



The Douay Martyrs Catholic Secondary School

SEN Policy

Parties to the Policy

The Special Educational Needs policy has been agreed by the Governing Body of The Douay Martyrs Catholic Secondary School following consultation. A copy of the policy will be made available for reference to all staff and school community in the main office and the Special Needs Department, also via the school website.

Purpose and Values

The Douay Martyrs Catholic Secondary School Special Educational Needs (SEN) policy is a key element of its policy framework that supports the needs of all young people who attend the school. All school policies apply equally to all pupils.

It promotes and supports the well-being, learning, progress and achievement of those with special educational needs at their transition into The Douay Martyrs during their time at the School and as they move onwards.

It focuses on the needs, aspirations and engagement of young people with learning difficulties and/or disabilities and their families.

The policy reflects the priorities and values of the school, as set out in the Mission Statement: 'To create a Christ centred learning community where every individual is enabled to achieve their full potential.'

Objectives

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set are specific measurable, achievable, realistic and time related.
- To involve children and parents/carers in the identification and review of the targets set for individual children, via the Annual Review.
- To work in close partnership with and involve, parents/cares of children which have special educational needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

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Roles and Responsibilities

The governing body of The Douay Martyrs Catholic Secondary School will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – The Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers at The Douay Martyrs Catholic Secondary School are aware of the importance of identifying and providing for those children who have special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Have a written SEN policy containing the information as set out in the Educational (Special Educational Needs) (Information) (England) regulations 1999 (reproduced in the SEN Code of Practice)

Currently the SENCO is Claire Bradley who is responsible for coordinating the provision of special educational needs throughout the school.

This will involve:

- Day to day operation of the SEN policy
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Contributing to and where necessary, leading the continuing professional development (CPD) of staff, in the light of new teachers' Standards – Sept 2012 with an emphasis on 'Quality First Teaching' meeting the specific needs of all students
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in partnership with Deputy Chair of Governors, the designated responsible person
- Managing a team of Learning Support Assistants (LSA) and SEN teaching staff; and working in partnership with the nominated Child Protection Team and full time school nurse
- Coordinating the range of support available to children with special educational needs
- In conjunction with the form tutor/subject teacher liaising with parents/carers of children with special educational needs
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies

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Parents are encouraged to

- Adhere to the 'Home/School agreement'.
- Attend parents' evenings and Annual Review with appropriate members of staff and/or the SENCO.
- Liaise with the SENCO sharing information and agreed targets.
- Keep in regular contact with by telephone, email or letter.

Arrangements for co-ordination of provision

The School's SENCO reports to the Senior Leadership Group through the Assistant Head Teacher with responsibility for SEN.

The SENCO and learning Support team will work in partnership with students, parents, School nurse, Health care professionals and other Educational professionals to develop appropriate, effective support packages which enable learners progress physically, socially, emotionally as well as academically.

Guided by the School's ethos of inclusion, the SENCO co-ordinates provision for students with a wide range of needs.

The SENCO will work closely with department heads and heads of years. Also developing alternative curriculum pathways as appropriate via the school's Curriculum Council, under the leadership of Assistant - Head.

Admission Arrangements

The Governor's Admission Policy, which is reviewed annually and is available on the school's website.

Allocation of SEN resources

The school's leadership group ensures that resources are allocated and used efficiently, effectively and equitably.

Pupils with statements of Special Educational Need receive an additional level of resource as detailed in each statement. The school is careful to ensure that pupils with statements receive the level of support they need.

Identification, Assessment and Review

The identification, assessment and review of special educational needs forms part of a whole school policy.

All teachers in all departments are required to use their day-to-day experience of teaching and a systematic review of whole school and departmental data to monitor the needs and progress of individual students, including those who have, or may not have, special educational needs. In making their Self-Evaluation, Departments are required to look closely at student's achievements in various sub-groups, including those with special needs.

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In addition, a range of methods and procedures are in place for identifying, assessing, monitoring and reviewing students with SEN in keeping with planned procedures of the staged model of identification, assessment and planning as outlined in the SEN Code of Practice, including:

- Parental referral
- Self-referral by students
- Range of in school testing as appropriate including CATs, Dyslexia Screening Test, base-line tests, GRT Reading, Vernon Spelling, AR reading for comprehension, Lucid Exact and Lucid Rapid
- Formal and informal curriculum assessments
- Collecting evidence and appropriate individual testing to support applications for examination Access Arrangements
- Collating, sharing and disseminating student information – barriers to learning/strategies to overcoming barriers to learning/relevant key data with all staff via Learning Passports and the shared network area.
- Contributing to or initiating the process of support from the Inclusion Team where appropriate
- Conducting Annual Reviews for those with an Education Health and Care Plan.

Facilities and Resources

The school provides the following facilities and students for students with Special Educational Needs:

- An established team of experienced support staff. This team has a breadth of various expertise. The team is constantly seeking to broaden their levels of exercise in order to match the requirements of the students in their care under the direction of the SENCO.
- Disabled toilets
- Stairs with hand rails
- Word processing when necessary for general access to the curriculum.
- Multisensory materials
- A range of reading materials to support intervention programmes

Access for Students with SEN to the curriculum

In order to uphold the principles, values and priorities of this policy the School strives to foster inclusive practices that will:

- Include fully into the life of the school all children with special educational needs for the mutual benefit of all
- Involve each student and their parents fully in the learning process
- Provide for the learning needs of all students, with a detailed understanding of the barriers to learning, internal and external, faced by individuals. Consequently, use a wide range of strategies, to overcome such barriers, choosing ways best suited to the individuals' needs
- Through Quality First Teaching address the needs of all students who, at any time in their school life, may have specific social, emotional and/or learning needs
- Provide a continuum of support strategies and resources enabling all learners to access a broad, balanced curriculum, appropriate access arrangement for internal and external assessments and examinations and access the school's extra-curricular activities

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Evaluation

The Governing Body evaluates the success of the education which is provided at the School to the students with special needs. The following are used:

- Quantifiable data provide through the school's calendared programme of SEF and Data collection
- Comparison of predicted/actual results
- Attendance data
- Participation of students in the wider areas of school life e.g. sports teams, charitable works, music examinations, choir
- Attainment of agreed targets set by student, tutors, SENCO, Annual Review
- Learning walks and others liaisons between staff.

Complaints

The Governing Body has a complaints procedure which is available from the main office and can be used by parents of students with Special Educational Needs. All individual complaints will be dealt with in accordance with the School procedure.

External Links

Use is made of various facilities outside the School and links with outside agencies, as follows:

- All feeder primary schools with a transition programme
- LEA – Educational Psychologist, Child Development Centre, CAMHS Specialist Teacher Advisors, Early Intervention Services, Careers/ Educational Support
- Various medical professionals e.g. GOSH

Related The Douay Martyrs Catholic Secondary School Policies:

- Admissions Policy
- Anti-Bullying Policy
- Assessment for Learning Policy
- Child Protection Policy
- Inclusion Policy
- Learning and Teaching Policy
- Prospectus and Mission Statement

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