



## Broughton Hall Catholic High School

### SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

#### Perspective

This policy document adheres to the guidelines and spirit of the Special Education Needs Code of Practice 2014 incorporating part 3 of the Children and Families Act and its associated regulations.

#### Implication for staff

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' Code of Practice 2014.

This whole school approach to Special Needs demands that every member of staff takes responsibility for every student that they teach in ensuring:

- High quality teaching that is differentiated and personalised to meet the needs of the majority of children and young people.
- That aims of education for all children, including those with special educational needs are the same, i.e. all students must have equality of opportunity within the full range of the school's provision.
- That expectations of all students are high and targets must be aspirational,
- Teachers regularly gather data about students in a variety of ways in order to make judgements on how best to meet the student's needs.
- Teachers plan lessons and activities with the Learning Support staff in order that all students may access the learning to the best of their ability.
- Parents are equal partners in the education process, and must be given every opportunity to become involved in selecting, from a range of provision, the option that best meets the need for their child.

In order to fulfil these requirements it is recognised that the following practices must be inherent to teaching approaches:

- There should be a caring and supportive environment, which utilised all available and appropriate facilities.
- That teaching methods and language levels used are appropriate.
- That concept levels in all areas of the curriculum are consistent with the student's stages of development.
- Independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral to entitlement.
- Thoughtful, negotiated, sympathetic assessment and testing should be used for the benefit of the student but ensuring rigour. Notable achievements can be made by all students, and that these should be recognised and recorded.

## **SEN Support in school**

The school policy acknowledges that the needs of all students who may have SEN, either throughout, or at any time during their school careers must be addressed: and their right to a broad and balanced curriculum, including maximum possible access to the national curriculum.

The SEN support for students identified as requiring additional or special educational provision will operate in the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes using a 'graduated approach'. Code of Practice 2014.

### **Assess**

- In identifying a child as needing SEN support the subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will include academic progress measured in line with their peers compared to previous progress. Information from other subject teachers where appropriate, comparisons to national data and parental views.
- This assessment will be reviewed regularly ensuring that the nature of the provision is appropriate to match student expectations.
- Outside professionals will be contacted where they have already worked with the student to inform assessments. This is in agreement with parents.

### **Plan**

- When support is put in place, parents will be contacted and a review date will be agreed.
- The review date will be in line with whole school learning review days, open evenings and reports. Interim reviews may be organised ad hoc between the parent and the SENCO
- All teaching staff will be made aware of individual student provision through the Additional Needs Plan compiled by the SENCO and regularly updated.
- Learning Support Profiles for individual students are on the school's Moodle system, where all staff can access strategies of support and expected learning outcomes.
- Parents must reinforce and contribute to progress at home.

### **Do**

- The subject teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. The SENCO will support the subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The subject teacher, working with the SENCO, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. The school will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about
- EHC plan reviews will be provided by the SENCO on request.

## General Aims

The school population of Broughton Hall reflects a diverse, vibrant and talented cross-section of students, and as in any school populations there are some students who are less able than others. As teachers, it is our responsibility to ensure that:

- All children with special educational needs receive maximum opportunities to develop their full academic, social and personal potential by fostering a caring and supportive environment which utilises all available and appropriate facilities.
- The teaching methods and language used are appropriate.
- The concept levels in all areas of the curriculum are consistent with the students' stages of development
- The learning experiences shown across the whole curriculum are accessible to all the children.

It is the responsibility of Learning Support staff to ensure that the above stated aims are achieved by the following objectives:

The development within the student of self-respect and the ability to contribute and relate to our changing society.

- To develop the student's self-confidence and self-reliance
  - To help the student to a degree of social competence
  - To encourage an acceptable code of behaviour
  - To encourage responsible attitudes towards society
  - To develop the student's ability to adapt past experiences to new situations
  - To develop the student's ability to make a reasoned decision
- To encourage students to perceive situations from other people's points of view.
  - The development within the student of all the necessary skills of communication and use of these skills in developing her powers of understanding
  - To teach Literacy to a high standard to meet the demands of the society in which we live
  - To teach Numeracy to a high standard, to meet the demands of the society in which we live
  - To help the student speak clearly and confidently in language appropriate to the situation
  - To teach the student social and communication skills in order that they might foster relationships successfully.
  - To teach the student to read fluently with accuracy and understanding
  - To teach a legible style of handwriting.
  - To teach spelling to a level commensurate with national expectations for their age.
  - To teach punctuation to a commensurate with national expectations for their age.

## Helping students to develop lively and enquiring minds

- To teach the student to think and plan in a logical manner.
- To teach the student to apply concept knowledge in a variety of situations.
- To promote awareness of the local and global environment.
- To develop the student's powers of observation.
- To develop the student's powers of discrimination.
- To teach the student to differentiate between fact and fiction.
- To promote the appreciation of spiritual needs.

## **A definition of Additional Educational Needs**

At the heart of our school and in every class lies a cycle of planning, teaching and assessing. These general arrangements in school take account of the wide range of abilities, aptitudes and interests that our students bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs.

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children in the same age.
- Have a disability, which either prevents or hinders them from making the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Special educational provision means:

Education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

## **Code of practice: Principles**

Section 19 of the Children and Families Act 2014 makes clear that schools, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents,
- participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

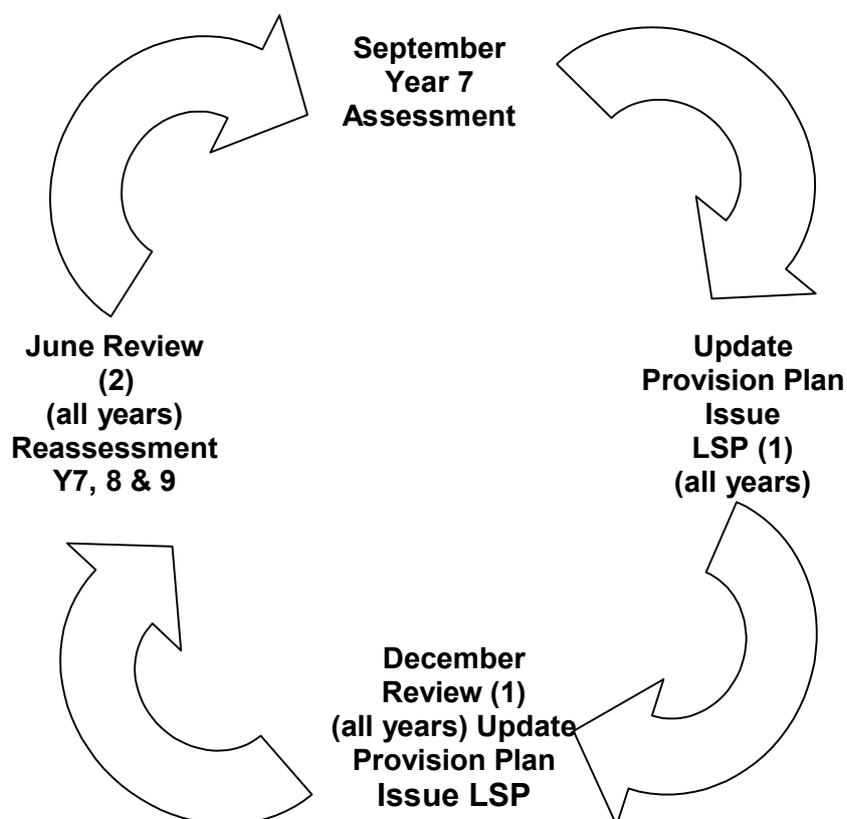
- the participation of children, their parents and young people in decision making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN

## What may these difficulties be?

### Categories of Special Needs:

|                                      |  |
|--------------------------------------|--|
| <b><u>Physical/Sensory:</u></b>      | Impaired vision, impaired hearing, impaired mobility such as dyspraxia, arthritis, physical disability, hypermobility and medical needs. |
| <b><u>Social:</u></b>                | Educationally disadvantaged because home conditions have not prepared the student for attitudes and standards required at school.        |
| <b><u>Specific:</u></b>              | Learning difficulties such as dyscalculia or dyslexia, SP.L.D  |
| <b><u>Cognitive/Learning:</u></b>    | Learners with cognitive processing difficulties maybe as a result of a developmental delay.  |
| <b><u>Social:</u></b>                | Difficulties resulting in school failure or under-achievement.   |
| <b><u>Emotional/Behavioural:</u></b> | Conduct disorders, ADHD, Autism, Asperger's syndrome.  |

## Special needs Cycles



The range of functions for which the SEN Department are responsible are as follows:

**Ann. Rev. of Statements and EHC Plans**

**Assessment Programme**

**L.S.P's & Reviews**

**Learning Support Assistant timetables**

**New Admissions/Referrals (SEN**

**Provision Plans**

**SEN Workshops and staff training**

**Progress monitoring**

**Parental workshops in support strategies**

**SEN Handbook & Support strategies**

**Meeting the needs of all SEN Students in the correct educational setting.**

**SEN training for teaching/ Support staff**

**Intervention for students with SEN  
Liaising with external agencies and LA**

**Access Arrangements in exams**

## Conclusions

The term “special educational needs” is thought to be reserved for more serious or multiple needs requiring more than the supported action of the class teacher. In some cases this may be true, but it is not always so.

We must deal with the students first – their attitudes, perceptions, fears, reluctance.

In order to meet some of their needs we must try to:

Help them understand, make judgements, make decisions for themselves, help them to cope with emotions and upheavals in life.

To do these things we must use our best endeavours in our teaching to meet the needs and nurture academic and social development of each student.

## Practicalities

The staff listed below across the school are recognised will share the responsibilities of the needs of students with SEN.

|                                 |                                  |
|---------------------------------|----------------------------------|
| The Governing Body              | The Headteacher                  |
| The SEN Co-ordinator            | The Curriculum Co-ordinator      |
| Heads of Department/Year Leader | Curriculum Area/L.S Link Teacher |
| The Form Tutor                  | The Class Teacher                |

For further information regarding support for students with additional needs please go to the Liverpool School's website [liverpool.gov.uk/localoffer](http://liverpool.gov.uk/localoffer)

# Form SEN1

## SEN Pupil Concern Sheet

Name of Pupil: ..... Form:.....

Subject: ..... Teacher:.....

Date of Notification: .....

Please indicate the areas of difficulty that the student has by ticking one or more of the following boxes:

- |   |  |
|---|--|
| <input type="checkbox"/> Spelling                   | <input type="checkbox"/> Social and Communication Skills |
| <input type="checkbox"/> Reading and comprehension  | <input type="checkbox"/> Concentration and focus         |
| <input type="checkbox"/> Cognition and Learning     | <input type="checkbox"/> Gross Motor Skills              |
| <input type="checkbox"/> Physical                   | <input type="checkbox"/> Fine Motor Skills               |
| <input type="checkbox"/> Visual Impairment          | <input type="checkbox"/> Slow Writing Speed              |
| <input type="checkbox"/> Hearing Impairment         | <input type="checkbox"/> Low Retention of Information    |
| <input type="checkbox"/> Emotional and Social Needs | <input type="checkbox"/> Significant weakness in Maths   |

**Please indicate the strategies or steps you have taken to assist the pupil:**

- Looked at Addition Needs Provision Plan
- Looked at Learning Support Profile on Moodle (if identified as SEN)
- Differentiated teaching resources
- Taken advice from senior colleagues in Department
- Checked learning outcomes for student against up to date data
- Investigated why the student is presenting the concerns

What would you like to happen for this pupil?

**Thank you for your help**