



# **Gunnersbury Catholic School**

## **Special Educational Needs & Disabilities (SEND) Policy**



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This policy should be read in conjunction with the school's SEND Information Report (available on the school website).

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Approved by Governors: 2021

Next review: 2022

SEND Governor: Mrs Sharon Sheehan

This policy document is intended to be of practical use and to make explicit the philosophy, aims, organisation and resources which are deployed to support staff in meeting pupil's special educational needs and disabilities (SEND). It conforms to the recommendations of the Special Educational Needs Code of Practice 2014.

#### **Aims of Gunnerybury Catholic School SEND Policy**

- To ensure that all pupils have access to a broad, balanced, curriculum developing fluency within their subjects.
- To ensure that the provision for pupils with SEND should match the nature of their needs wherever possible within allocated budget.
- To integrate pupils with SEND into the life of the school, providing additional support as required to achieve this.
- To fulfill the school Mission Statement:

**“Gunnerybury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.**

**It encourages all to engage in as broad an interpretation of education as it is possible, and one which is in keeping with the motto ‘Ad Altiora’ – To Higher Things”.**

- To ensure that SEND students, in common with their peers, are equipped with the knowledge and cultural capital they need to succeed in life.

#### **Objectives of Gunnerybury Catholic School SEND Policy:**

- To outline the provision which will be organised for students with SEND.
- To clarify what SEND support the school is able to offer.

- To provide a succinct guide to approaches to SEND at Gunnersbury Catholic School.

### **Definitions of Special Educational Needs and Disabilities**

Pupils have special educational needs or disabilities if they have difficulty accessing the curriculum which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability that prevent or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice 2014).

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need, identified in the SEND Code of Practice (2014) give an overview of the range which are planned for:

- Communication and interaction, (including Speech and Language Difficulties).
- Cognition and Learning, (including Specific Learning Difficulties).
- Social, emotional and mental health difficulties, (including Attention Deficit Hyperactivity Disorder, Autistic Spectrum Conditions).
- Sensory and/or physical needs, (including visual impairment, hearing impairment and physical disability).

### **Identifying Special Educational Needs and Disabilities**

Special educational provision may be triggered when students fail to achieve adequate progress, despite having had access to differentiated materials as part of quality first teaching.

#### **Lack of adequate progress may be indicated by:**

- Little or no progress despite the use of targeted teaching approaches and 'quality first teaching' and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies employed by classroom teachers and pastoral staff.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

**The following are NOT SEND but may impact on progress and attainment:**

The Code of Practice outlines the “**reasonable adjustment**” duty for all settings and schools provided under disability equality legislation. The following areas alone do not constitute SEND:

- Persistent disruptive behaviour where there are no causal factors, such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

### **Arrangements for coordinating SEND**

Ultimate responsibility for both SEND and all the students at Gunnersbury Catholic School rests with the Headteacher. Day to day co-ordination of SEND is organised by the schools Special Educational Needs and Disabilities Co-ordinator (SENDCO). The line manager is a Deputy Headteacher.

The SENDCO takes responsibility for managing all staff associated with the specific role of supporting the learning of SEND students. These staff will include:

- Teaching Assistant (TA).
- Hounslow linked Educational Psychologist.
- SENSS – Advisory Teachers.
- Hounslow Youth Counselling Staff.
- Speech and Language Therapist.
- CAMHS, Early Help Tier 2 Well Being Therapist.

Within the school the SENDCO will advise the Senior Leadership Team on issues associated with SEND.

### **Roles and Responsibilities for SEND**

#### **Governing Body:**

- In partnership with the Headteacher the Governors have responsibility for deciding the school’s general policy and approach to meet the needs of students SEND.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school’s self-evaluation procedures.

- All governors are informed of the school's provision, including funding, equipment and staffing.

#### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.
- Informing the Governing body of all pertinent matters related to SEND.
- Responsibility for the allocation of any funding devolved directly from the LA.
- Making decisions regarding applications to the school for students with Education, Health and Care Plans (EHCP's).

#### **SEND Coordinator:**

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Senior Leadership Team for the management of SEND provision and the day to day operation of the policy.
- Managing and developing the roles of SEND Teachers and Teaching Assistants.
- Screening and identifying SEND students.
- Coordinating provision for SEND students.
- Maintaining regular contact with parents and carers of students with SEND.
- Supporting the teaching and learning of students with SEND.
- Drawing up, reviewing and monitoring Educational Health Care Plans
- Being responsible and accountable for whole school SEND resources.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCO's, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in service training and external training (as appropriate).

#### **Subject Leaders:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND.

#### **Other Staff:**

***"All teachers are teachers of special needs" (SEND Code of Practice 2014)***

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Educational Health and Care Plans are considered and advice is appropriately implemented within lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SENDCO.

### **Teaching Assistants:**

- Support students with SEND and the wider school population.
- In conjunction with others plan and deliver personalised support programmes where appropriate.
- Monitor progress against targets using Education Health and Care Plans.
- Assist with planning for SEND students.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support SEND pupils on educational visits alongside all other pupils where possible.

### **Admission of children with special educational needs**

The school fully supports the inclusive principles underpinning the Special Educational Needs & Disability Code 2014 and the Equality Act 2010, and welcomes applications for the admission of children with SEND where their needs can be met in a mainstream school setting.

All applications for admission are dealt with by the school in accordance with the school's Admissions Policy which complies with the provision of the School Admissions Code 2014. The Admission Policy contains oversubscription criteria which set out how places will be allocated in the event that the school receives more applications than there are places available.

Full details of the school's admission arrangements and oversubscription criteria can be found in the school's Admission Policy which is published on the school's website.

Applications for admission of children with an Education Health and Care Plan are not dealt with under the school's Admission Policy. There is a separate regulated procedure which is followed by the local authority and the school for naming the school in the child's EHC plan. The school will admit the child, except where doing so would be:

- Incompatible with the efficient education of other students at the school; **and** there are no reasonable steps which can be taken by the school to secure compatibility.

- The placement is not appropriate for the child's age, aptitude or SEND.
- The placement does not constitute an efficient use of resources.

The school will only take this decision where it is clear that the needs of the child with SEND cannot be met without having a detrimental effect on the education of other students at the school, and there is nothing the school can do to mitigate the impact of this.

### **Integration**

Students with SEND are fully involved in the life of Gunnersbury Catholic School and have full access to all aspects of school life (both through curricular and extracurricular activities).

### **Transition Arrangements**

Gunnersbury Catholic School is committed to meeting the needs, wherever possible, of all students. This is reflected within the schools transition arrangements. Contact is maintained between Gunnersbury Catholic School and feeder primary schools to ensure continuity in education during the transition between the primary and secondary phase. The SENDCO receives information relating to each year's new intake. This information may take a variety of forms and is used to formulate plans for meeting their special educational needs.

Children entering Year 7 at Gunnersbury Catholic School are placed in mixed ability classes and a screening programme is used to identify those with special educational needs. This includes:

- Information from primary schools.
- National Curriculum results.
- Cognitive Ability Testing (CATS).
- New Group Reading test (NGRT).

Whenever possible the SENDCO attends year 6 Annual Review meetings for students with Education, Health and Care Plans (EHCP's).

### **Provision for resourcing of SEND**

Resources for SEND come from different areas. These include:

- Student specific Education, Health and Care Plans
- The whole school budget

### **Graduated Response (Assess, Plan, Do, Review)**

Teaching students with SEND is a whole school responsibility. All teachers maintain a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes of the students. The majority of students at Gunnersbury Catholic School learn and progress through these differentiated arrangements.

A 'graduated response' is adopted for students identified as having SEND. Support is provided to enable the student to achieve at least adequate progress. Additional provision is identified and managed by the SENDCO.

### **Wave 1**

Quality first differentiated teaching by all teaching staff.

### **Wave 2 (SEN Support)**

Is initiated where students have failed to make adequate progress as identified by the SENDCO or Senior Leaders. Criteria for Wave 2 includes:

- Low numeracy/literacy scores.
- Key Stage 2 SATs Scores.
- Teacher's observations.
- Primary teachers' comments.
- Concerns from staff or parents.

### **Interventions may include:**

- Additional learning programmes such as Lexia, Units of Sound, Cogmed, Toe by Toe, Touch Typing.
- Smaller intervention groups including social skills.
- Appropriate teaching groups/sets.
- Group classroom support from a teaching assistant.

### **Wave 3 (SEN Support)**

Where students still fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short term support or training for staff.
- Provide short term teaching to students.

New strategies are put in place following the involvement of student and parents. Should the assessments identify that a student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the local authority.

### **Wave 4**

Students in this category will be subject to an Education, Health and Care Plan (EHCP). The school will work with parents/carers, and the student themselves, to successfully implement this plan.

### **Statutory Assessment**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the local authority undertakes a statutory assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHCP).

### **Whole School Budget**

The School employs teaching assistants and a specialist SEND teacher to work alongside the SENDCO. Money is also spent within departmental budgets to purchase resources appropriate for SEND pupils.

### **Identification and Assessment Arrangements**

Students' progress is monitored through the schools termly assessment procedures. Students in Key Stage 3 all complete a reading test each year during the summer term. Learners with SEND are also identified through:

- Primary/secondary transition.
- Inter-year school transition.
- Investigation of parental concerns.
- Investigation of teacher concerns.
- Diagnosis of SEND by external agencies or external professionals.

### **SEND In-Service Training**

In-service training is the responsibility of a Deputy Headteacher who consults with other staff within the school about training needs, including the SENDCO.

Other training involving SEND is organised by departmental heads, they examine available courses and consider the appropriateness of these, both for themselves and their departmental colleagues.

NQT and student teachers at Gunnersbury Catholic School undertake organised programmes; these include input from the SENDCO.

### **Use made of External Services**

Gunnersbury Catholic School maintains links with the local authority – Hounslow, and there is regular contact with a number of different services including:

- Educational Welfare Service.
- Hounslow Child and Adolescent Mental Health Services (CAMHS).

- Hounslow Youth Counselling Service.
- Hounslow Educational Psychology Service.
- SENSS Advisory Teacher (Physical Disabilities and Complex Medical Needs).

### **Partnership with Parents**

All parents receive a full report and progress report each academic year. There are parents' evenings (one with the child's tutor and the other to meet all subject teachers).

Parents of students with SEND are also contacted by a member of the SEND department to discuss their child's progress and plan for the future.

It is also possible for parents to arrange appointments to discuss matters with various teachers including the SENDCO.

Additionally, parents with students who have Education Health and Care Plans are invited to attend an Annual Review meetings each year.

### **Pupil Participation**

The school recognises the important of pupil participation. Pupil participation includes:

- Participation in meetings.
- Attending/contributing to Annual Reviews.
- Contributing to transition planning - including meeting with the Connexions Advisor.
- Any discussion concerning changes of placements.

### **Links with other schools**

The SENDCO attends borough SENDCO meetings in order to develop/share ideas with other colleagues. Links have also been established with feeder primary schools to ensure a successful primary/secondary transition.

The school and SEND staff have membership of a number organisations these include:

- Dyslexia Action
- British Dyslexia Association
- PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties)
- Hounslow Youth Counselling Service

All assistance that is likely to enhance the learning and performance of Gunnersbury Catholic School students is positively welcomed.

### **Criteria for evaluating the schools SEND Policy**

This policy will be reviewed annually and deemed effective if:

- It identifies where specific responsibilities lie for SEND.
- Explains broadly the schools approach to SEND.
- Meets the objectives set out at the start of this policy.

### **Complaints and Concerns**

Parents who are unhappy about any aspect of their child's special educational needs or disabilities provision are asked to contact the SENDCO – Mr Julian Baker in the first instance. If they are still dissatisfied then they may contact the Deputy Headteacher – Mr Brian Finnegan. If they are still dissatisfied they should contact the Headteacher – Mr Kevin Burke.

### **Contact Information:**

#### **SEND Coordinator: Mr Julian Baker**

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#### **Deputy Headteacher (Line manager for SEND): Mr Brian Finnegan**

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