



# All Saints Catholic High School

## **SEND Policy & Inclusion Statement**

*"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"*

**School Mission Statement**

**Policy Reviewed by: SENDCO & Ast. SENDCO**

**Date Reviewed: September 2020**

**Next Review Date: June 2021**

**Note: This Policy should be read in conjunction with the Inclusion Statement**

# Introduction and Context

The Education Act 1993 placed a duty on the Secretary of State to issue a Code of Practice and the power to revise it from time to time. The first Code of Practice came into effect in 1994. Since then, the rights and duties contained in the 1993 Act have been consolidated into part IV of the 1996 Education Act.

The revised Code of Practice was issued in September 2014 and is effective from September 2014.

The detailed guidance in the code is informed by these general principles:

- A child with SEND should have their needs met
- The SEND of children will normally be met in mainstream schools or early educational settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum

The Children and Families Bill 2013 delivers a strengthened right to a mainstream education for children with special educational needs. The Act seeks to enable more pupils who have special educational needs to be included successfully within mainstream education.

# The Governing Body

## Aims

All Saints Catholic High School Governing Body will endeavour to ensure that any pupil who has special educational needs or disability receives the special educational provision their learning difficulty or barrier to learning calls for; In order to support them to achieve their potential and to have a greater foundation for improved life chances.

### The Governing Body aims to:

- provide a support system which is based on inclusion and is committed to providing an environment in which those young people with Special Educational Needs or disability can develop socially, emotionally and morally, as well as cognitively in a safe and secure setting.
- foster an understanding of disability and or difficulties in learning and promote the belief that pupils with SEN have a fundamental right to a broad and balanced curriculum.
- promote a greater understanding, awareness and tolerance of Social Inclusion and inclusive schooling.
- enhance and promote a culture of cooperation between parents/carers, school and support /external agencies to assist in enabling young people with SEND to achieve at least their potential.

## Inclusion Statement

All Saints Catholic High School fully endorses Knowsley LA's Inclusion Statement and is also committed to the general principle of equal opportunities for all.

We share the vision for Children's Services and the reshaping of Children's Services embodied in Every Child Matters: Change for Children.

Young people admitted to All Saints Catholic High School will include those who are experiencing a range of special educational needs or barriers to learning. The nature of the difficulty may be temporary or mild, intermediate or moderate, long term or severe. The challenge for our school is to ensure that, in partnership with parents, the LA and external support agencies these needs and in some instances barriers to learning is identified as early as possible and strategies developed to meet or remove them.

At the heart of the policy and key to the well being of the young person is the need to:

- ✓ Be healthy
- ✓ Stay safe
- ✓ Enjoy and achieve
- ✓ Make a positive contribution
- ✓ Achieve economic well being

The above outcomes are central to achieving an inclusive school.

We also recognise that:

All Saints Catholic High School is fully accessible for students with SEND. There are 2 lifts that can be accessed by students who are wheelchair users. There are sufficient toilets suitable for disabled users.

- Inclusion is a process which is ongoing and continuous.
- Inclusion involves the process of increasing the participation of students in and reducing their exclusion from the culture and curricula of the centre and local community.
- Inclusion places emphasis on those groups of learners who may be at risk of exclusion, marginalisation or underachievement.
- All children are special, different and have individual needs.
- All children have an equal right of entitlement to an appropriate and worthwhile education.
- The teaching and learning, achievements, attitudes and well-being of every young person matters.
- Parents have a critical role to play in their children's education and the work of professionals can be more effective when parents wishes, feelings and perspectives are taken into account (this is particularly so when a child has special educational needs).

We believe it is the collective responsibility of all members of the school community to develop the spiritual moral social emotional academic and cultural potential in every pupil and to safeguard the physical and emotional well-being.

This is dependent on creating an ethos which renews and restores confidence interdependence and mutual support in relationships. This aim is underpinned by our mission statement 'The whole life of the school will be determined by the Gospel Values of Love and Justice'.

## **Aims**

Our school aims to ensure all our pupils are increasingly given every opportunity to access and participate in the culture, community and curricula of the centre. For those young people who may be at risk of exclusion, marginalization or underachievement, particular emphasis will be placed on identifying their individual needs and every effort made to respond sensitively and creatively in order to provide appropriate provision.

## **Guiding Principles**

### **Pupils:**

To ensure all pupils feel valued and are given every opportunity to attend, participate and achieve within the community that is All Saints Catholic High School.

### **Staff:**

To promote staff awareness, both teaching and non-teaching of their understanding of inclusion and how they can contribute to inclusive practice both within and outside the learning environment. This includes:

- A. Advice and assistance on the production of differentiated resources;
- B. Advise on teaching strategies;
- C. Provide in-class support (for this system to be effective, close liaison must take place between the subject teacher and the TA. It is essential that the pupil receiving support does not, in any way, feel stigmatised);
- D. Provide withdrawal from mainstream classes for individual or small group specialist tuition.

### **Parents:**

To further enhance and promote the culture of cooperation between parents, school and support agencies which incorporates and values the views of parents and the contribution they can make in encouraging their children to attend, participate and achieve within the community that is All Saints Catholic High School.

### **Governors:**

The governing body will promote at all levels a greater awareness of inclusive practices and consider when appointing or promoting staff the emphasis placed on inclusive practices.

### **Curriculum:**

To ensure all aspects of the curriculum including extra-curricular aspects reflect the principles of inclusive practices.

Inclusive teaching stems from the belief that all pupils in all classes have an entitlement to effective quality teaching that raises their learning attainment.

### **Duties of the SEND Coordinator / Assistant SENDCO**

In all mainstream schools a designated teacher should be responsible for:

- The day to day operation of the school's SEND Policy
- Liaising with and advising fellow teachers
- Coordinating provision for children with SEND
- Maintaining SEND Register and overseeing records on pupils with SEND
- Liaising with parents of children with SEND

- Contributing to the In-Service training of staff
- Liaising with external agencies, including medical, Social Services and voluntary bodies (for further information see appendix)

*(Paragraph 2.14 Code of Practice on the Identification and Assessment of Special Educational Needs).*

<b>SEND Coordinator (SENDCO)</b>	<b>B Bradley</b>
<b>Assistant SENDCO</b>	<b>H Redrobe</b>
<b>Lead Teaching Assistant:</b>	<b>K Currie</b>
<b>Total number of teaching assistants including above:</b>	<b>13</b>

### **Arrangements relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at All Saints Catholic High School.**

Partnership with parents plays a key role in promoting a culture of cooperation between parents, school, LA's and others. This is important in enabling children and young people with SEND to achieve their potential.

All Saints recognises and values the important role parents play in their child's education. Parents have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. However, on occasions disagreements may arise. On these rare occasions the following procedures are in place.

Initially the Special Educational Needs and Disabilities Coordinator will contact the Principal. The Principal or representative will arrange to meet with the parent/carer.

Every effort will be made to resolve the disagreement. However, if the matter remains unresolved the Principal and if appropriate Chair of Governors will intervene.

In addition, parents/carers may also wish to contact the LA Special Educational Needs/Inclusion Team at: Inclusion Standards & Effectiveness, 1st Floor, Nutgrove Villa, Westmorland Road, Huyton, L36 6GA.

A Parent Partnership Service is also available. The service provides independent support and advice to parents/carers. The service can be contacted:

Liverpool & Knowsley Special Educational Needs & Disability  
Information Advice and Support Service (SENDIASS)  
Stoneycroft Children's Centre  
38 Scotia Road  
Liverpool  
L13 6QJ  
Tel: 0800 012 9066

### **Admission Arrangements for Pupils with SEND**

*(To be read in conjunction with the whole school admissions policy).*

The school serves in the first instance baptised Catholic children attending the Catholic primary schools of:

- St Laurences
- St. Michaels and All Angels
- St Joseph the Worker
- St Maries

## **Pupils with Special Educational Needs or Disability (SEND) but without EHCP**

Young people with SEND but without EHCP will be treated as fairly as other applicants. Such young people will be considered as part of the normal admissions procedures.

## **Pupils with Social Emotional or Mental Health Difficulties (SEMH)**

Admission will not be based on subjective judgements as to the suitability of pupils with SEMH or with behaviour identified as potentially disruptive. However, if the pupil, once admitted, presents with behaviour that is seriously and persistently disruptive and having failed to respond to intervention strategies outlined in the schools Behaviour Policy, then disciplinary action will be considered and the advice of the LA Behaviour and Inclusion Team.

## **Pupils with EHCP**

The governing body has a duty to admit a pupil with a EHCP (regardless of denomination or faith) where the school is named in the EHCP. A pupil with an EHCP will be treated as a priority admission. The school will liaise with the LA's SEN/Inclusion Team to ensure appropriate provision is available.

## **Primary Liaison Programme**

All Saints has a designated teacher with responsibility for Primary School Liaison. This post ensures close links with our designated primary schools.

In addition the SENDCO / Assistant SENDCO liaises directly with the School's designated teacher and primary schools to ensure information relating to SEND is discussed prior to transition. An SEN transition pro-forma where appropriate is completed.

The actual programme is ongoing throughout the primary years 4,5 & 6. The year 6 calendar begins early in the autumn term and includes an open day/evening. Central to the programme are the Parent/Teacher/Governor Meetings. These begin in March through to April and enable parents of prospective pupils to meet teachers/governors on an individual basis.

Information relevant to these meetings is gathered prior to January. In addition, schools are asked to complete a LA transfer form detailing National Curriculum levels, reading age, Code of Practice Stage (if appropriate) and any areas of strength or weakness.

It is also usual practice (if invited) for the SENDCO or assistant to attend year 6 reviews and in some cases year 5 reviews of pupils with EHCP.

Parents/carers of all year 7 pupils are invited to attend individual parent/teacher/governor interviews. A form is completed detailing friendship circles, medical needs and information regarding SEND. Any parent/carer who wishes to meet with the SENDCO/ Ast SENDCO is invited to do so.

Parents/carers may also request an individual appointment/visit to the school to discuss SEND provision prior to transition with the SENCO or assistant.

The designated Primary Liaison teacher, Progress Leader (year 7), the SENDCO/Assistant SENDCO and in some instances mentors will work closely in order to affect as smooth as possible transfer to take place which benefits children, parents and staff.

# Identification, Assessment, Recording and Monitoring

## Principles

Pupils who are thought to have Special Educational Needs (SENs) are identified and assessed as early as possible.

Referral can come from:

Subject teacher's request:

- Parental request
- Recommendation from previous school
- Blanket testing of Year 7 pupils
- Observations made by a teaching assistant whilst providing in-class support
- Pupil self-request

Identification, assessment and provision for any pupil with SEND is very important for the following reasons:

- It can maximise the likely positive response of the child
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- It can relieve anxiety in the child and parent knowing that a need has been recognised
- If the child's learning difficulty proves to be more complex, the advice/support of external agencies can be sought

Year 7 & 8 pupils identified as experiencing significant literacy difficulties are withdrawn by a small team of teaching assistants on an individual/small group basis. This intervention is organised in such a way as to minimise disruption to normal lessons. Detailed logs are kept on each pupil.

Throughout the academic year pupils' progress is monitored via termly progress checks.

## Special Educational Needs Provision

**The school uses a Graduated Response in responding to SEND. Liaison with the progress leaders and mentors is seen as an essential part of this process.**

All Saints Catholic High School has no special unit attached to it. However a range of support is provided which includes:

A vulnerable (nurture type) group in years 7 to 8. (This exists in years 9, 10 and 11 as well but only for form time.)

A small cohort of young people (approximately 10 to 14) identified prior to transfer from a small nurture type group. These groups are comprised of young people identified as vulnerable on transfer to secondary school. This vulnerability may stem from significant difficulties in learning, social and or emotional factors. The premise for inclusion in the nurture type group is always meeting the need of the individual pupil. Additional advice and support is always available to staff from members of the SEND team.

## Affirmation Room

The Affirmation Room is designed to support most educationally vulnerable students. In transition there are 1 key member of staff and up to 6 KS3 students. They focus on the SEAL principles.

## **In-class, individual and small group support**

- A team of teaching assistants provide a range of support which includes:
- in-class support
- individual/small group withdrawal for specific interventions e.g. speech and language therapy, handwriting, reading, spelling and in some instances numeracy
- behaviour and social skills support

## **The above provision is detailed in the Appendix 4**

In addition the department liaises closely with progress leaders, the Mentoring team, Child Looked after Champion, the attendance team and the schools community police officer.

Students should be identified by the end of year 9 for testing in year 10. A bank of evidence must be presented to allow assessment. Only in exceptional circumstances should a student be tested in year 11.

Access arrangements are applied for at various intervals throughout the academic year. These arrangements allow for additional support for public examinations for a large number of pupils on the SEND register.

A variety of break clubs and homework support is also available to pupils.

## **Provision mapping**

More recently the SEND department has been exploring technologies and systems to facilitate more effective provision mapping as a way of documenting the range of support available to pupils with SEND within the centre for learning. When the current system has been changed this policy will be adapted accordingly.

Provision maps can be used as part of the planning process in a number of ways to:

- Audit how well provision matches need and recognise gaps in provision;
- Cost provision accurately;
- Highlight repetitive or ineffective use of resources;
- Assess school effectiveness when linked with outcomes for pupils;
- Plan development to meet pupils' identified needs;
- Set annual success criteria for the SEN policy;
- Report annually on the success of the SEN policy;
- Demonstrate accountability;
- Inform parents, LA, external agencies and OFSTED inspectors of how resources are being used to meet needs;
- Focus attention on whole-school issues of teaching and learning rather than on individual child issues;
- Record changes in provision and transfer easily from class to class or school to school;
- Be used as a basis for writing IEPs.

## **Continuing Professional Development and Training**

Training is delivered to both teaching staff and teaching assistants via CPD time. The Special Educational Needs Coordinator and or assistant also provide additional training to teaching assistants at various intervals throughout the academic year.

Opportunities are also made available for interested staff to attend courses provided by the LA and external agencies/providers.

The LA provides training opportunities via SENDCO meetings, Inclusion Networks, Educational Psychologist, Access and Inclusion Specialist teacher and Sensory impaired Service specialist teachers. In addition training has also been provided by the Autistic Spectrum Condition (ASC) specialist teacher.

The school is also a member of the National Association for Special Educational Needs (NASEN). This association provides information and opportunities for training within a wide spectrum of Special Educational Needs issues. The centre subscribes to Optimus education which publishes SENDCO update as well as providing training opportunities and conferences.

The school supports a multi-disciplinary approach to maximise the educational provision for pupils with SEND. Many agencies and support services are able to help identify, assess and provide support for pupils with SEND. Such agencies and support services include specialist teachers and other professionals. The centre has a named school nurse within the Local Primary Care Trust.

The SENDCO or Assistant SENDCO liaises closely with the Mentoring team, School community police officer, Progress Leaders, Child looked After Champion, Assistant Principals and Deputy Principals.

The school has a named Local Authority SEND/Inclusion officer and Behaviour Improvement Officer.

The SENDCO, assistant SENDCO and will also liaise with the following services and agencies:

- SEND Team (Education Psychologist, Inclusion Social Worker, ASC specialist teacher, Sensory Impaired Service, English as an additional language teacher)
- Local Authority SEND/Inclusion Team
- Child and Adolescent Mental Health Service (CAMHS) and Child Health Directorate, Alder Hey Trust
- Speech and Language Therapy Service
- Parent Partnership Service - SENDIASS
- School Nurse
- Occupational and Physiotherapy Service.
- Youth Offending Service (YOS), Vulnerable Persons Unit, Family First, Strengthening Families.
- Social Services
- Applied Psychology

On occasion liaison with other agencies/organisations e.g. Shelter, Knowsley Housing Trust also occurs as and when necessary.

Multi-agency Meetings including those as part of the EHAT procedures are embedded and a regular feature of SEND support and provision. Individual TAF's are held centrally and 'flagged' on a pupil's personal file.

### **Planning and Review Meetings:**

These take place at bi-annually and are attended by members of the LA and school. The purpose of these meeting is to plan, review and evaluate the provision and support offered. The needs of individual pupils are discussed to ascertain the appropriate support/intervention.

Detailed minutes are kept.

# Reviews of Pupils with SEND

## Annual Review of Pupils with a EHCP

A review timetable is drawn up at the start of the academic year. Copies of this timetable are circulated to the LA SEND/Inclusion Team and Progress Leaders.

### The Annual Review Procedure

Parents' are always invited to reviews. Pupils contribute to the review by completing a pupil questionnaire. (A teaching assistant is always available to assist). They are expected and encouraged to attend the review. Subject teachers contribute via the progress checks. An Educational Psychological Report may also form part of the review, although the school's psychologist cannot always attend a review meeting. Progress leaders are invited. In addition any member of the teaching or support staff may be invited to attend, as well as a member of an external agency.

An Interim Review of a pupil's EHCP is held for pupils. The review is chaired by either the SENDCO (Special Educational Needs Coordinator) or Assistant SENDCO.

### Reviews of Pupils at other Stages of the SEND Code of Practice

The SENDCO/Assistant SENDCO endeavours to review every pupil identified on the SEN Register. However, in some instances Progress Leaders have this responsibility. Some pupils at SEN support are reviewed via the school's normal monitoring and reporting procedures.

The SEND team reinforces the School's Behaviour Policy, which in general, seeks to promote behaviour based on mutual respect between members of the school community. It emphasises that "It is the collective responsibility of all members of the centre's community to develop the spiritual, moral, social, emotional, academic and cultural potential in every pupil and to safeguard their physical and emotional well-being".

The SEND team views itself in a broader perspective as a learning/advice department working proactively to enhance inclusive practices.

The SEND Team believes that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils – especially those who experience emotional/behavioural and or social difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils. The Steer Review of behaviour standards and practices in schools (Learning Behaviour: Lessons Learned April 2009) reinforced that students learn, develop and progress in a structured and stimulating environment – however, it is inevitable that in certain cases, the relationship will break down or never be forged. SEMH take many forms, i.e. a pupil may:

- Become withdrawn and unable to make friends
- Be unable to concentrate on class work or homework
- Become disruptive and/or aggressive in class
- Experience difficulties making and maintaining friendships
- Experience difficulties with social interactions

The SENDCO and Assistant SENDCO are actively engaged in developing PPP/PP to ensure a pupil's needs are identified, recognised and strategies developed to promote the inclusion of pupils experiencing SEMH.

Close liaison with all those concerned in a child's education is essential for modification of a pupil's behaviour. In some instances advice and support is sought from external agencies and services.

For all reviews and statutory requirements, including requesting formal assessments, All Saints complies with timescales and directives from local and national government. In this time of national crisis due to the on-going global pandemic caused by Coronavirus (Covid-19) time-scales have been amended. Please refer to DfE guidance on this.

### **Special Needs Assessment Profile (SNAP) Behaviour**

SNAP is a computer-aided package used as a means of drawing together – from family, teachers, teaching assistants, etc all that is known about the social, emotional and behavioural factors that may be affecting a child or young person. This should then enable a much clearer understanding of a pupil's difficulties and more importantly will suggest what can be done about any difficulties, by giving focused and specific advice.

### **Links with other mainstream schools and special schools**

There are close links between All Saints Catholic High School and all mainstream primary schools within the area, with some teachers from All Saints Catholic High School going into year 6 classes to teach. There is also close liaison between these schools, especially during the summer term, to allow the transition of students from primary to secondary to be as smooth and stress-free as possible.

There is also close liaison between All Saints Catholic High School, Meadow Park, Finch Woods Academy and Alt Bridge, as well as other Specialist providers from out of borough.

## **The Role Played by the Parents/Carers of Pupils with Special Educational Needs**

### **Principle**

The Lamb Inquiry Special Needs and Parental Confidence (2009) reinforces that good, honest and open communication is an important component in building confidence and good relationships with parents/carers. It emphasises the importance of treating them as equal partners with expertise in their children's needs.

The education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves. Parents/carers know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Meaningful regular and positive communication with the parents of children experiencing special educational needs can hardly be overstated and is crucial to establishing and sustaining confidence.

During the academic year, liaison takes many forms and parents are encouraged to:

- Attend meetings/reviews, parents' evenings
- Attend workshops during the first term of the academic year
- Accept the advice and support of various agencies e.g. CAHMS, Targeted Youth Support, Parent Partnership.
- Assist whenever possible with homework and particularly reading with their children
- Take an active role in monitoring the behaviour of their children via daily monitoring and recording arrangements
- Promote regular attendance at school

There are also occasions when home visits are undertaken.