

ST. IGNATIUS COLLEGE

'Men and women for others'



Special Educational Needs Policy

(Statutory)

February 2020

Assistant
Headteacher /
SENDCo

Next Review February 2022

St Ignatius aims to promote equality of opportunity, excellence and the development of individual potential for all our pupils, who are all of equal value and share the same educational rights, irrespective of culture, gender, home situation, current levels of attainment and disability. Where a pupil is identified as having 'special educational needs' the College will endeavor to offer the fullest educational and pastoral support in line with current legislation and best practice, thus providing SEND pupils with the greatest chance of educational, social and professional success.

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INTRODUCTION

Catholic values and beliefs underpin the distinctive ethos of St. Ignatius College and the very strong and powerful Jesuit traditions, expectations and prayer life of the school.

The College is inclusive and aims to promote equality of opportunity, excellence and the development of individual potential. We believe that all our students are of equal value and share the same educational rights - irrespective of race, gender, sexuality or disability – and are given the same opportunities to progress and fulfil their potential. The College recognises the whole person and the gifts they may possess. The College's SEND policy will have full regard to the requirements of the Disability Discrimination Act 2005.

All students are entitled to and should have the opportunity to develop a wide range of learning and life skills. We believe that this entitlement should be delivered through a balanced and broad curriculum. We hope that all our students will develop the knowledge, skills and critical reasoning to function autonomously throughout life.

SECTION 1 - COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education February 2013
- SEND Code of Practice 0-25 Years (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- School Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's *SENDCo* in liaison with the SEND Governor, parents of students with SEND and staff.

SECTION 2 - AIM (THE LONGER VIEW)

The Governors and staff of St Ignatius College recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

At St Ignatius College we aim to:

- ensure that our curriculum is responsive to all students, whatever their individual need
- promote positive attitudes and individuals' confidence, ensuring all students experience success
- identify, assess, record and regularly review students' special educational needs
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development
- make effective use of support services.

OBJECTIVES

Through the application of this policy we wish to:

- a) Ensure compliance with national SEND policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2015.
- b) Work closely with the Local Authority and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the college's SEND policy consistently - fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents/carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs and Disability Coordinator (SENDCo) who will work with the SEND Policy.
- m) To provide support and advice for all staff working with SEND students.

Roles and Responsibilities

Provision for students with special educational needs and disability is a matter for St Ignatius College as a whole, in line with the 2015 SEND Code of Practice.

Governors

The Governors of St Ignatius College, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for SEND students, and for doing their best to ensure that the necessary provision is made for any SEND student. They should determine the school's general policy and approach to provision for students with SEND and establish the appropriate staffing and funding arrangements.

The SEN Governor, Mrs. Sam Seth, is actively involved in self-review, with the Headteacher and SENDCo, of the provision for students with special needs and implementation of the policy within the school.

Special Educational Needs Coordinator (SENDCo)

The SEND coordinator (SENDCo) is responsible for:

- Assessing the specific needs of students with SEND (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEN) as deemed necessary;
- Screening all students on admission to St Ignatius College using standardised assessment to measure reading ages, reading comprehension and spelling ages as part of the process for identifying SEND;
- Liaising with feeder primary schools to aid transition for students with SEND and to ensure continuity of support;
- Liaising directly with Targeted Support Services from Year 10 regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships. The SENDCo ensures relevant information with regard to SEND students is forwarded on to relevant providers.
- Ensuring that additional targeted support is mapped to and provided for students who need it through Provision Mapping;
- The day-to-day operation of the school's SEND policy;
- Liaising with and advising class teachers;
- Maintaining the SEND register and the records of all students with SEND;
- Working with parents of students with SEND;
- Liaising with staff in school such as the Assistant Headteacher for Pastoral and Welfare, Learning Coordinators, Subject Leaders and technicians etc. to ensure that provision for students with SEND is effective and well-coordinated;
- Liaising with external agencies including the Educational Psychology Service, Speech and Language Services, medical authorities, Social Care and voluntary bodies;
- Contributing to CPD training for all staff;
- Attending/holding review meetings of SEND students where appropriate, including those students with a Statement or Education and Health Care Plan;
- Ensuring the involvement of parents/guardians from an early stage and liaising with parents of students with SEND.

Headteacher

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENDCo.

Teaching Staff and Support Staff

All staff should be familiar with this Policy. Staff at St Ignatius College are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for students with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of students.

All teachers are responsible for the progress of all learners including those with a special educational need. Class teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with the Learning Development Department and Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Designated Teacher with specific Safeguarding responsibility

Headteacher, Assistant Headteacher and *SENDCo*.

Designated member of staff responsible for managing PPG/LAC funding

Headteacher.

Designated member of staff responsible for overseeing the School's responsibility for meeting the medical needs of students:-

Mr. K Mullen

SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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.

1. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
2. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
3. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 1 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision should be matched to the child's identified SEND. In accordance with the SEND code of Practice 2015 the following four broad areas of need and support are identified:

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

In addition the following non SEN needs may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT ST IGNATIUS COLLEGE

The progress of students is regularly assessed by staff as part of the school's tracking process at regular intervals in the year. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the SENDCo considers all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the students and their parents/carers. St Ignatius College recognises that parents/carers know their students best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the agreed desired outcomes, including the expected progress and attainment and the views and wishes of their parents/carers.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess- Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2015). The Local Authority SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of students with SEND is kept as a legal requirement.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of students with SEND support are held regularly and led by members of the Learning Support Department along with teachers. They provide an opportunity for parents/carers to share their concerns and, together with the child and teacher, agree aspirations for the student.

Provision

Provision for students with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to students' individual needs. Such provision is recorded on the SEND Pupil Profile.

The school additionally makes use of alternative provision provided by Enfield, as appropriate.

At St Ignatius College, all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. Quality first teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as SEND if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. The SENDCo also meets weekly with Key Stage 3 and 4 Learning Coordinators as part of the inclusion team to review individual progress for students with SEND.

MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The SENDCo identifies (in conjunction with teaching staff/Learning Coordinators/SLT) those students who require support on the SEND Register and organises appropriate support, which is implemented across the curriculum through Inclusion Plans for students with EHCPs. Provision for students on the SEND Register is usually funded from within the school's existing budget. Students with a Statement or Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Statement/Plan. All students with a Statement or EHCP have an Inclusion Plan.

The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND. This approach includes:

- Liaison of the SENDCo with partner primary schools to aid transition and continuity of support/provision for those students identified with SEND;
- School works directly with targeted support services from Year 10 (Year 9 for students with a Statement or Education and Health Care Plan) regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships. The SENDCo ensures relevant information with regard to SEND students is forward on to relevant providers;
- Additional induction for Year 6 students identified with SEND (SENDCo);
- Baseline screening (standardised assessment) of all students for reading, reading comprehension, spelling on admission, to inform early identification of SEND;
- Regular communication and liaison with teaching staff by SENDCo in identification and appropriate support of students with SEND;
- Parents fully informed by SENDCo of identification of their child's SEND and authorisation sought, in writing, for appropriate provision to be made via the SEND Register and Provision Mapping;
- Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENDCo if they have any concerns or questions about SEND provision.

Measuring progress for all students with SEND on a regular basis (individual teacher assessment, including evidencing progress according to individual targets set at annual reviews). Adequate progress within the differentiated curriculum will be ascertained through consultation with the student, teachers and parents. A range of data is used including screening (reading, spelling, comprehension), SATs, Verbal Reasoning Scores and CATs. The SENDCo will make a final decision regarding adequate progress through:

- Review of provision where appropriate, including application for Statutory Assessment by the SENDCo and subsequent acquisition of an Education and Health Care Plan (EHCP).
- Parent meetings with SENDCo where appropriate to review progress of all students with SEND, including Annual Reviews for students with a Statement or EHCP and Parent Evenings;
- Regular review and update of the SEND Register by SENDCo to ensure students are appropriately supported, including removal of students from the SEND Register who have made appropriate progress towards targets;
- Using SEND Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;

- Referral, by SENDCo for outside agency support, as deemed necessary, in conjunction with the Headteacher, SLT, Learning Coordinators and parents. The SENDCo will facilitate provision from outside agencies, including the Educational Psychology Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENDCo will meet regularly with outside agencies involved with students to inform appropriate on-going provision;
- Holding an Annual Review for students with a Statement/ Education Health Care Plan in line with the objectives therein. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

SECTION 5: EVALUATING SUCCESS

Parents/guardians, staff and students meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice by SENDCo and teachers
- analysis of student tracking data and test results – for both individual students and cohorts
- Progress data for students on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school's self-evaluation process
- monitoring the quality of Pupil Profiles and review meetings

The SEND policy is formally reviewed annually at the end of each academic year. The evaluation is based on:

- The progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development;
- The extent to which the aims and objectives of the policy have been met;
- How effective the SEND provision has been in relation to the resources allocated (value for money assessment).

SECTION 6: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with parents

St Ignatius College believes that good communication between parents/guardians and staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time. There are opportunities for parents to discuss their child's needs, progress and strengths at parent's interviews and special needs review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies employed, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service

is given to parents, so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

- Families of students with SEND are guided towards the London Borough of Enfield (LBE), http://www.enfield.gov.uk/info/1000000731/local_offer_for_special_needs_and_disabilities, with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.
- St Ignatius College's admission arrangements form part of the agreed LA admission arrangements for schools. There are close links with feeder schools and if a child has previously been identified as having SEND, early contact is made with parents.

The voice of the child

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At St Ignatius College we encourage students to evaluate their learning at the beginning of the annual review meeting and, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENDCo holds contact addresses and request forms for other agencies and support services.

Admission and Transfer arrangements

St Ignatius College is a fully inclusive school. In accordance with the Education Act 1999 (Section 316), the school will admit a child with a Statement, or Education, Health and Care Plan, subject to the wishes of their parent/carer, unless the placement is either unsuitable to the child's age, ability, aptitude or special educational need, or incompatible with the efficient education of other students with whom the child would be educated.

The SENDCo and staff liaise over the external transfer of students with SEND. Placements are considered carefully in order to meet a child's particular needs, and students visit their new class before transfer. Year 6 students transferring to St Ignatius College have the chance to visit the school during our welcome day.

For students with SEND we have an additional day where students can attend with their LSA, meet key staff and take photos. The SENDCo may also meet the parent/carer on a 1 to 1 basis. Representatives from St Ignatius College visit feeder primary schools to talk with the students. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. The SENDCo of the receiving school will be invited to the final annual review in primary schools of students with statements or Education, Health and Care Plans where the particular school has been named.

SECTION 7 – SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

St Ignatius College recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, St Ignatius College will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Staff members from Student Services take responsibility for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of students with medical conditions.

SECTION 8 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and Learning Support Assistants. Most Learning Support Assistant's CPD occurs during training days. It is more efficient to invite experts to speak to all Learning Support Assistants or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The Learning Development Department holds weekly meetings to discuss SEND related issues. Specialist staff may be invited.
- The SENDCo may identify the SEND training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENDCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual students.
- The SENDCo attends the Local Authority's SENDCo liaison network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address on-going developments in the new SEND Reforms.
- Learning Development Department members are encouraged to take an active part in all school functions, including extra-curricular activities.
- Nurture/Homework/Games clubs are staffed by Learning Support Assistants who assist students requiring help with planning or doing homework assignments – these run at lunchtimes and at designated times after school.

SECTION 9: MONITORING AND REVIEW

The implementation of this policy will be monitored by the SEND Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in one year.

SECTION 10 – STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about students and families.

SECTION 11 – REVIEWING THE SEND POLICY

This Policy will be reviewed yearly to comply with new requirements for SEND with effect from 1 September 2014.

SECTION 12 – ACCESSIBILITY

Please refer to the School Accessibility Plan. See the school website.

SECTION 13 – COMPLAINTS PROCEDURE

The school's standard complaints system applies. More information is available on the school website - <http://www.st-ignatius.enfield.sch.uk>

SECTION 14 – BULLYING

Please refer to the Anti-Bullying Policy available on the school web site <http://www.st-ignatius.enfield.sch.uk>

SECTION 15 – APPENDICES

Please refer to the Local Offer on the London Borough of Enfield (LBE) website: <http://www.enfield.gov.uk/site>, or the SEND Information Report July 2017 on the St Ignatius College website: <http://www.st-ignatius.enfield.sch.uk>, or the School Accessibility Plan on the St Ignatius College website <http://www.st-ignatius.enfield.sch.uk>