

St John Bosco Arts College.

Special Educational Needs and Disability Policy 2021-23.

SECTION 1.

Name of SENCO – Mrs Louise Godfrey.

National Award for SEN Coordination (NASCO) Status – Passed in 2014 with Merit. Edge Hill University (Clause 64, C & F Act 2014)

Contact Details of SENCO – 0151 330 5142

godfrey@stjohnbosco.org.uk

The SENCO will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENCO at St John Bosco Arts College is as a member of our Middle Leadership Team (MLT). The policy was developed to promote the inclusive practice and approach we have in our school. It is important to recognise that all teachers at St John Bosco Arts College are teachers of all young people and we use reasonable adjustments to remove barriers to their learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr Darren Gidman and Mrs Clare Roberts (Deputy Head) advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Miss Sophie Newton.

SECTION 2.

AIM

- At St John Bosco Arts College we aim to create an Inclusive environment that recognises all needs of young people with SEN and Disability and provides a broad and fulfilling educational experience which raises aspirations and expectations and prepares everyone for adulthood.

“In our school community we seek to nurture the gifts, dreams and talents of all in the spirit of St John Bosco.”

OBJECTIVES

At St John Bosco Arts College we will fulfil our aim through the following objectives:

1. To follow the College mission statement and ensure that ‘we seek to nurture the gifts, dreams and talents of all in the spirit of St John Bosco’.
2. To identify and provide for young people who have special educational needs and/or a disability
3. To work within the guidance provided by the SEND Code of Practice (January 2015)
4. To encourage a strong focus both across the curriculum and pastorally, on high aspirations for students with SEND
5. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, support staff and other key individuals or services
6. To provide support and advice for all staff working with pupils with a special educational need
7. To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At St John Bosco Arts College we acknowledge the importance of the early identification of young people who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. As a result we expect our teachers to use regular assessment, monitoring and observation and work with the Senior Leadership Team in Curriculum Progress Review meetings to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the young person’s previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a young person has SEN and should not automatically lead to a student being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities and seek the involvement/support of the school’s SENCO. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual young person. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the young person becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We recognise the Code of Practice’s definition of SEN as:

- A child or young person has SEN 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.

A disability is defined by the Disability Equality Act 2010 as:

- if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

What ‘substantial’ and ‘long-term’ mean

- ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more

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.

We will continually work with parents/carers to listen and hear their concerns that they may have in regard to their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the GRADUATED APPROACH (See Section 4). At this point a student will be placed on the SEND register at SEN Support. This process will lead to the identification of the child’s primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other interventions designed to secure better progress, where required. This may be delivered via curriculum interventions based within the classroom or by the SEND Department.

Additional support and strategies from both academic and pastoral leads within the school, will be used to support those young people who may have difficulties in the following areas:

- Attendance and Punctuality
- 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)
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman.

SECTION 4: THE GRADUATED APPROACH

The graduated approach is a process by which young people are supported, so that if barriers and additional needs are identified, appropriate and timely support can be put in place to address this.

- The first response is High Quality Teaching by all subject teachers. The role of the subject teacher is to provide clear expectations linked to outcomes for all students. The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had interventions/adjustments and good quality personalised teaching. Therefore, high quality teaching, differentiated and personalised for individual students, is the first step in responding to those who have or may have SEN
- In addition, teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of high quality teaching.
- At St John Bosco we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. This is done through the school’s Monitor, Review and Evaluation Process which is formally calendared into the academic year.
- The school decides whether to make special educational provision, in the case of Year 7 students, through information that comes from the primary SENCO about a young person’s needs. In addition, and for young people at different stages of their academic life, the decision as to whether SEN provision is made involves the subject teachers, SENCO and parents. This is done through consideration all of the information gathered from within the school about the student’s progress, alongside national data and expectations of progress.
- For higher levels of need, the SENCO may need to draw on more specialised assessments from external agencies and professionals. This may include the Educational Psychology Service, Specialist Teaching staff or healthcare professionals. Referrals may be for additional support through the use of EHATS or other means (Further, more detailed information will be in SECTION 5)

The role of the SENCO requires that the post holder has Qualified Teacher Status and is an experienced classroom practitioner. At St John Bosco Arts College, the Headteacher and Governors

developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families. The role of the SENCO includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for young people with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of resources to meet students' needs effectively
- liaising with parents of students with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEN up to date.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA

How St John Bosco Arts College assesses and reviews the progress of pupils with special educational needs.

- **ASSESS:-** The first response in responding to a student's needs whether they have SEN or not, is high quality teaching that is differentiated and personalised for individual students. High quality teaching is a priority of the school. In assessing a young person, the college will carry out an analysis of their needs. This draws on assessments completed in subject areas and experiences of the student, their previous progress and attainment. Other specific diagnostic assessments may be carried out to get a full picture of the student's needs. The student's own views are sought as are those of external support services if involved. The college liaises fully with any external agencies who may be conducting assessments. Any concerns voiced by parents are actively listened to and recorded.
- **PLAN:** - We recognise that we must notify parents if their child is being provided with SEN support despite prior involvement and communication. This is done via letters, telephone calls, and formal meetings. Planning for intervention involves class teachers, parents and the young person. Support and intervention may take place in the form of interventions/strategies used within specific subject areas and/or intervention delivered by the SENCO and her team. Student profiles are created to capture the needs of the young person and are distributed to teaching staff.
- **DO:** - The School's SENCO, supports the students and/or subject teachers in problem solving and advising on the effective implementation of support and in further assessments if necessary. The class teacher retains responsibility for the well-being and progress of the student, even if this student is working within an intervention group taught by a teaching assistant or other specialist staff member. The exception to this arises where the intervention is delivered by the SEN teaching team the SENCO will oversee this work. Interventions may be put in place to support difficulties within cognition and learning, SEMH, communication and

interaction or reasonable adjustments for a young person with a disability. Teaching staff implement the strategies from student profiles and/or external assessments/reports, into their own teaching. In addition such strategies are also woven into intervention sessions for both academic and pastoral needs.

- **REVIEW:** - Reviews are carried out on an agreed date by the SEND department. Reviews of interventions are carried out termly. For those students who have an Education, Health and Care Plan (EHCP), these are reviewed by the local authority in partnership with the college at least annually. These reviews are arranged at college and are part of the SENCOs role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and students. This feeds back into the analysis of the student's needs. The SENCO will revise the support in the light of the student's progress and development and any changes to the support and outcomes will be made in consultation with the parent and student. In transition to another setting, information to be passed on will be shared with parents and students and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process. The use of Curriculum Progress Review meetings are also held between subject leads/subject teachers with the Senior Leadership Team, to monitor the progress made by students.

Some young people on the SEND Register may have more significant or complex SEND, and there may be a number of specialist services involved with the young person and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a young person is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the young person, parents/carers, and all agencies involved with the young person and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school which is overseen by the SENCO. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All young people with SEN are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a young person should remain on the SEN Register are made in partnership with the parent/carer. This is done through:

- Monitoring progress data from key subject areas and data used in relation to interventions.
- Liaison with parents and the student as to whether intervention needs to continue.
- Where a young person may exit the SEN register and no longer receive additional support, parents and teaching staff will be notified and asked to monitor. Should that progress be inadequate or cause for concern, discussions will be held regarding reinstating additional interventions again.

SECTION 6: SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

Here at St John Bosco, we aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy on request www.stjohnbosco.org.uk and is updated regularly. We guide parents towards the LA Early Help Directory for information about wider services which can be found across Liverpool and the wider Merseyside Area. http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=DG_Tfzdji48

In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy (Available on the school website)
- Our links with other agencies – Educational Psychology Service, Specialist teaching support, health care providers, Early Help Team (EHATS), Education Welfare Officers. (Found in SEN Report).
- Our arrangements for examination and assessment access.
- Our transition arrangements.

At St John Bosco Arts College we aim to work using a Person-Centred Approach and work with young people and their parents/carers through:

- Capturing parents/carers views through questionnaires and meetings.
- Student voice activities.
- Regularly liaising with the SEN Governor regarding progress, support and outcomes.
- Information that is gathered is shared with the line manager for SEN and with the head teacher.

SECTION 7: SUPPORTING OUR YOUNG PEOPLE WITH MEDICAL NEEDS.

At St John Bosco Arts College, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Medical Conditions' Policy that can be found on our website.

SECTION 8: MONITORING AND EVALUATION OF SEND

The practice at St John Bosco Arts College, in regularly and carefully monitoring and evaluating the quality of provision we offer to all pupils, is an integral part of the school's processes. We do this through:

- Regular audits, sampling of parent views, pupils' views.
- Regular meetings between the SENCO and her Line Manager.
- Regular governor meetings, of which SEN features on the agenda.
- Evaluation and monitoring arrangements – progress review data, curriculum reviews, book scrutinies within departments, termly cycle assessments linked to intervention. This is then

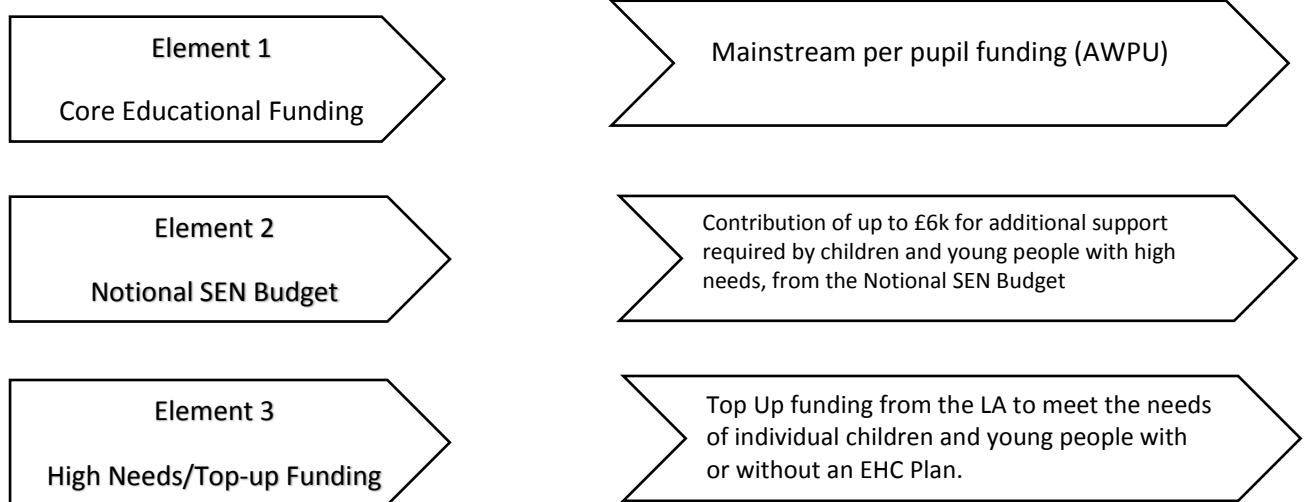
linked to subject specific Department Action Plans, Self-Evaluation Forms and the School's Development/Improvement Plan.

SECTION 9: RESOURCES AND TRAINING

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. Each school has a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is managed by the Head Teacher and Finance Manager, with advice for its deployment coming from the SENCO when requested.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD.

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) sessions with the SENCO are provided, that are designed to explain the systems and structures in place to support the needs of individual young people. The training needs of all staff are identified, a programme of professional development is in place, and all

staff are encouraged to access this. Regular SEND meetings are held, for representatives from each subject department to attend. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

SECTION 10: ROLES AND RESPONSIBILITIES.

As previously stated within the SEND Policy, we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our young people at St John Bosco Arts College these include;

- The SEN Governor is Miss Sophie Lewis-Newton - she meets with the SENCO every half term and monitors the progress of pupils/students with SEN and reports back to Governor meetings
- The school employs a number of support staff. They carry out a range of roles across the school (Teaching Assistants, Educational Support Assistants and Counsellor and Therapist) and are line managed by the Deputy Head teacher – Mr Edward Cassidy. They work closely with subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs Clare Roberts and Head of Pastoral Care and Safeguarding is Ms Nicola Styles.
- The member of staff responsible for Looked After Children is Miss Lynnsey Crowley.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students is Ms Nicola Styles.

SECTION 11: STORING AND MANAGING INFORMATION

Documents related to a student's special educational needs are stored within the office of the SENCO. This information is only accessed by the SENCO and the HLTA for SEN.

Educational Psychologists reports or other reports provided by professionals are stored on an encrypted pen drive held by the SENCO and on the school's SIMS system. Reports provided by specialist services can only be accessed by teaching staff who have access to SIMS.

All documents held are treated with confidentiality and are only distributed to other agencies when parental consent has been given. All information collected, stored and shared fully complies with GDPR guidelines.

SECTION 12: REVIEWING THE POLICY

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working practice. This policy will next be reviewed in September 2023.

SECTION 13: ACCESSIBILITY

All students at St John Bosco Arts College have equal access to a broad and balanced curriculum differentiated to enable ALL students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to students making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. Intervention planning and provision mapping features significantly within school and relevant information is shared with all staff members.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They will receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

We also have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. This plan can be found on the school's website.

SECTION 14: OTHER POLICIES RELATING TO SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy.

SECTION 15: Emergency Planning (e.g. Covid-19 Response)

In light of the recent Covid-19 Pandemic, school planned and implemented support for students with a Special Educational Need in the following ways:

- Access to remote online learning via Teams and ClassCharts.
- Access to support from the SENCO, SEND HLTA and SEND TA.

- Those students with EHCPs had an allocated place onsite and where 1:1 ESAs were required, these attended the onsite provision with the student.
- Regular wellbeing calls and checks from the SEND team to home.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor- Miss S Newton. All complaints follow the college's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the student has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

COMPLIANCE

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – L Godfrey.