



Cardinal Wiseman
Catholic School
Part of The Romero Catholic Academy

SEND Policy

**(Special Educational Needs and Disabilities
Policy)**

2017 - 2018

Also published on the website



SECTION 1: Introduction

The school is named after Cardinal Nicholas Wiseman who became the first Cardinal upon the re-establishment of the Catholic hierarchy in England and Wales in 1850. His coat of arms is displayed on every student's blazer. The motto is 'All things for Christ' therefore faith is at the heart of everything we do, as well as recognising that we are all made in the image of God.

This policy document should be read in conjunction with the school's School Behaviour and Discipline Policy, Child Protection Policy, Anti Bullying Policy, Accessibility Policy, Equal Opportunities Policy and Assessment Guidelines.

1.1 Philosophy:

The LAC and all staff of the school value the abilities and achievements of all its pupils and are committed to providing the best possible environment for raising aspirations of and expectations for all pupils with SEN/D. Cardinal Wiseman provides a focus on outcomes for young people and not just hours of provision/support.

Every teacher is a teacher of every child or young person including those with SEN/D.

1.2 Definition of Special Educational Needs and Disability (SEN/D):

Students have special educational needs if they have a difficulty accessing the curriculum, either temporary or more long-term, which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

SEN/D provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the child has special educational needs and appropriate provision will be identified, in consultation with parents/carers, the student and staff, to meet the student's individual need(s).

1.3 Roles and Responsibilities:

- SENCO (Special Educational Needs Coordinator): Mrs F Oliver
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- Assistant SENCO: Mr R Wilkinson
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- SEN LAC: Mrs R Crowley



- Safeguarding LAC: Mrs D Huxtable
- SEN advocate on the Senior Leadership Team: Mrs B Morris (Senior Assistant Principal). Mrs Morris is also the designated member of staff responsible for Safeguarding and LAC (Looked After Children).
- Pupil and Learning Support Faculty (PALS) leader: Mrs F Oliver (SENCO).
- Inclusion Teaching Team: Mrs J Feeney, Mr J Nicholds, Mrs E Ronan, Mrs A Swales, Mr R Wilkinson.
- Inclusion Teaching Assistants: Mrs L Dewis, Miss S Mulryan, Mrs L Normington. Miss A Alleyne, Mrs J Handy, Mrs K Haywood, Miss S Goulbourne-Martin.
- Inclusion Coordinator: Mrs L Gradkowska.
- St Peter’s Centre Staff: Miss R Robertson

SECTION 2: Objectives

2.1 Aims:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEN provision as early as possible in their school career.
- To ensure that SEN/D students take as full a part as possible in all school activities.
- To ensure that SEN/D students and parents/carers are involved in decisions affecting their future SEN provision.
- To ensure that parents/carers of SEN students are kept fully informed of their child's progress and attainment.

2.2 Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

SECTION 3: Identification and Assessment

3.1 Transition:

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school SENCO.

The Local Authority (LA) notifies school about students who are transferring with EHC plans. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.



Initial Screening includes:

- KS2 tests.
- Reading and spelling tests.
- Strengths and Difficulties Questionnaires (SDQ's).
- Tests undertaken or arranged by the SENCO as required.

3.2 Further Identification:

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Individual diagnostic assessments may then be administered either by PALS staff or other professionals

A student's parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

Other means of identifying SEND include data tracking, liaison with external agencies and health diagnoses.

3.3 Categories of Need:

In line with the SEND Code of Practice 2014 these four broad areas provide an overview of the range of needs to be planned for:

- Communication and Interaction.
- Cognition and learning.
- Social, emotional & mental health.
- Sensory/physical needs.

At Cardinal Wiseman we identify the needs of the whole child which will include not just the special educational needs of the student. The purpose of identification of an area of need is to work out what action the school should take but not to fit a student into a category.

3.4 Other Impacts on Progress and Attainment:

The following may impact on progress and attainment but **should not** be viewed as SEN:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Disadvantaged students.
- Being a Looked After Child.



Any concerns relating to child or young person's behaviour will be seen as an underlying response to a need which may be identified through further assessment/work with the student.

SECTION 4: A Graduated Approach to SEN Support

4.1 The school uses the **graduated response** as outlined in "The SEND Code of Practice (2014)".

Teaching students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of **assess, plan, do, review** that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Cardinal Wiseman learn and progress through these differentiated arrangements.

4.2 Graduated Approach:

Level 1: Quality First teaching by all teaching staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Level 2: Where students have failed to make adequate progress, as identified through the assessment arrangements in Part 3, provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning interventions.
- Appropriate teaching groups / sets.
- Group support on a regular basis (classroom based).
- Additional staff training.

Level 3: Students are only identified as SEN Support if they fail to make adequate progress, despite additional provision as above. The school will then seek advice and involvement from specialist support services, either in-house or external, who may:

- Provide specialist assessments (including access arrangements for exams).
- Give advice on teaching strategies and/or resources.
- Provide short-term support or training for staff.
- Provide an individual student support plan to outline strategies for support.
- Provide a specific short-term learning intervention.

Education, Health and Care Plans: If a student's needs have changed or over time do not seem to be met, the School and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. The assessment would require:

- Details from the school of student progress.
- Details of additional support given at school and the impact of this support.
- Student views.
- Parent views.



The Local Authority decide whether to carry out a statutory needs assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHC) plan. (Students who already have a Statement of Educational Needs will be transferred across to EHC plans in accordance with the LA's criteria and timescale. They must all be transferred by April 2018.)

The level and type of support provided to SEND students is identified and managed by the SENCO. Provision will also be planned and delivered by teaching and support staff.

Following SEN Support interventions, where a student makes significant progress, a Review meeting may decide that the student no longer requires an identification of SEN Support. Regular monitoring of the student's progress would continue.

4.3 Student Support Plans and Reviews:

The strategies that will be employed at Levels 2 and 3, and for students with EHC plans, are recorded in Student Support Plans reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEN/D have a Student Support Plan however their progress is closely monitored.

Contents of the Student Support Plan may include:

- Strengths and Areas of Need.
- Access Arrangement information.
- Strategies to be used to support the student in school.
- Additional provision.

The Student Support Plan is communicated to all staff who support the student's learning, and to the parents/carers and the student.

Student Support Plans are regularly reviewed and updated by the SENCO, Year Heads and Tutors. They form part of the formal review process following consultation with teaching staff where new targets can be identified.

4.4 Continuous monitoring of individual progress:

Monitoring of individual progress is completed regularly by subject staff, Faculty Leaders, Year Heads, other relevant staff and individual reviews, through procedures described in the School's Assessment Policy.

4.5 Provision of an appropriate curriculum

Faculties and Year Heads will plan provision for students with SEN/D and ensure it is regularly reviewed and revised. It is the responsibility of individual faculties to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the SENCO who can offer support and advice for planning, resources and teaching strategies.



Some students are taught through our Curriculum Plus or Foundation Studies Curriculum. These curriculums are specifically designed to support a range of needs and abilities within a nurturing environment. The classes are taught by a dedicated team of staff based within the Inclusion Faculty (PALS).

4.6 Support for Teaching:

This may be achieved by the SENCO working collaboratively with a subject teacher to:

- Plan appropriate interventions and/or teaching strategies.
- Advise on or prepare relevant and differentiated resources.
- Provide support staff to lead or support an intervention, where available.
- Evaluate and review what has been achieved.

4.7 Intervention:

Some students with SEN/D may be withdrawn from lessons for 1:1 or for small group interventions. Interventions are delivered to:

- Bridge gaps in learning.
- Develop new skills.
- Build confidence.
- Allow consolidation of knowledge and skills.

Most interventions take place in our Learning Support Study Centre.

Teaching Assistants are employed to support some of our SEN/D students. Support may include:

- Whole class support.
- 1-1 or small group support within the classroom.
- 1-1 or small group intervention.
- The Learning Support Study Centre.
- The St Peter's Centre.

Teaching Assistant Support may be withdrawn during internal & external examinations.

4.8 Training:

Training is planned and delivered by the SENCO, or invited specialists, as required for:

- NQTs and other new staff.
- Support staff.
- Staff CPD.
- Whole-school INSET.



4.9 Allocation of Resources:

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Disadvantaged premium.

4.10 Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

SECTION 5: Partnership

5.1 In school:

- The SENCO liaises closely with individual SLT (Senior Leadership Team), Year Heads, APCCs (Attendance and Pastoral Care Co-ordinators) and other key support workers. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.

5.2 Parents:

- Cardinal Wiseman actively seeks to work with parents/carers and values the contributions they make.
- Parental views are recorded as part of the SEN/D Review process.
- Parents are actively encouraged to help their child in many ways, including hearing their child read, learning spellings and supporting them to complete homework.
- Parents are encouraged to attend SEN Review meetings, Learning Conversations and Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through the student's planner, letters, telephone calls and emails.
- New parents are invited to attend Open Days/Evenings held in the summer and autumn terms. All parents are invited to meet with the students form tutor prior to New Intake Day.
- The SENCO is available to meet with parents at all Open Days/Evenings, Parents' Evenings and Learning Conversation appointments, and will make individual appointments with parents as the need arises.

5.3 Students:

- Cardinal Wiseman School acknowledges the student's role as a partner in his/her own education.
- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.



- Student views are recorded as part of the Review process and their views are valued and listened to.
- SEN/D students are represented through Student Voice.

5.4 External Support:

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies include (*this is not an exhaustive list*):

- Educational Psychologist.
- Child and Adolescent Mental Health Service (CAMHS).
- Coventry Autism Support Service (CASS).
- Speech and Language Service.
- Minority Group Support Service (MGSS).
- SEND Information, Advice and Support Service (IASS).
- School Nurse.
- Occupational Therapy.
- Physiotherapy.

The CAF Co-ordinator, Attendance Officer, Family Support Worker and Careers and Guidance Officer based at the School all take advice from supporting external agencies

5.5 Between Schools:

The SENCO liaises with other SENCOs:

- Within the Romero Academy Partnership.
- From local secondary school and to discuss local and national SEND issues.
- At LA run SENCO meetings.
- On the transfer of a student with SEN/D from primary and secondary schools.

5.6 Transfer Arrangements:

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for students with SEN/D and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post-16 placements.

5.7 Complaints Procedure:

The school complaints procedure is outlined on the school website. The SEN Code of Practice outlines additional measures that the LA must set up for preventing and resolving disagreements.



5.8 SEN Policy Review:

The school considers the SEN policy document to be important, and in conjunction with the LAC, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.





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CATHOLIC SCHOOL