

<b>Approved by:</b>	Chair of Governors	<b>Date:</b> 14 March 2024
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**ST BENEDICT'S CATHOLIC HIGH SCHOOL**  
**incorporating**  
**WEST CUMBRIA CATHOLIC SIXTH FORM CENTRE**



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**  
**INCORPORATING THE SEND INFORMATION REPORT**

**Introduction**

This policy is written in line with the new SEND Code of Practice for 0 to 25 years which became law in September 2014. Cumbria has completed the transition to the new law, which was extended by one year until August 2018.

**Rationale**

The Special Educational Needs & Disability Act 2014, the Every Child Matters and The Equality Act 2010 - provide the basis for this policy to ensure fair and equal treatment of students who are SEND.

**Principles**

St Benedict's school will enable the necessary provision to be made for every pupil in our school community based on the principle of providing an inclusive education for all. We promote a diversity of culture, religion and intellectual ability and will strive to meet the needs of all young people from 11-19 with a learning difficulty, disability, disadvantage or special educational needs.

St Benedict's school will enable the assessment of all children with a Special Educational Need (SEND) with appropriate and timely intervention put in place.

St Benedict's school will strive to deliver an appropriate curriculum to SEND students which provides suitable learning challenges, meets the students' diverse learning needs and which removes the barriers to assessment and learning.

**Definition of Special Education Needs**

The SEN and Disability Act 2014 and Regulations defines 'special educational needs' and 'special educational provision' as follows:

1. For the purpose of the Education Acts, a child has 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them.
2. A child has a 'learning difficulty' if they:
  - a) have a significantly greater difficulty in learning than the majority of children of the same age;

- b) have a disability which either prevents or hinders the child from making use of the educational facilities of the kind generally provided for children of the same age in schools within the area of the LA.

3. "Special educational provision" means:

for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his/her age in schools maintained by the LA {other than special schools} or grant maintained schools in the area.

The Code of Practice (2014) provides an overview of the range of SEND needs, divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs

### **Identification and Assessment of Children with Special Educational Needs**

We have comprehensive links with our partner Primary Schools and we continue the support work already started for SEND students through individualised transition programmes prior to transfer. We have an in school referral process followed by staff who have concerns about a student relating to possible SEND issues once at St.Benedict's. Students are screened for entitlement to special access arrangements in external exams towards the end of Key Stage 3.

The SEND Code of Practice recommends a graduated response to students' special educational needs. This takes the form of a continuous programme of assessment/plan/do/review within school, involving parents/carers and using outside agencies where necessary. If sufficient progress is not identified we will refer for a statutory assessment Education, Health, Care Plan (EHC Plan), previously referred to as a Statement.

The SENCO will organise diagnostic testing, where appropriate, if it is thought a student may qualify for "reasonable adjustments" for external exams. This process follows the most current JCQ regulations, which are updated annually.

### **The Arrangements for Co-ordinating Provision for Pupils with SEN**

During the first three years of the new SEND law, "Statements" were replaced with Education, Health and Care Plans (EHCP). Students who require additional support from the County and additional external agencies will be assessed for an EHC Plan. All EHC Plans are valid until a young person reaches the age of 25, provided they remain in Education.

Children who are in receipt of an EHCP may receive additional funding from the LA, the exact amount being determined by a package formula operated across the Authority. These plans will be reviewed annually. All staff working with these students are expected to contribute to the review process.

All students identified as SEND have one page profiles and some have support plans. These are reviewed each term with students, staff and parents and inform lesson planning for teachers with specific individualised targets.

Children are supported in a variety of ways. Each department is responsible for the development of scaffolded materials. We offer in-class support in targeted curriculum areas; we also provide a withdrawal facility for Literacy, Numeracy, Social Skills, ELSA, Forest School and other specialist interventions such as ASC, hearing and visual impairment.

If appropriate, under the terms of their EHC Plan or a Student Support Plan, we will withdraw children to work on a 1-1 or small group basis otherwise their needs will be met in a mainstream class situation.

### **Implementation of the Policy.**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO – Mrs Sue Savage is the SENCO for St Benedict’s.
- Early Liaison between the school SENCO and feeder primaries to enable a smooth transition process for SEND students.
- The additional needs of students (and future students) are identified and matched by appropriate provision which is mapped and monitored for impact;
- Providing an inclusive curriculum which responds to students' diverse learning needs, and ensures all children, with and without disabilities or difficulties, participate fully in the life and work of the School;
- Providing equal opportunities for all students;
- The removal of barriers to learning and participation;
- A full working partnership with all those with parental responsibility to enable them to make an active, empowered and informed choice about their child’s education ;
- Taking the views, wishes and feelings of the young person into account, and involving them as fully as possible in decision making about their education
- Collaboration with relevant professional support agencies and the LA;
- QFT, delivering appropriately differentiated lessons using appropriate teaching and learning styles and scaffolding;
- Providing specialist CPD to staff on how best to effectively meet the needs of students;

### **Access**

Access arrangements are fully identified within the school. Disabled students, staff and visitors, can take advantage of education and associated services. All areas are accessible to those with mobility difficulties. Braille signage is in place.

### **Admission Arrangements**

The co-ordination of school admissions is the responsibility of the Local Authority who will not discriminate on the basis of special educational needs. Decisions about admissions are made by the Governing Body of the school. Parents who wish to nominate St Benedict’s School for their child who has a special educational need should visit the school before making their application, to discuss the needs of their child and the provision the school would be able to make to meet those needs for example on Year 5 or 6 Open Evening. Such a discussion is essential under the Equality Act 2010 and will help the school to be successful in meeting the needs of students.

### **Evaluation and Partnership with Parents**

When a child has been identified as having a special need requiring additional support, the SENCO will consult with the student, his/her parents, carers, teachers and support staff. The student profile and/or support plan will identify targets and suggest strategies which will enable teachers to focus their teaching and scaffold tasks appropriately, thus allowing full access to the curriculum. Teaching staff will have access to support from the SENCO and other support staff. Progress will be monitored and reviewed on a regular basis.

Parents are encouraged to review their child's progress by monitoring books, responding to school reports, monitoring the EDULINK app and by attending parents' evenings and review meetings. We would also encourage parents to contact school and arrange to visit whenever they feel there is a specific need. We believe education is very much a partnership and we welcome parents at any time.

### **Links with Other Institutions**

We work very closely with our partner Primaries, particularly with regard to transition, developing curriculum links, sharing approaches and policies and meeting parents of future students. We attend Year 5 and 6 Statement reviews when invited.

We are part of the Secondary SENCO Forum within the West and this meets once a term to share good practice.

We also work with Inspira and the LA Specialist Teachers' Service.

We work very closely with Westlakes College for students who are making the transition at the end of KS4. Staff are invited into school to attend reviews and where appropriate to meet the students. When necessary additional transition visits are put into place for students.

Mrs Savage is the designated SENCO at St Benedict's School and is happy to answer any queries regarding SEND issues.

Issued on behalf of the Governing Body by:-



Chair of Governors

Reviewed: January 2024

To be reviewed: January 2026