



St Mark's West Essex Catholic School

Special Educational Needs & Disability Policy (SEND) incorporating the School SEND Information Report

Date Reviewed: June 2019

Next Review Date: June 2021

Committee: Curriculum, Pupils and Admissions

The School Special Educational Needs Policy makes provision in accordance with the following legislation and related documentation: -

The Special Educational Needs & Disabilities (SEND) Code of Practice: 0-25 (2014)

In January 2015 the DfE published an updated version of the SEND Code of Practice to replace the July 2014 version.

The Children and Families Act (2014)

The Special Educational Needs and Disability Regulations (2014)

Working Together to Safeguard Children' (2013)

Reasonable adjustments for disabled pupils (2012)

The Equality Act (2010)

The Discrimination and Disability Act (2006)

The Education Act (1996)

Essex County Council Strategy for Children & Young People with SEND (2014-19)

This policy is one of 'Inclusion' and reflects the aims of St Mark's. St Mark's firmly believes that every teacher has a responsibility to provide an inclusive learning environment for all pupils and that every teacher is a teacher of Special Educational Needs.

School Ethos for SEND

St Mark's is a successful, well-ordered and caring Catholic school for boys and girls aged from eleven to eighteen. We are committed to the highest level of achievement for pupils of all abilities and we recognise that there are no limits to a child's potential.

Our aim is simple; to facilitate academic and personal success in a rigorous learning community and in a culture which embraces the Gospel values of – serving others, tolerance, trust, respect, prayer and forgiveness. It is our belief therefore that pupils grow into mature and responsible adults through:

- Learning together in a Catholic community
- Aspiring to academic excellence and success
- Acquiring confidence, self-esteem and fulfillment of their individual talent
- Developing a love of learning, a love of Christ, and a love of each other

We are distinguished by the quality of education and care extended to all our members. Each person is recognised as an individual, valued and enabled to fulfil her or his potential to the highest possible standard.

In partnership with the wider community we prepare each member to make full use of the opportunities available, so that all benefit and are able to shape their destinies and create a better world.

St Mark's recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and as defined in the 2014 Code of Practice (updated in 2015), the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream school.

St Mark's makes provision in accordance with the Code of Practice (2014/2015) and the above mentioned legislation.

St Mark's appreciates and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We will provide a broad balanced, stimulating curriculum for every child regardless of race, gender or ability. St Mark's West Essex Catholic School believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.

Partnership Ethos

1. The arrangements for consulting parents of pupils with SEND.

Parents/Carers are viewed as partners in their child's education and from the time of making an application for a place at St Mark's and throughout their child's time at the school; parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support.
- Termly meetings to discuss progress with the Special Educational Needs Coordinator (SENCo) or other appropriate members of staff.
- The opportunity to speak to the SENCo, Form tutor or Head of Year in person or on the telephone about any matter of concern.
- Parents Evenings when teachers, pastoral staff and SENCo will be available.
- Statutory meetings and reviews.
- Attendance at professionals or multidisciplinary meetings.
- Other parent partnership events or open evenings.
- A request for formal assessment and collaboration with health & care services.

St Mark's believes it is important to have a strong communication link with parents and will keep in regular contact. (We encourage all parents to sign up to Parentmail). The Headteacher, class teachers and all pastoral support staff are contactable through the school reception by email or phone call.

The SENCo will inform the Parents/Carers if it is felt that SEN Support is necessary (previously School Action and School Action plus) and offer the opportunity to discuss the need of the pupil. The Head of Year or SENCo will initiate additional meetings/reviews to take place where appropriate or where there may be a concern about progress.

Our Governing Body welcomes the input of parents through individual contact or with the home school partnership.

2. The arrangements for consulting young people with SEND about, and involving them in their education.

The young person is central to the planning for, the review and evaluation of their progress. St Mark's is committed to hearing their voice and to ensuring their needs are met. St Mark's seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Individual Education Plans or Profiles (IEP); Education, Health & Care Plans (EHCP) or other information share
- Involvement in target setting
- SEND pupil representation on the School Council
- Year councils and other pupil voice groups
- Making presentations in Assemblies
- Conversations with form tutor, Head of Year, teachers about targets and progress
- Participation in Statutory meetings or annual reviews
- Working with outside professionals
- SENCo open door policy for pupils
- Achievement folders
- Social interaction & social group support
- Retreats
- Social, emotional and behavioural interventions i.e. Counselling, drama therapy
- Celebrations of achievement
- Transition visits
- Careers information, advice and guidance

3. The SEN Coordinator

The SENCO and Head of Learning Support (SENCO) works closely with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health & Care plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other professionals, providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

4. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN

At St Mark's, we work hard to be in effective communication with children and parents and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a serious concern about the provision being made for their child and believe it is inappropriate, then redress may be sought through the School's Complaint Procedure – which is available on our website or by request and sets out clearly what the steps are to draw these concerns to the school's attention.

5. Information on where the Local Authority's Local offer is published.

The local authority publish their Local Offer on an Essex County Council Website www.essexlocaloffer.org.uk This website draws together in one place information about provision they expect to be available across education, health and social care for children and young people in this area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

This can also be requested by contacting the Statutory Assessment Service, Goodman House, Harlow on 01279 404502

Identification and Early Intervention

6. Information about the identification, assessment and provision for pupils with SEN, including how the school evaluates the effectiveness of its provision.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people are alert to emerging difficulties and recognise that parents know their children best. We aim to respond early and therefore it is important that all professionals listen and understand when parents express concerns about their child's development. We will also listen to and address any concerns raised by young people themselves.

Transition arrangements for children joining the school are robust and the SENCo/ Head of Year will visit the primary school to ensure a smooth transition and to ensure we have a full picture of the child's educational need so that provision can be put into place. An individual education profile is developed where appropriate in collaboration with staff, specialists, the child and parent. Plans relate to a clear set of expected outcomes designed to stretch the child's learning and development but which reflects what is important to the child as well. The quality, appropriateness and impact of the overall provision is kept under regular review.

The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice. The first response to such progress is high quality teaching targeted at their areas of weakness. Formal monitoring of pupils takes place half termly through the school data assessment system. Class and subject teachers, supported by the senior leadership team, regularly assess the progress of all pupils. Those making less than expected progress given their age and individual circumstances will be identified.

Any pupil who is underachieving or has been raised as a cause for concern will be monitored by the pastoral team. St Mark's will work closely with the young people and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a pupil may not be making expected progress. We will then seek to put into place appropriate interventions.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEN support. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

These four broad areas of need as outlined in the SEND Code of Practice are:

- A. Communication and interaction
- B. Cognition and learning
- C. Social, mental and emotional health
- D. Sensory and/or physical

These areas give an overview of the range of needs that we plan for. In practice, individual young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need will be carried out and support provided based on their particular strengths and needs and we seek to address them using interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

B. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

C. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming

withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

D. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deaf/blind is available through the Deaf/ blind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

St Mark's will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a pupil may not be making progress. We will then seek to put in place appropriate interventions. If more extensive support is required, an additional application may be made for statutory assessment. At this point, an assessment of Educational, Health and Care needs can be requested from the Local Authority and an EHCP developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process. A child's parents, young person and the school have specific rights to request an assessment for an EHCP. Parents and young people should feel able to tell their school if they believe they have or may have SEN.

7. Information on the kinds of special education provision made in the school.

In order to fulfil its commitment to fully support every child into success, St Mark's has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide are shown on our School's Local Offer.

Advice & support contacts can be found at www.essexlocaloffer.org.uk

8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

All classroom based staff regularly attend training to ensure they are fully prepared to best support the needs of all our pupils.

St Mark's has a team of support staff who help pupils to achieve their best. Our Learning Mentors work with pupils both in and outside of lessons to support their identified need. Learning support assistants, also known as teaching assistants (TA's) work in lessons with our pupils for the majority of the school day. Many of our

staff hold specialist qualifications which enables us to direct the right level of skill to support the need of our pupils.

The SENCo works closely with the pastoral team to ensure that the correct expertise is in place for pupils. This may include engaging the help of outside agencies.

- The School Nurse visits the school frequently and is available for advice and support.
- Other medically trained experts such as Occupational Therapists, Physiotherapists and EWMHS (Emotional wellbeing and mental health service) keep in regular contact with the school.
- The school employs external counselling support from Young Concern.
- The educational psychology service provides help with assessment and advice.
- Careers guidance and advice is available both in house and to those with Statements or Education Health Care Plan, the Information, Advice and Guidance Service comes into the school.
- Speech and Language therapists are able to support children with Speech, Language and Communication needs.

1:1 tutoring is sometimes available to support those with specific needs in numeracy and literacy. Trained tutors deliver the FreshStart Program to pupils who need a boost with their reading. Our qualified EAL specialists support those learning English as an additional language. Support staff deliver other interventions including Social skills groups, games clubs, literacy, numeracy & spelling clubs.

Weekly team meetings are held with those supporting young people with SEND and SENCo cluster meeting take place termly.

All staff have annual performance management where targets are identified so that staff are continually striving to improve their skills.

9. Information about the school's policies for making provision for pupils with SEND.

The School follows the statutory guidance within the "2014 (2015) Special Educational Needs and Disability Code of Practice: 0-25" in particular sections 6.44-6.56 which outlines the graduated approach to supporting children and young people. **St Mark's will share EHC needs assessments for detained children and young people, and arrangement of the provision outlined in their EHC plans with the relevant organisations.**

Our school policy/information report and local offer are published on our Website. Other relevant policies are available on request.

10. Equipment & facilities to support Children and young people with SEND.

St Mark's has a full Accessibility Plan to support pupils with physical/sensory difficulties. Access is available to most areas of the school and a care plan is carefully considered for those who have a disability or other medical need. Disabled toilets are situated around the school and we support pupils with learning aids to cater for level, learning style and disability.

Schools SEND Information Report for St Mark's West Essex Catholic School

A. Communication and interaction	B. Cognition and learning	C. Social, mental and emotional health	D. Sensory and/or physical
1:1 speech & language therapy	In class support / Specialist teachers	Social skills club	Input from specialist teachers
SENCo	Differentiation	Educational Psychologist	SENCo
Small groups working on literacy skills	SENCo	Pastoral team	Hearing & Visual Impairment team
Social skills club	Homework club (Before and after school, as well as, break and lunchtime)	Peer mentor	Modified equipment
Educational Psychologist		Learning mentor	IT Resources
Pastoral team	Masterclass evenings	Counselling	Support from Occupational Therapist & Physiotherapist
Peer mentor	Coursework /study groups	Targeted youth advisor	
Learning mentor	Small group literacy / numeracy intervention	Family support	
Academic coaching	'FreshStart' Literacy Program	SENCo	
Counselling	Lexia Reading Program	EWMHS	
Buddies	Paired buddy reading	Essex Family Solutions	
	Educational psychologist	Retreat days	
	Dyslexia specialist	Behaviour support	
	Learning difficulties assessment	Anger management	
	Dyscalculia/dyslexia screening		
	Reading support		
	Handwriting intervention		
	Spelling intervention		
	Maths workshop		
	Exam Access		
	Maths & English intervention		
	Travel training		

