning.
- Emotional, social and behavioural difficulties.

- Sensory and physical difficulties.

A range of evidence is collated through teacher assessment and monitoring and consultation with the SENCO, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed. Further liaison with specialists where appropriate support with this process.

Arrangements for providing access for pupils/students with SEN

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled pupils/students to a balanced and broadly-based curriculum.

Criteria/methods for evaluating success of education provided for pupils/students with SEN

We evaluate our SEN provision through the following stages;

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SENCO and other staff.
- Evidence from monitoring classroom practice by the school's senior management/SENCO.
- Analysis of pupil/student tracking data and test results (for individuals and groups of students).
- Value added data for students on the school's SEN record of action (for example, to show a link between financial input and student outcomes, especially if the student receives the pupil premium).
- Monitoring of procedures and practice by the designated SEN governor.
- School's self-evaluation.
- Evidence from Ofsted inspection reports.
- School development plan.

Complaints procedure

Each child's mentor or year leader works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty. Further to this, concerns should be raised with the SENCO, Cathy Bull in regards to special educational needs. However, should you want to make a formal complaint then please see the school website for details of how to do this.

Parents/carers of pupils/students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Any student with an EHC plan is entitled under the LA's Local Offer to receive information on action to take concerning complaints, disagreements and how to access mediation if needed. The school can share further information about the process available on request.

Resources and Provision

Resources are allocated by the LA via the school's delegated budget and specific provision attached to pupils with EHCP. A range of provision is offered to meet pupils' needs and these are outlined in the School SEN information report (available on the school website).

Parents/Carers

- We recognise our responsibility to inform parents when special educational provision is being made at school for a pupil or student.
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.
- We ensure that the significance of individual education plans (IEPs) and EHC plans is carefully explained to parents and students.
- We make our best endeavours to provide for pupils/students with SEN. We adopt a graduated response in order to help pupils/students with SEN, recognising that there is a continuum of special educational needs.
- We monitor and track the progress of pupils with an EHC plan and liaise with parents/carers where necessary.
- Parents/guardians are invited to attend specific appointments to review their children's progress and programme of support.

Training and continuous professional development (CPD)

Our school makes a regular review of the needs of staff training and development in relation to supporting children with Special Educational needs. Particular support is given to NQTs and other new members of staff. Our SENCO has responsibility for prioritising the training needs of staff. This programme of support runs throughout the year.

Arrangements for partnership with parents of pupils/students with SEN

We recognise how essential it is to actively seek to work with parents and value the contribution they make in terms of their unique strengths, knowledge and experience.

Our school works closely with the parent partnership service. Information about this service is always available from the SENCO and is detailed on the school information report.

Parents of any pupil/student identified with SEN, whether they have an EHC plan or not, may contact the parent partnership service for independent support and advice.

Links with other services such as health, social care and voluntary agencies etc

We work jointly with health and social care professionals in supporting all our students with EHC plans. But we also liaise with these and other agencies as appropriate for all our students with SEN. For example, the school receives regular visits from our nominated education welfare officer (EWO) Pam Stocks and the educational psychologist (EP) service.

We liaise regularly with Garrett Park which has an autism speciality. Our speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties. Multi-agency liaison meetings with the representation from agencies such as social services and the health service are held when appropriate, not only for our EHC plan students, but for other pupils who may need support to secure effective collaboration in identifying and making provision for vulnerable students.