



**De La Salle School**

# SEND Policy

De La Salle School is a Christian community, inspired by the vision and example of Saint John Baptist De La Salle, where each person is invited to become the person God intended him or her to be and to live a life of faith and love, following the example of Christ.

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De La Salle is committed to supporting every student, irrespective of background, to access a high-quality education that meets their academic ability, interests and aspirations. This includes all students who require provision that is different from, or additional to that which would be made for other pupils of the same age. This includes pupils who are high attainers as well as those who have identified SEN.

This policy outlines the support provision for pupils with special educational needs or disabilities (SEND) in accordance with the SEN Code of Practice, 0 to 25 years, January 2015. The Special Needs Coordinator (SENCO) is responsible for the development and implementation of this policy.

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## **Special Educational Needs and Disabilities**

The Code of Practice states that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have 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 prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Categories of Need**

Communication and interaction.

Cognition and learning.

Social, emotional and mental health.

Sensory and/or physical.

### **Children with English as an Additional Language (EAL)**

A number of pupils will need additional support in order to develop their use and understanding of the English language. Consideration must be given to curriculum access in order to ensure that all students are able to achieve to the best of their ability.

### **The Extended Learning Faculty Aims**

- 1 To support access for all pupils to a broad, balanced, relevant curriculum in all subjects.
- 2 To provide appropriate interventions to pupils on a 1-1 or small group basis according to the student's current needs.
- 3 To inform all teachers of SEND matters. This will include information about the individual educational needs of pupils and recommended strategies to enable effective learning.
- 4 To monitor the progress of all pupils with SEND and AEN to ensure equal opportunities and fulfilment of individual needs.
- 5 To involve pupils and their parents/guardians in reviewing progress and setting new goals.
- 6 To use appropriate assessments to identify pupil needs and progress.
- 7 To fulfil the requirements of the new SEN Code of Practice in accordance to the guidelines of Essex County Council.

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### **Whole School Responsibilities**

- a) To provide relevant INSET for all teaching staff.
- b) To provide sufficient access to qualified teachers for SEN pupils in integrated classes.
- c) To provide suitably qualified SEN staff.
- d) To provide learning experiences which allow positive interaction with learning materials, the teacher and other pupils which are challenging, at an appropriate pace, with content reflecting individual needs and staff allocated in a flexible way.

### **Monitoring and Evaluation (Responsibility of governors and SMT)**

- a) To monitor all aspects of the SEN provision to ensure equal opportunities, the fulfilment of individual needs and progress for children with SEND and AEN.
- b) To monitor the efficient deployment of funding and resources to facilitate pupil's personal development and progress.
- c) To review the policy annually.

### **Identification, Monitoring and Assessment of Pupils with SEND and AEN**

In secondary schools' pupils are usually identified as having a special educational need from the information provided by their previous school. If a member of staff suspects that a pupil might have an unidentified SEN they should speak to the SENCO or other member of the Extended Learning team. The SENCO and the Assistant SENCO and HTLA will gather information from the pupil's educational history as well as their Teachers. Appropriate assessments are used and the results used to plan the appropriate support for the pupil. A meeting is held with parents before the pupil is included on the SEN profile. Specialist advice is sought from other professionals, such as the Educational Psychologist or inclusion partner, if necessary. A pupil will go onto the SEND register if they are not making progress. Many pupils have an additional need or disability and still make good progress. These pupils are on a monitoring list to ensure that their needs do not become a barrier to them making progress.

The De La Salle Student Profile is available to all staff and can be accessed through the 'shared with me' documents. The profile lists the names of all pupils with identified needs or disabilities along with brief details thereof. It also includes pupils with medical needs, pupil premium, free school meals and those with English as an additional language. The profile should be used to inform planning. It is a confidential document. One Page Profiles are available to all staff to inform their teaching or support of a child. These are accessed through the EduKey provision map software. They include details of strengths, barriers to learning, access arrangements and any other information that will help to inform staff's planning.

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## **Level of Need**

The Code of Practice describes two levels of need for pupils with SEND.

The SEN Code of Practice aims to ensure all students with SEN are able to participate, learn and make progress by:

- Removing barriers to learning
- Putting in place effective special educational provision Involve parents

The SEN Code of Practice makes it clear that teachers are directly responsible and accountable for all pupils in their classes, even when pupils are receiving support from a Teaching Practitioner or other specialist staff, through the provision of high-quality teaching that is differentiated and personalised to meet the needs of every individual.

The SEN provision for students at both levels of need may involve the support of external services or alternative provision. These specialist providers may work in an advisory capacity or directly with pupils.

## **Transition Arrangements**

A list of pupils with SEN in the new Year 7 will start to be compiled during the summer term prior to admission. This will be done on the basis of information collected by the SENCO from primary schools. Where possible we will attend Year 6 annual reviews or One Plan Meetings.

We offer additional transition activities for pupils with significant needs. Additional visits are made to Primary schools as appropriate, and for pupils to attend De La Salle.

All Key Stage 4 pupils with an EHC plan will have time arranged with a Preparing for Adulthood Adviser, to plan their transition to 16+ education. This will be done in consultation with the SENCO who will liaise with Further Education establishments or employers where appropriate.

This process starts in Year 9 for students with SEN and personalised support is available throughout the transition process.

## **Review Procedures**

Reviews will take place in accordance with the SEN Code of Practice. Termly reviews will take place for students with SEN Support, when adequate progress is being made, one of which will be held at the Annual school parents evening and those with an EHC plan there will be termly meetings. One of which will be the Annual school parents evening.

Statutory annual reviews take place for pupils with an EHC plan.

To inform all reviews, the SENCO will gather information from class teachers and support staff regarding the progress of pupils towards their individual targets. All teachers and LSA's who work with the student are expected to complete information

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gathering forms prior to the meeting. At the review meeting progress is discussed with the pupil and parents and new medium-term targets are set for the future.

### **Provision for Special Educational Needs**

The SENCO is responsible for the monitoring of all aspects of SEND provision to ensure positive outcomes and progress for children with SEND. This will include the management and review of in-class support, the delivery of targeted interventions, appropriate testing and record-keeping and the efficient deployment of funding and resources.

The Learning Support team consists of the SENCO, an Assistant SENCO a HLTA, interventions coordinator, a team of 9 Learning Support Assistants and the SEN Administrator.

### **Meeting Individual Needs**

Provision for SEND is a whole school responsibility. Every subject area has a responsibility for the full ability range. Departmental programmes and handbooks should reflect the aims and objectives of the School SEND Policy and detail the methods by which they will ensure that the range of educational opportunities is available to all pupils. - .

The emphasis is on inclusion and it is the responsibility of the subject teachers to make appropriate adjustment to ensure all SEN students' individual needs can be met in the classroom and progress made.

The subject leader is responsible for:

- liaising with the SENCO
- circulating information appropriate to SEND support within the department; - assisting the SENCO in gathering information prior to reviews.

Children experiencing difficulties should be referred to the faculty leader for initial consideration regarding meeting the pupil's needs within the faculty. If concerns remain, the faculty leader should refer to the SENCO for further advice or alternative solutions.

### **In-class Support**

LSA's work in the classroom under the direction of the class teacher whose responsibility it is to direct what the LSA needs to be doing. Between them they will ensure pupils with special needs receive the support and expertise to enable pupils with special needs to access the curriculum effectively and make progress in line with other pupils in the class. The LSA will be allocated to a small group of pupils. The LSA's aim is to tackle learning difficulties as they arise from the work the pupil is doing, whilst ensuring that they are working with a degree of independence. It is always our aim to scaffold work so that we can increase the levels of independence that pupils are working at.

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It is expected that all LSA's maintain clear records of their work and interventions within the classroom. It is expected that the LSA based in a subject will ensure the Teachers will be kept up to date with any SEN changes such as new pupils and Provision Plans or changes in levels of need.

### **Targeted interventions**

A number of pupils require additional help especially in literacy and numeracy over and above that which is provided in subject areas and by LSA support in the classroom. The SENCO, along with the intervention's coordinator and HTLA will organise a timetable for the provision of specific programmes of study to meet the needs of small groups or individual pupils. Progress will be monitored regularly. Other interventions are available, when required, to assist pupils with particular needs to develop their skills e.g. motor skills, meta cognitive strategies, study skills, zones of regulation and social skills.

### **Provision plans**

Children on the SEN profile at SEN Support or with an EHC plan will have an Individual Education Plan or provision plan that take the form of One plan and pupils' profiles, which will be reviewed with the pupil regularly. The plan describes targets relating to the needs of the pupil and strategies to assist teachers, support staff, parents and pupils to meet those targets. All students on the SEND register also have a Pupil profile which gives valuable information about the student and how best to support him or her. A copy of the passport can be found in the SEN Shared Folder and on the provision mapping software, available to all members of staff. All teachers should keep up to date copies for the pupils with SEN they teach in order to inform their teaching and planning.

Review documents specify the nature of a pupil's needs, external specialists involved, parental and pupil views regarding provision and progress, the provision made to meet the needs, any specific programmes, activities, materials or equipment needed and any pastoral care or medical requirements.

### **Staff Training**

At the start of each academic year, staff are informed of the pupils with SEND and additional needs in the new intake.

Whole school inset is provided regularly through the school year and is used to raise awareness of, for example, particular areas of need, or to develop effective classroom practise for SEN pupils. Relevant SEND information is conveyed to staff in regular updates on a range of different SEN matters.

Weekly SEND briefings take place which focus on a different pupil each week. This brings together each of the teachers of a particular pupil and creates a platform in which staff can share good practice and strategies which work for that particular pupil.

INSET is provided for members of the Extended Learning Team by the SENCO and out of school providers.

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All members of the SEN team are encouraged to continue their own learning either by developing a specific area of expertise or by gaining higher qualifications.

### Partnerships with Parents

De La Salle is committed to a partnership with parents for all pupils as this has a crucial bearing on pupil's educational progress and the effectiveness of school actions. All arrangements for pupils and actions relating to SEND will take account of the wishes, feelings and knowledge of parents at all stages. We aim to work alongside parents for a collaborative approach to best meet pupils needs.

### External Agencies

Educational Psychologist	Sophie Stone
School Effectiveness Partner	Bethan Russell
SEND inclusion Partner	Sam Sedgebeer
SET CAMHS (Southend Essex and Thurrock Child and Adolescent Mental Health Service)	-
Children's Support Services	-
Children's Support Services - Early Intervention Team	-
School Nurse	Charlotte Betty
Preparing for Adulthood, Children and Young People with Disabilities	Esther Shalini
Lead Specialist Teacher – Hearing Impaired	Michelle Flood
Specialist Teachers – Physical and neurological impairment	Jess Fairman

### Extended Learning Team

Mrs S Starling	SENCO/Assistant Headteacher/ DT for Children in Care/ Deputy DSL/ Mental Health Lead
Miss A Fazal	Assistant SENCO, MHFA
Mrs H Perfect	HTLA - Attached to SEND department MHFA
Mrs L Wiggins	LSA
Mrs E Curtis	HTLA - Attached to Maths department
Mrs J Allen	HTLA - Attached to English department
Mrs C Grimmond	LSA
Mrs T Kelleher	LSA
Miss M Reynolds	LSA
Ms D Ryan	LSA

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Miss A Rainford	LSA
Ms P Bates	LSA
Mrs J Tyler	LSA
Mrs S Boylan	LSA
Mrs S Perry	LSA
Miss R Walder	LSA

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