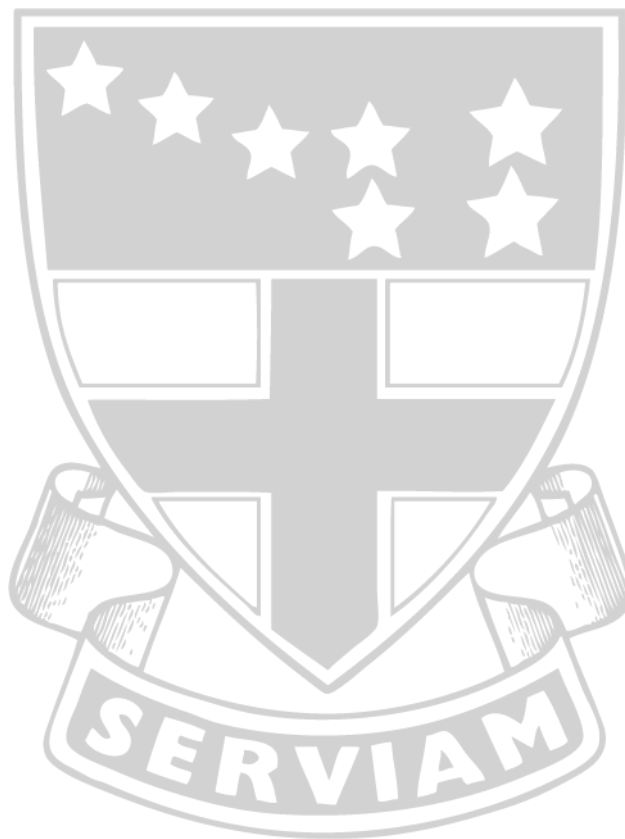




## **SEND POLICY**



**Date of Review: March 2024**

**Date of Next Review: March 2025**

**This policy aims to respond to the requirements and recommendations of:**

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

**The introduction to this policy is best served by restating our mission statement.**

### **Mission Statement**

St Angela's School is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer to all, the challenge of building up and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the services of young people which will empower them to play their full part in society.

**In the light of this we aim to:**

1. recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
2. ensure that equality of opportunity is available to all
3. welcome, value and respect all who come to the school
4. provide opportunities for experiencing the fullness of Catholic life while developing a spirit of understanding and respect for other cultures, traditions and faiths
5. build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness
6. promote dialogue and co-operation with the wider community

### **Oversight**

Specific oversight of the school's arrangements for SEND is held by a linked member of the school's governing body. The school regularly reviews how the school addresses SEND and builds the whole-school provision as part of the school development plan.

## **Definition of SEND**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 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.
- There is overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

## **Policy Aims**

- To work within the guidance provided in the SEND Code of Practice 2014
- To ensure that students with special educational needs are effectively identified and supported to become the best that they can be
- To ensure that achievement and well-being are at the centre of everything we do
- To ensure all students access our broad and balanced curriculum
- To provide support, advice and high-quality training for all staff working with students who have special educational needs to ensure inclusive, quality-first teaching
- To work collaboratively with the multi-disciplinary professionals providing specialist advice and intervention
- To develop and maintain high levels of engagement with young people, parents, carers and families

## **Inclusion**

We work in partnership with a range of different agencies who assess and offer further advice on the student's needs. Support is then allocated if required. These include;

- Educational Psychologist
- Speech and Language Therapist
- Language, Interaction and Communication Service
- Complex Needs and Dyslexia Service
- Occupational Therapist
- Children and Adolescent Mental Health Service
- Hearing Impairment Service

- Visual Impairment Service

### **Identifying Need**

- Most often we are informed through our robust admissions and transition process when a student joins the school
- If needs are already known, families will be invited to meet with the SENCo early on to discuss how needs will be met at St Angela's
- Throughout a child's career, the school will closely monitor your academic and personal development through our rigorous tracking and hands-on-pastoral systems
- Where a student is not making the expected progress; or is raising other concerns, the school will put interventions into place
- If, despite these interventions, a student persists in presenting with difficulty a referral to the SENCo is made for further investigation
- At any time, individual members of staff may make a referral directly to the SENCo, if they have a particular concern about a student
- We also actively encourage parents to keep the school informed of any changes affecting their child

### **Provision**

A range of different provisions and interventions are available according to the needs of the student. These include:

- In-class support
- Advice to the class teacher on teaching strategies
- Dedicated key worker who can liaise between home and school
- Basic Skills classes in literacy and numeracy
- Speech and Language Therapy Programmes
- Social Skills Group
- Circle of Friends
- Alternative key stage 4 curriculum: ASDAN Arts Award; BTEC Home Cooking; Entry level English, Maths and Science; ESOL; Functional skills English and maths; Work experience and Skills for Working Life
- Alternative Key Stage 3 curriculum in Year 7: reinforcement of basic literacy and numeracy skills
- Exam Access Arrangements

### **Admissions**

- Prior to admission, the SENCO makes connections with feeder primary schools to obtain a full understanding of the students' learning profiles.
- Information about student learning profiles is fed into discussions with the DSL and Year 7 admissions team and used to shape and plan the students' curriculum and support on entry
- Transition visits are arranged for students who require additional support and these are personalised where appropriate. This enables students to meet key members of staff and

students. On entry to the school every student is assessed, this may highlight where students may require additional class based interventions and/or further assessment

### **Mid-phase Admissions**

- Prior to admission, the SENCO and year team will make connections with the previous school to obtain a full understanding of the student's learning profile
- Information about the student's learning profile is fed into the admissions team where provision and support is discussed and agreed
- Relevant information about the student's learning profile, and related strategies to support them, is shared with staff. Any additional support is mobilised and external agencies invited in to meet with the student and families where necessary.

### **Progression**

- We are increasingly able to support students in successfully applying for appropriate courses at Post 16
- The students' aspirations will be key factors in the development of their future learning programme. The school's careers advisor meets with all students, their families and school staff to explore potential pathways of study to suit aspiration, ability and support they required
- The school makes connections with selected Post 16 providers chosen by the students and their families
- Relevant information about learning profiles, access arrangements and pastoral support is provided to ensure continuity of support in KS5

### **Roles and Responsibilities**

Specific oversight of the school's arrangements for SEND is held by a linked member of the school's governing body. The school regularly reviews how the school addresses SEND and builds the whole-school provision as part of the school development plan. Our Special Educational Needs Coordinator (SENCo) and Inclusion Manager is based in the Ursula Suite of the school.

### **Working with our families**

We value the advice and opinions of the student's parent/carer. Their unique knowledge of your own child informs our own practice. Our key worker maintains regular contact and families can call their key worker directly if they have any concerns. We aim to work fully in partnership with parents and carers.

### **CPD**

- Teachers and support staff are provided with high-quality CPD opportunities which reflect the needs of students at the school at any given time, including in preparation for admission of

students with specific SEND, so that they are able to effectively meet the needs of those individuals

- Training is delivered by school-based specialists as well as professionals from external agencies

## **Funding**

The school's identified SEN Budget is used to commission a range of services, including but not inclusion of Speech and Language Therapy, Music Therapy, Professional Dyslexia Service and the school's counselling service to support students.

This policy should be read in conjunction with the following school policies:

- Attendance policy
- Admissions policy
- Behaviour Policy
- Safeguarding Policy