



ALL SAINTS CATHOLIC HIGH SCHOOL

SEN/D 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: SENCO & Ast SENCO

Date Reviewed: June 2017

Next Review Date: July 2018

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 November 2001 and is effective from 1 January 2002.

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 Special Educational Needs and Disability Act 2001 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

A I M S

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.

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 SEND 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 co-operation 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 opportunity 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 centre 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 of 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 processes 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.

* Differences are a cause of celebration not segregation.

* That every child has special gifts and needs, and that these are as broad as human nature itself.

* 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 account of (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 Learning support Assistant. 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 co-operation 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 teaching that raises their learning attainment.

Duties of the SEN Coordinator

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

- The day to day operation of the school's SEN Policy;
 - Liaising with and advising fellow teachers;
 - Co-ordinating provision for children with SEN;
 - Maintaining SEN Register and overseeing records on pupils with SEN;
 - Liaising with parents of children with SEN;
 - 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 Education Needs).

SEN Coordinator (SENCO)	B Bradley
Assistant to SENCO	H Redrobe
Lead Teaching Assistant:	K Currie (acting)

Total number of teaching assistants including above: 11

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 co-operation between parents, school, LA's and others. This is important in enabling children and young people with SEN to achieve their potential.

(Page 16 paragraph 2:1 SEN Code of Practice).

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 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 matters 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)
The Fairclough Centre
193 Liverpool Road
Liverpool
L36 3RD
Tel: 0800 012 9066

Admission Arrangements for Pupils with SEN

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

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

St Laurence's,
St. Michael's and All Angels,
St Joseph the Worker
St Marie's,
SS Peter & Paul

Pupils with Special Educational Needs or Disability (SEND) but without Statements

Young people with SEN but without Statements 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 centre's Behaviour Policy then disciplinary action will be considered and the advice of the LA Inclusion Standards & Effectiveness team sought.

Pupils with Statements of Special Educational Need / EHCP

The governing body has a duty to admit a pupil with a Statement of SEN / EHCP (regardless of denomination or faith) where the school is named in the Statement. A pupil with a Statement of SEN 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 SENCO / Assistant SENCO liaises directly with the School's designated teacher and primary schools to ensure information relating to SEN is discussed prior to transition. An SEN transition pro-forma where appropriate is completed. (See Appendix)

The actual programme is ongoing throughout the primary years 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 SENCO or assistant to attend year 6 reviews and in some cases year 5 reviews of pupils with Statements of SEN.

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 SEN. Any parent/carer who wishes to meet with the SENCO/ Ast SENCO is invited to do so.

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

The designated Primary Liaison teacher, Progress Leader (year 7), the SENCO/assistant SENCO 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. (See Appendix)

Identification, Assessment, Recording and Monitoring

Principles

Pupils who are thought to have Special Educational Needs (SEN's) are identified and assessed as early as is possible.

As the National Strategies and DCFS, 2009 -10 Progression Guidance outlined, local variability means that the starting point for comparisons of progress and for setting targets should not be the different levels of intervention in the SEN code of practice, the type of special educational need, or the school in which the child is placed. Rather, **age and prior attainment** form the most objective basis for measuring progress and setting targets.

The previous government's Department for Children Schools and Families (DCSF) document: Breaking the link between special educational needs and low attainment – everyone's business (March 2010) states: "Breaking the link between special educational needs and low attainment means making a consistent effort to narrow the gap in standards between children with SEN and their peers...it also means that identification of SEN should bring additional support to help a child make good progress relative to their starting point, and never be used as a justification for low expectations". (Chap. 4 para. 1)

Referral can come from:

- Subject teacher's request; (pro-forma – SEN/Additional learning needs Curriculum referral – see appendix);
- 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 SEN 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 then the advice/support of external agencies can be sought.

Year 7 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.

Year 7 pupils are tested during the first half-term using the 9 -14 Group Reading Test (NFER) and the Graded Word Spelling Test (Hodder Education).

Throughout the academic year pupils' progress is monitored via half/termly progress checks and the centre's Assessment for Learning (AFL) procedures.

In addition, a procedure exists whereby an SEN link teacher may refer or raise for discussion a pupil causing concern at the SEN link teachers meeting.

Special Educational Needs Provision (See Appendix – Inclusion diagram)

The school uses a staged response (The Graduated Response) in responding to SEN. 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 9.

A small cohort of young people (approximately 10 to 14) identified prior to transfer form a small nurture group. These groups comprise 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 group is always meeting the need of the individual pupil. Additional advice and support is always available to staff from members of the SEN team.

Transition Centre

The Transition Centre is designed to support most educationally vulnerable students. In transition there are 2 key members 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 5

The department also liaises with other departments and there is an established programme of Departmental SEND Link teacher meetings and cross curricular working groups. (See Appendix).

In addition the department liaises closely with progress leaders, the Mentoring team, Child Looked after Champions, attendance team and the centre's community police officer,

The Department has close links with the College Vocational Skills Manager (Key Stage 4).

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 SEN register.

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

Provision mapping

More recently the SEN department has been exploring the use of provision mapping as a way of documenting the range of support available to pupils with SEN within the centre for learning.

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 Link teachers meetings and cross curricular working groups. 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 Northern Area Team provides training opportunities via SENCO meetings, Inclusion Cluster Network, Educational Psychologist, Access and Inclusion Specialist teacher and Sensory impaired Service specialist teachers. A recent example of this was during the summer term 2010 when a small cohort of teaching assistants received training in cognitive behaviour therapy. In addition training has also been provided by the Autistic Spectrum Disorder (ASD) 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 SENCO update as well as providing training opportunities and conferences.

Liaison and involvement with outside agencies embodied in the principle of Every Child Matters (ECM) and the Common Assessment Framework (CAF)

The school supports a multi-disciplinary approach to maximise the educational provision for pupils with SEN. Many agencies and support services are able to help identify, assess and provide support for pupils with SEN. 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 SENCO or Assistant SENCO liaises closely with the Mentoring team, School community police officer, Progress Leaders, Child looked After Champions (Key stage 3 and 4), Aim Higher Coordinator, Assistant Principals and Deputy Principals.

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

The SENCO, assistant SENCO and Lead Teaching Assistant will also liaise with the following services and agencies:

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

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 Common Assessment Framework procedures are embedded and a regular feature of SEN support and provision. Individual CAFs are held centrally and 'flagged' on a pupil's personal file.

Northern Area Team Planning and Review Meetings:

These take place at least termly and are attended by members of the Northern Area Team e.g. educational psychologist, specialist teachers, education social worker, inclusion support worker. The purpose of these meeting is to plan, review and evaluate the provision and support provided by members of the Northern Area Team. The needs of individual pupils are discussed to ascertain the appropriate support/intervention. Detailed minutes are kept.

Reviews of Pupils with SEN

Annual Review of Pupils with a Statement of SEN / EHCP

A review timetable is drawn up at the start of the academic year. Copies of this timetable are circulated to SEN Link Teachers, LA SEN/Inclusion Team, Northern Area Team, Progress Leaders, Members of the Leadership group and relevant external agencies.

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 also encouraged to attend the review. Subject teachers contribute via the progress checks. **A Psychological Report** may also form part of the review, although the school's psychologist cannot always attend a review meeting. Progress leaders and form tutor 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 Statement of SEN / EHCP is held for year 7 pupils within the first term.

The review is chaired by either the SENCO (Special Educational Needs Coordinator) or Assistant SENCO.

Reviews of Pupils at other Stages of the SEN Code of Practice

The SENCO/Assistant SENCO 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.

Governors Report

At intervals throughout the academic year the Governors are updated with regards to the progress of the department and implementation of the Code of Practice.

Pupils with Social Emotional or Mental Health Difficulties (SEMH)

The SEN 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 SEN team views itself in a broader perspective as a learning/advice department working pro-actively to enhance inclusive practices.

The SEN 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 SENCO and Assistant SENCO are actively engaged in developing IEP's 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.

Special Needs Assessment Profile (SNAP) Behaviour

SNAP is a computer-aided package which has recently been purchased by the SEN team as a means of drawing together – from family, teachers, teaching assistant, 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 (see also appendix 4)

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 (e.g. MFL). 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 trauma-free as possible.

There is also close liaison between All Saints Catholic High School and the Northern Support and Alt Bridge, the secondary MLD Special School based in Huyton. Some students who are transferring to All Saints Catholic High School may have been educated at the Northern Support. Any further information on such students can be very useful to the SENCO at All Saints Catholic High School in helping to determine the kind of provision these students require.

Alt Bridge will approach the SENCO at All Saints Catholic High School if it is felt that one of their students from the Kirkby area, might be better educated in a mainstream school especially if that is also the wish of the child's parents/carers. Conversely, the SENCO at All Saints Catholic High School can request that a statemented pupil, who may be experiencing great difficulty in a large school, should transfer to Alt Bridge.

Bluebell Park is an SLD school also based in Kirkby. All Saints Catholic High School is happy to allow any of their students to join mainstream classes for half a day per week when appropriate. Students and teachers alike, from both schools, find the experience to be extremely rewarding.

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 communications 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.

Appendix

RESPONSIBILITIES OF THE SENCO

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers (by means of the Links Committee – see Appendix 3).
- Managing Learning Support Department's team of teachers, Teaching Assistants and learning mentors.
- Co-ordinating provision for students with special educational needs and disabilities.
- Overseeing the records on all students with special educational needs and disabilities.
- Liaising with parents of students with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support service, Access and Inclusion Service, the Connexions PA, Health and Social Services and voluntary bodies.
- Preparing and regularly reviewing the school's SEND Policy (for the governing body).
- Assessing all students' literacy abilities annually.

TRANSITION ARRANGEMENTS FOR YEAR 7 STUDENTS

For students entering the school at the start of Year 7 the school operates a comprehensive induction process which serves to ensure that the transition from primary to secondary school is a positive and trauma-free experience and, at the same time provides useful information about the new intake of students.

- An open evening is held at All Saints Catholic High School during the autumn to allow parents and prospective students the opportunity to look around the school and speak to teachers.
- Visits by the SENCO, and the Progress Leader take place in all primary schools in the area to discuss the individual members of the new intake to All Saints Catholic High School with their primary school teachers. This procedure takes place during the Summer Term and serves to alert Learning Support staff to any pupil who may have SEND.
- Parents of the above students are also invited to attend an open evening and are given the opportunity to alert a member of the Learning Support Department to any suspected or recognised SEND.
- Primary schools in the area generally invite All Saints Catholic High School SENCO to attend the Transitional/Annual Reviews of statemented students in Year 6 or year 5.
- The LEA's Sensory Impaired Service alerts the SENCO to any students they know to have a sensory impairment that will be transferring to All Saints Catholic High School.
- All new arrivals to All Saints Catholic High School in Year 7 are screened early in the autumn term using reading and spelling tests to determine standardised scoring and ability ages.
- Students who feel they are having difficulties in school are encouraged to approach their subject teachers or form tutors for discussion and advice as per school IAG policy.
- Subject teachers from all departments are invited to make a written referral to the SENCO for any students whom they consider to have SEND and who are not already on the SEND Register.

TRANSITION ARRANGEMENTS FOR STUDENTS ENTERING ALL SAINTS CATHOLIC HIGH SCHOOL AFTER THE START OF YEAR 7

The Admissions Officer invites the prospective student's parents for interview and should it be suspected that the student has SEND, then as much relevant information as possible will be obtained for the SENCO, who with the help of the student's Progress Leader, will endeavour to obtain the pupil's records from the previous school.

The procedure then largely follows that laid down for Year 7 entrants.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

THE FIVE-STAGE MODEL / GRADUATED RESPONSE

- **STAGE 1** – (TC) Class or subject teachers identify or register a child's special educational needs and, on consulting the school's SEND co-ordinator, take initial action.
- **STAGE 2** – (SA) The school's SEND co-ordinator takes lead responsibility for managing the child's special educational provision, working with the child's teachers.
- **STAGE 3** – (SA+) Specialists from outside the school support teachers and the SEND co-ordinator.
- **STAGE 4** – The LEA considers the need of a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
- **STAGE 5** – The LEA considers the need of a statement of special educational needs and, if appropriate, makes a statement and arranges mentors and reviews provision.

Source: The Code of Practice. Dfe. 2002. P3.

APPENDIX 4

- The area of inclusion is continuing to gather pace in the 21st century – schools need to rethink their structures and practices in the area of SEN.

AHT Inclusion / Behaviour - incorporates and supports the work of the SENCO / Assistant SENCO. Continues to chair Multi-agency meetings as determined by nature of individual need and complexity of case.

Works with progress leaders to develop affective PPPs /IBPs and tracking systems for pupils with SEN and LAC.

Provides support, guidance and training regarding PSPs CAF/ISA/EHAT

Works with Curriculum leaders to advise on and develop effective Inclusive Practice. Monitors deployment of TAs to curriculum area.

- Teaching Assistants (Consider 'reforming the school workforce' proposals DFES 2002)

We need to utilise our TAs well, develop their skills, provide an appropriate forum for them to develop the necessary skills and expertise to help them really make a difference and impact on pupil learning.

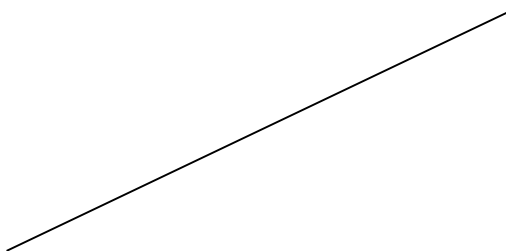
Director / Manager of Inclusion



Special / Additional Educational Needs coordinator



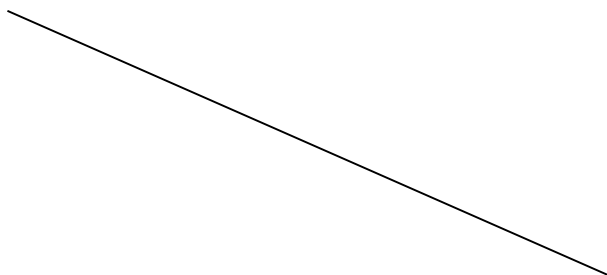
Lead Teaching Assistant



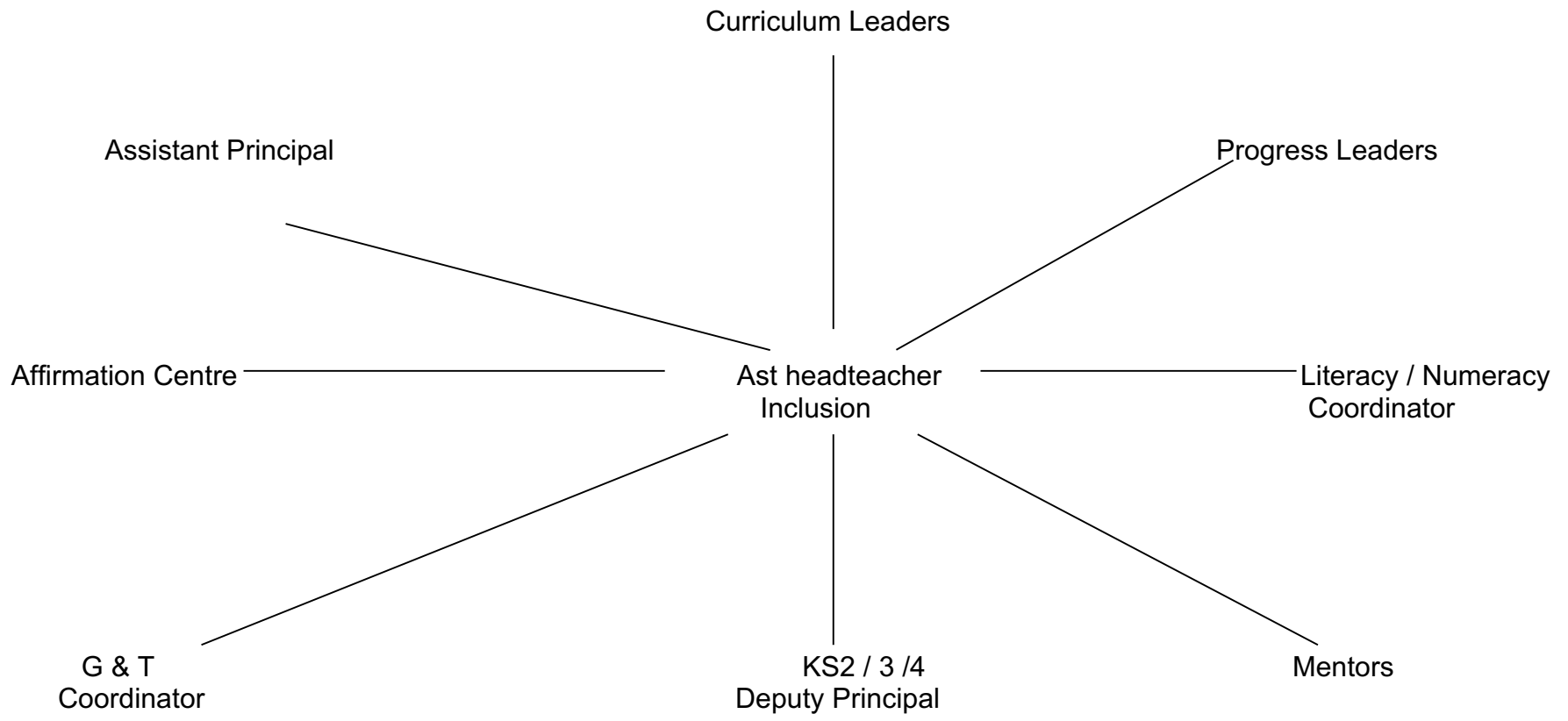
TAs assigned to Curriculum/Faculty Areas



TAs
Behaviour Specialism



TAs
1:1 support



Special Educational Needs Provision

The Learning Support area consists of 1 teaching room (Affirmation Room), a Teaching Assistants room and access to 3 quiet rooms. A conference room in the reception area is used for multi-agency meetings as is a smaller meeting room within the staff area of the school.

Nurture-type Group

A small cohort of students (approximately 10 - 14) identified prior to transfer form a small nurture type provision. This consists of young people identified as vulnerable on transfer. This vulnerability may stem from significant difficulties in learning, social and or emotional factors. In some instances a teaching assistant is attached full-time to the nurture groups.

In-Class Support

In-class Support is delivered by teaching assistants. Many pupils benefit from this provision and not just those on the SEN Register.

Individual Support / Small Group Support

Occasionally, the need arises for some additional individual or small group support. This support is usually provided by teaching assistants and organised on a withdrawal basis. This may be for a short period or longer and is dependent on the needs of the pupil. It may include support for modifying behaviour, improving social skills, speech and language therapy programmes, handwriting, literacy etc.

Extra-Curricular/Extended Activities

The department organises and runs break clubs these include a craft club and games club. Teaching assistants also support activities within other curricular areas and will frequently accompany teaching staff and pupils on trips and residential.

APPENDIX 5 (a)

RECOMMENDATIONS OF THE DRAFT CODE OF PRACTICE 2001

Stage 1: Ceases to exist and is replaced by “the school’s usual differentiated curriculum and strategies”.

(At All Saints Catholic High School the SEND Register and IEP’s will show TC – for Teacher Concern. If a child is known to have any kind of special educational need on transfer to the school, it would seem appropriate to bring this to the attention of subject teachers).

STAGE 2: Becomes “School Action”

If a student, despite receiving differentiated opportunities, is still obviously experiencing difficulties, the SENCO and the teacher should work together to collect all available information. The teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme, identifying suitable strategies and appropriate methods for the child to be able to access the curriculum. The SENCO further assesses the child’s needs, plans future support, monitors and reviews any action taken and co-ordinates the planning of the IEP, setting appropriate targets.

STAGE 3: Becomes “School Action Plus”

If a student is still experiencing difficulties the SENCO, teacher, and external specialists should consider a range of different teaching approaches, appropriate equipment and teaching materials, including ICT. The external specialist might also provide additional specialist assessment. Delivery of any interventions continues to be the responsibility of the teacher.

STAGE 4: Becomes the formal “Statutory Assessment” when all strategies and individual programmes have failed to help the student.

STAGE 5: Becomes the “Statement” issued by the LA after considering a multidisciplinary assessment.

(Knowsley LA SEND Team. September 2001)

The role of the Link Teacher

The requirements of the SEN Code of Practice on the identification and assessment of SEN demands effective links with subject areas.

Each curricular area has an SEN Link Teacher. Their role is invaluable and involves:

- Raising the profile of pupils with SEN within their curricular area
- Attending half/termly meetings with SENCO and assistant SENCO
- Advising/informing members of their curricular area on matters arising from the meetings;
- Distributing information on pupils with SEN and updating staff;
- Advising subject teachers within their curricular area on differentiation and the availability/suitability of resources for pupils with SEN;
- Supporting teachers within their curricular area in identifying pupils with SEN.

Cross Curricular Working Groups

This committee will consist of a named member of staff from each department who will liaise with the Learning Support Department.

Responsibilities

- To help other teachers in their respective departments to be aware of the student with SEND whom they may be teaching.
- To liaise with the SENCO to ensure that the necessary information of student with SEND is available to the appropriate subject teachers.
- To liaise with the SENCO to ensure that any legislation on SEND is conveyed to all teachers in their departments.
- By means of advice from the SENCO, to recognise and identify the levels that the student with SEND are operating at, to ensure that realistic goals can be set for the students so that success can be achieved.
- To advise teachers in the organisation, preparation and acquisition of suitably differentiated resources.
- To help teachers to co-operation with the SENCO in setting realistic targets for students' Individual Educational Programmes (IEP's) IEP behaviour, and Pastoral Support Plans as recommended in the code of Practice.