



## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Students with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations August 2013
- Accessibility Plan
- Welfare of students policy
- Safeguarding Policy

*Any page numbers used as a source of reference refer to the updated SEND Code of Practice 2014. The latest version was updated 1 May 2015 and can be accessed at:*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### 1. Name and contact details for the SENCO

The SENCO at St Julie's Catholic High School is Mrs G. Dooley. She can be contacted at the school on 0151 428 6421 or via email at [SENCO@stjulies.org.uk](mailto:SENCO@stjulies.org.uk)

2. The policy was updated on 01 July 2017 by Mrs G. Dooley (SENCO) and Mrs K. Rooney (Assistant Headteacher with responsibility for SEN).

### 3. Aims and objectives of St. Julie's Catholic High School in relation to SEN provision

**The Mission Statement of St. Julie's Catholic High School sets out several aims which are reflected in this policy. We aim to be a Catholic learning community where opportunities allow for all individuals to discover their potential, which provides all with a safe and secure environment and which respects and embraces the diversity of all God's people. The specific aims of this policy are:**

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that 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. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all students with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;

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- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To ensure our decisions are informed by the insights of parents and those of children and young people themselves.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for students with special educational needs and/or disabilities;
- To be proactive in enabling full access for students 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.

#### 4. How Students with SEN are identified within St. Julie's Catholic High School

The school's particular arrangements for assessing and identifying students as having SEN also form a part of our published **Local Offer** which was produced in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. The school's Local Offer can be accessed on the school website. The Local Authority Local Offer can be accessed at: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

- We recognise the definition of SEN as stated in the Code of Practice 2014: **"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age"**. (p83)
- The school reflects what the Code of Practice states (p88 sect 637) in that students are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are **'Communication and Interaction'**, **'Cognition and Learning'**, **'Social, Emotional and Mental Health Difficulties'** and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school can identify and support within the school's provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of students is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of students with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

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- Early identification of students with SEN is a crucial factor in overcoming barriers to learning, we recognise that identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. The SENCO works closely with both the Senior Progress Leader and the Senior Curriculum Leader to track the progress of our students towards their identified targets.
- At St. Julie's Catholic High School we have a clear approach to identifying and responding to SEN. Teacher and support staff concerns are logged on SEN concern forms which are given to the SENCO who reviews the actions and identifies next steps with the team in weekly KIT meetings.
- We also use several indicators to identify students' special educational needs. These include:
  - Assessing each pupil's current skills and level of attainment on entry
  - Reading and spelling age assessments
  - Reading tests completed at the end of every year,
  - Screening programmes administered if an issue is identified
  - Close analysis of data through Data Point reports, RAP meetings, termly and yearly assessments, reading ages and intervention reviews.
  - Following up parental concerns.
  - Tracking individual pupil progress over time.
  - Transition Coach liaises with primary schools through the annual SENCO briefing and school visits.
  - Information from previous schools SENCO and external agencies.

**What is not SEN but may impact on progress and attainment may include:**

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- CLA (Looked after child in care or foster care)
- Being a child/young person of servicemen/women
- EAL (English as an Additional Language)
- Young Carers

**5. St. Julie's Catholic High School teaches students with special educational needs**

- Differentiated quality first teaching is a priority for all students in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

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## 6. How St. Julie's Catholic High School adapts the curriculum and the learning environment for students with special educational needs

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. In line with this the school has an accessibility plan which is available on the school's website.
- The school is proactive in removing barriers to learning and as such teachers are expected to use the appropriate strategies for supporting any students with SEN or disability within the classroom and the wider domain of the school. Examples include using dyslexia friendly teaching strategies and being aware of and using strategies to support students on the autistic spectrum, as well any other additional needs.
- The school increases and promotes access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The school deploys appropriate resources to support the education of disabled students.
- The school improves access to the physical environment of the school by having lift access to most floors in the school and the completion of individual mobility plans where a pupil has a long or short term mobility issue. The school makes reasonable adjustments to the physical environment to ensure access for students.
- The school recognises the importance of making information available in an easily accessible format to disabled students and their families. The school will provide parents with information in their preferred format within a reasonable time frame.

## 7. How St Julie's Catholic High School assesses and reviews the progress of students with special educational needs

**ASSESS:-** The school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed on a termly basis.

**PLAN:** - We formally notify parents either through a face to face meeting or via letter if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The School's SENCO supports the class or subject teacher in problem solving and advising on the effective implementation of additional support. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

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**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan) these must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review we evaluate the impact and quality of the support and consider the views of the parents and students. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

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.

## 8. How St. Julie's Catholic High School manages the needs of students who qualify for SEN support

- In many cases the pupil's needs are effectively met within school. The way this is carried out is described in the School's Local Offer which can be seen on the school's website and the Early Help directory.
- When less than expected progress continues (despite evidence based support matched with interventions addressing areas of need), it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk). Parents can access support information via the Early Help directory.
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in St. Julie's Catholic High School include but not limited to: Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment which will lead to the formation of an EHCP. For this the school presents evidence of the action taken as part of SEN Support.

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**9. How St. Julie's Catholic High School works with parents and carers in planning for provision and reviewing progress, and how we support them in accessing information**

- At St. Julie's Catholic High School we recognise that the impact of SEN support can be strengthened by increasing parental engagement. We also value and welcome the essential information on the impact of SEN support outside school, as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.
- In creating the School's Local Offer parental consultation is crucial. This is an ongoing process and the school operates an open door policy, where parents are encouraged to communicate openly with the school in a timely way, should they have any concerns regarding their child/young person. There are other systems to encourage communication such as Transition Clinics, PFA, comment form on website and meetings in school.
- Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers on a termly basis to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the students with parents/carers and to take account of their views. It is hoped that this will assist in supporting students to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

**10. How St. Julie's Catholic High School enables students with SEN to participate in all activities together with students who do not have SEN**

- At St. Julie's Catholic High School we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children/young people are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.

**11. What support St. Julie's Catholic High School offers for improving the emotional, mental and social development of students with special educational needs.**

St. Julie's Catholic High School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

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- becoming withdrawn or isolated
- 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 (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of low self esteem or other issues such as neglect.

At St. Julie's Catholic High School we have clear processes to support children and young people and this is linked to our Behaviour for Learning policy, Welfare of Students policy, Safeguarding policy, Antibullying and e safety policies, Young Carers policy and Attendance and Punctuality policy. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other students. The school provides support for pupil's emotional, mental and social development in the following ways:

- Personal, Health and Social Education lessons (PHSE)
- Learning Coaches allocated to each Key Stage
- Learning Coaches with responsibility for SEN and Transition
- Tutors and Progress Leaders within Key Stage teams
- Two trained counsellors
- Extra-curricular activities
- Buddy system
- Mediation
- Small group support
- SEN based, staffed by the Learning Coaches

## 12. How senior leaders and governors at St. Julie's Catholic High School monitor and evaluate the impact of the school's SEN provision.

The school will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' (page 1, paragraph 3). The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Assistant Headteacher with responsibility for SEN, SENCO and Link SEN Governor
- Parents/carers
- Students
- Outside Agencies

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Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from IEPs, Pupil Profiles, and Annual Review meetings.
- ASP (Assessing School's Progress)
- Reports provided by outside agencies including Ofsted.

**13. What training on SEN will be available for teachers, support staff and the SENCO.**

Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any students with SEND and/or vulnerable students can be discussed in person and a transition plan can be put in place.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with students with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with students with SEND.

The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

**14. How SEN is funded at St. Julie's Catholic High School.**

The SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for students. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. Additional funding, known as 'High Needs Top Up' funding, is applied for if students needs are identified in the banding criteria set out by the Local Authority.

The Governing Body oversees the expenditure of the school budget allocation for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet students' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO or support staff;
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment

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**15. How St Julie's Catholic High School supports students with medical conditions**

St Julie's Catholic High School supports children/young people with medical conditions through the application of the Welfare of Students policy and using the statutory guidance issued to governing bodies by DfE in April 2014: 'Supporting students at school with medical conditions'.

**16. How St. Julie's Catholic High School approaches its statutory duties in terms of increasing its accessibility over time.**

All students at St. Julie's Catholic High School 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 set high expectations for every pupil, whatever their prior attainment. High quality teaching that is differentiated and personalised to meet the individual needs of our students is the foundation for meeting the needs of our children and young people with SEN. Teachers use a wide range of further strategies to meet pupil's Special Educational Needs. Lessons follow the common lesson format, have context, clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. In most cases, students with SEN and disabilities will be able to study the full national curriculum.

The school's Learning and Teaching Policy promotes best practice towards students with SEN.

Provision Mapping features significantly in the SEN provision provided by the school. Intervention Plans contain outcomes to ensure that all students experience success.

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 students on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They 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.

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**17. How St. Julie's Catholic High School handles complaints from parents/carers of students with SEN about SEN provision.**

Any complaints should first be raised with the SENCO, then if necessary with the Assistant Headteacher with responsibility for SEN followed by the Headteacher and finally, if unresolved, with the SEN Governor. All complaints follow the school'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 SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made.

**18. Responsibilities at St Julie's Catholic High School**

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body.

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**' (page 1, paragraph 3)

In evaluating the effectiveness of this policy, the school will consider

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/carers
- Students
- Outside Agencies with evidence of joined together working.
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
- Consideration of each pupil's success in meeting their agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Provision mapping and related interventions and person centred planning reviews from Education, Health and Care plans and EHATs.
- ASP (Assessing School's Progress)
- Reports provided by outside agencies including Ofsted.

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