**SEND Policy**

**St Michael’s Catholic Grammar School**

**Founded by the Sisters of the Poor Child Jesus, in the trusteeship of St Michael’s Catholic School Trustee and a member of the Loreto Education Trust.**

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| **Approved by:** | Full Governors | **Date:** 27th June 2022 |
| **Next review due by:** | Summer 2023 | |



**Contents**

1. Aims 2

2. Legislation and guidance 2

3. Definitions 2

4. Roles and responsibilities **Error! Bookmark not defined.**

5. SEND information report **Error! Bookmark not defined.**

6. Record KMonitoring arrangements **Error! Bookmark not defined.**

7. Links with other policies and documents **Error! Bookmark not defined.**

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# 1. Aims

Our SEND policy and information report aims to:

* Set out how our school will support and make provision for pupils with special educational needs (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

St Michael’s Catholic Grammar School aims to provide high-quality education for all students. Following the teachings of the Church, we believe that each person is a unique individual, created in God’s image and loved by Him, with intrinsic value and of equal worth.

We are committed to ensuring that all have access to a broad, balanced curriculum, offering a secure environment in which to flourish and grow in confidence and ability.

We aim to develop a culture of inclusion and diversity in which everyone can develop a sense of belonging in a caring and respectful community.

# 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND and disabilities

* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
* Equality Act 2010

# 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

* A significantly greater difficulty in learning than the majority of others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Roles and responsibilities

4.1 The Special Educational Needs and Disabilities CO-ordinator (SENDCo)

Neil Hinnem is responsible for coordinating the day-to-day provision of education for students with SEND. This includes:

* Liaising with external agencies for children receiving support. This may include the Local Authority, CAMHs and independent or voluntary bodies and professionals.
* Preparing and reviewing information required by law to be published in relation to special educational needs provision

They will:

* Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Overseeing the day-to-day operation of the School’s SEND policy.
* Co-ordinating provision for students with SEND.
* Contributing to the in-service training of staff.
* Liaising with and advising fellow teachers and support staff
* Liasing with parents of students with SEND.
* Managing the SEND team of teaching assistants.
* Ensuring that where appropriate, Access Arrangements are in place.
* Advise on the graduated approach to providing SEND support
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Co-ordinate referrals and liaise with external agencies and be the point of contact in school, especially the Local Authority and its support services.
* Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEND up to date
* Ensure that the school monitors the progress of all pupils with SEND carefully, including annual reviews of My Support Plan and regular progress reviews
* Ensure that the correct exam access arrangements for pupils are applied for, including keeping all required records up to date.

**4.2 The SEND governor:** Mrs. Marianne Corcoran

The SEND governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
* Help to review the school’s policy and provision for pupils with SEND.

**4.3 The headteacher**

The headteacher will:

* Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Teachers

Each teacher is responsible for:

* Setting high academic and behavioural expectations for all pupils, including those with SEND.
* Working closely with the SENCo to support each pupil with SEND in their class, understanding and following the graduated approach and recommendations on My Support Plans/Pupil Passports.
* Working closely with the SENCo to monitor and review progress and decide on any changes to provision.
* Setting clear progress targets for all pupils with SEND that focus on their potential to achieve at or above expectation (My Support Plan).
* Monitoring and reviewing progress and deciding on any changes to provision.
* Securing an understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these, following recommendations/strategies provided on the My Support Plan/Pupil Passports.
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Following this SEND policy.

# 5. SEND information report

**5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties,
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,
* Communication and Interaction eg Autism Spectrum Disorder.

**5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All students in Year 7 and new students in Year 12 will be screened to identify potential processing difficulties. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social and communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Investigation and assessment will include a range of evidence such as observations, pupil interviews and checking of work. Where relevant, the following referrals for external assessments will be made:

* For exam access arrangements, the school will arrange periodic assessments in school with a qualified assessor.
* For specific learning difficulties, if parents wish, parents can make a private referral to an external provider.
* For Austism Specturm Disorder, a referral will be made to CAHMS for an ASD assessment.
* For ADHD, a referral will be made to CAMNS for an ADHD assessment.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**5.3 Consulting and involving pupils and parents**

We will have a discussion in the first half term following entry to the school with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We consider the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record.

We will formally notify parents when it is decided that a pupil will receive SEND support and then work with the pupil and their parents in creating their My Support Plan.

**5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

**5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

* My Support Plans for those students who would benefit from having one. These will be summarised into a Pupil Passport.
* Provision of writing slopes in each lesson for the student who requires them
* Ensuring that those with hearing difficulties, or those whose special needs requires, are sitting directly in front of the teacher to enable clear communication.
* Student Pastoral Support provided to students who we suspect may benefit from some form of SEND intervention and identification
* SENDCO to oversee all those with an EHCP and others who require SEND support in some form.
* For students with a physical disability we have moved rooms to enable those who use crutches or a wheelchair access to lessons on the ground floor/classrooms accessible by lift access

**5.7 Adaptations to the curriculum and learning environment**

(i) We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

(ii) Update

The school will follow the guidance set out by the Department for Education with revisions made accordingly. School will remain open for vulnerable/SEND students and children of key workers

Covid-19 and lockdown Spring Term 2021 - We make the following adaptations to ensure all pupils’ needs are met:

* School remains open during lockdown for vulnerable/SEND students and children of key workers
* Student Support Officer (Mrs Stavrou) calls SEND students frequently during lockdown to support their learning. Two additional Student Support Officers have been employed.
* Deputy Head/SENDCO/Heads of Key Stage/Form Tutors contact SEND students with social, emotional and mental health difficulties
* Counselling for SEND students moves from face to face to virtual counselling (One CAHMS in School counsellor and 2 school counsellors are employed)
* KS3 SEND students have daily registration. KS4 & KS5 SEND students receive a phone call from their Form Tutor
* Annual reviews of EHCP plans were conducted virtually during the first lockdown
* Before the lockdown Spring Term 2021 catch-up classes (after school) were introduced as part of the Recovery Curriculum and targeted at students, such as SEND students, who needed extra support. During the later lockdown 1:1 catch-up sessions have been introduced
* Laptops have been issued by SENDCO/Heads of Key Stage to SEND students to help build their digital literacy and participate in online learning
* SEND students have received 25% extra time in virtual exams
* Individual Careers Interviews for Year 12 students with an independent careers advisor have continued virtually
* Individual Careers Interviews for Year 11 are conducted face-to-face and priority is given to students with an EHCP, therefore, interviews took place before lockdown re-commenced
* New initiatives have been introduced:
  + Google Sheets – enables Head of Departments to track SEND students more effectively
  + My Concern Software Programme – improves safeguarding of SEND students
  + School Cloud-Virtual Parents’ Evening – enables feedback to parents of SEND students during lockdown periods

**5.8 Additional support for learning**

In responding to individuals SEND needs, the school will engage teaching assistants and other staff to provide support as described in the MSP or EHCP as appropriate.

**5.9 Expertise and training of staff**

The SENDCO is currently completing the NASENCO qualification at the Institute of Education

We have a Student Support Assistant to assist the SENDCO in seeing and reviewing individuals as required.

We have a Medical Room with three trained Medical Room Supervisors to support individuals and provide daily contact with parents as and when required.

Examples of previous staff training – Whole-staff training on meeting the needs of pupils with dyslexia, ADHD/, ASD led by Barnet staff (January 2022), Kate Cairns Organization / Barnet Educational Psychologist on Attachment, Harrow Hearing Impairment team on microtia -Judy Sarna Howard (September 2018)

**5.10 Securing equipment and facilities**

Equipment and facilities will be secured following assessment of individual students’ needs.

**5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

* Reviewing pupils’ individual progress towards their goals/against progress data each term
* Monitoring by the SENDCO
* Holding annual reviews for pupils with My Support Plans or EHC plans

**5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admissions has regard to the particular needs of students identified as SEND, for example, those who are given extra time for their SATs examinations are provided with extra time in our Year 7 Entrance Examination. In addition, those who need special support for taking the Entrance Test are provided with this (for example: separate room, scribe, rest breaks).

The Accessibility Plan can be found on our website.

**5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEND are encouraged to be part of the school council
* Pupils with SEND are also encouraged to be part of a club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

**5.14 Working with other agencies**

St Michael’s will work with a range of external agencies in order to best support the individual needs of students identified as SEND.

**5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**5.16 Contact details of support services for parents of pupils with SEND**

Pupils who experience learning difficulties or emotional problems may be referred by the Head of Key Stage to local support services such as:

* London Borough of Barnet Child Guidance/School Psychological Service
* The London Borough of Barnet Educational Welfare Service
* The Tavistock Clinic
* The London Borough of Barnet Specific Learning Difficulties Service
* Child and Adolescent Mental Health Services (CAMHS)

**5.17 Contact details for raising concerns**

Parents who have concerns about their daughter or son’s progress are asked to contact the Head of Key Stage through the main school office on 0208 446 2256:

* Key Stage 3 (Years 7 - 9) Mrs Kat Heron, Assistant Headteacher
* Key Stage 4 (Years 10 -11) Mrs Rosalynne Wallis, Assistant Headteacher
* Key Stage 5 (Years 12 – 13) Mr Neil Hinnem, Assistant Headteacher

**5.18 The local authority local offer**

Our contribution to the local offer is detailed below:

* Quality first teaching including differentiation. The prime responsibility rests with the subject teacher of each pupil. Additional support is available in each subject department. When the plan devised by a Head of Department is seen to be not working, pupils get referred to support outside the department.
* The SEND Referral Form should be used by teachers to alert the Head of Key Stage to any problems
* Staff with knowledge of each pupils’ needs, as detailed in My Support Plans/Pupil Passports
* Students dropping subjects at GCSE/A level to support their specific needs.
* Access arrangements for examinations. For instance, a student with the following:
  + Processing delays
  + a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
  + a medical condition
  + a physical disability
  + a sensory impairment
  + planning and organisational problems when writing by hand; could use a laptop in written examinations.
* Extra time for internal tests/significant pieces of work if a pupil has been granted an access arrangement
* Learning Mentor support
* School counselling/external counselling
* Borough technical support e.g. Sensory Impairments, physical disability
* Medical/Welfare Officer/School Nurse intervention
* Pupil feedback via ALIS/school questionnaire
* Lunch time/after school clubs
* Access arrangements being improved (ramps to main school foyer and the Grange) (disabled parking bays) (Lift and disabled toilets in the new building). Evacuation Chair located on 2nd Floor of the new building
* Support from Form Tutor, Head of Dept and/or Head of Key Stage
* Financial support with extra-curricular trips from the Necessitous Pupils Budget
* Referral to an Educational Psychologist, Youth Target Team and / or CAMHS

Our local authority’s local offer is published here: [https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-](https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html) [special-educational-needs/barnet-send-information-advice-and-support-service.html](https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html)

# 6. Record Keeping and Monitoring arrangements

SEND records will be kept in accordance with statutory regulatory practices.

This policy and information report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

# 7. Links with other policies and documents

This policy links to our policies on:

* Accessibility plan
* Behaviour
* Equalities Policy