



Introduction

Within the content of our school Mission Statement and School Motto.

Pupils with special needs will:-

- have the greatest possible access to a broad balanced education, including Options in Year 10 and 11 and Sixth Form.
- be positively encouraged to participate in the life and work of the school to the best of their abilities whatever their needs
- be seen as the responsibility of all staff
- be given help and guidance to prepare them for adulthood in a diverse and changing world

Team for Learning Support

The Team is made up in school of –

- SENCO
- Clerical Support Officer
- Teaching Assistants
- Progress Leaders
- Classroom Teachers
- Senior Learning Advisers KS4 and Learning Support Adviser KS3
- Counsellors

This Team is led by the SEN postholder, who is supported by an Assistant Headteacher, and the Headteacher, who has overall responsibility for the implementation of the Code of Practice on the identification and assessment of special educational needs.

The Teaching Assistants work with pupils in classrooms, under the direction of teachers, as well as withdrawing them for individual and small group work.

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Admissions

St Julie's Catholic High School cares for pupils with a wide range of needs. The school takes pupils from its 10 linked schools automatically if they meet Criteria 1 of the Code of Admissions - attending parish and school and are baptised Roman Catholic.

The majority of our pupils come from 10 linked schools but may come from across the south of Liverpool, depending on choice and vacancy in the year group.

All parents/carers and pupils are encouraged to visit the school at least once prior to admission, and requests for individual visits can be made either to the SEN postholder, Head of Year 7, or AHT.

Access

The school has a wheelchair lift in each building, which gives access to all rooms, apart from two in the area occupied by RE staff.

Three toilets have been adapted to meet the needs of disabled persons [MFL, Reception and Edward Henesy Block]. A toilet has been adapted in our Sunflower Centre for persons with disability.

Stanna Chair facilities have been provided in the Sunflower Centre.

Identification and Assessment

Pupils who are already at the school.

1 Code of Practice: School Action/School Action Plus

Initial concerns about pupils already at the school may come from staff and or parents/carers. Where concerns have been raised in line with the Code of Practice, procedures are set in motion

- information is gathered from relevant sources
- if appropriate, diagnostic testing in the area(s) of concern is carried out
- if appropriate, other agencies are involved
- a remedial programme is devised and implemented
- a review date is set

Parents/carers are involved at all stages and are positively encouraged to give support to their child.

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2 *Code of Practice: Assessment*

- Pupils who have, or about to have, a Statement of Special Educational Need
- Progress is reviewed regularly by the SEN post-holder and Clerical support who, in consultation with the pupil, Pupil Progress Leaders, and relevant Subject staff, set targets broadly in line with objectives outlined in the Statement.

Pupils who are about to enter Year 7

Information on pupils who are due to enter Year 7 is gathered in a variety of ways –

- SEN post-holder attends an annual review
- Annual Transition Event in June – attended by various Primary Schools and Secondary Schools
- Head of Year 7 may attend linked Primary School
- LA from Liverpool or Knowsley will provide information

Pupils who enter the school during the year –

- are assessed by the SENCO in numeracy and literacy
- are seen by the Senior Learning Adviser KS4 and Learning Adviser KS3
- are discussed with Progress Leaders
- are monitored by AHT

The SEN post-holder gives information on pupils with Special Educational Needs to staff at the beginning of each academic year, and updates staff as new pupils arrive. Other updates are provided via the School Bulletin and CMIS.

Record Keeping and Reviews

Records detailing Targets and Progress are kept by all staff. Statements, transition plans, and records of termly and annual reviews are kept by the SEN post-holder and Clerical Support, and are available to staff to assist them in their planning.

Every pupil who has a Statement of Special Educational Needs has an annual review. Parents/carers, the pupil and the relevant professionals, are invited to attend.

Integration

Pupils with Special Educational Needs are integrated into all the activities of the school so far as is practical and compatible with them receiving the necessary provision, the effective education of the other pupils and the efficient use of resources.

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Parental/Carer Involvement

The school is committed to working closely with all parents/carers and recognises that they have skills and insights about their children, which can help to improve planning and provision. They are asked to support their children by working with them at home, attending meetings as required and informing the school of any problems that may arise. If parents/carers have a complaint they should in the first instance contact the SEN postholder.

Involvement of Other Services

The school works with a wide range of other agencies to ensure the best possible support for pupils. Some of those involved are:-

- Local Authority
- Education Psychology Service
- Speech and Language Therapy (SALT)
- EWO
- School Nurse
- Local College
- Social Services
- Careers Service
- Partner schools
- PSU's
- SENISS
- Support services for:
 - visually impaired
 - hearing impaired
- Professionals from Abbots Lea and Palmerston

Criteria for Success

The Policy will be seen to be successful when –

- Pupils with special needs are identified and assessed quickly
- Pupils' individual differences are recognised and valued
- Support is flexible and is targeted to meet individual needs
- IEPs are well defined and realistic
- Parents/carers are happy with the quality of educational provision and the system of communication with the school
- Outcomes enable young people to operate as independently as possible
- Measurable outcomes match the rest of their peers
- Pupils are able to step into adulthood with confidence and hope

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Monitoring and Evaluation of the Policy

The SEN post-holder will monitor the Policy in conjunction with AHT and at least two Governors on an annual basis, and will meet with the Headteacher and other appropriate staff at least once a term.

At least once a year, a detailed report will be presented to the Governors' Curriculum Committee and then on to the Full Governing Body by the SENCO.

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