



ST. THOMAS MORE HIGH SCHOOL
Academy

STATUTORY SEND POLICY

Reviewed and accepted by the PAC Committee on:	28 th September 2016
Ratified by the Full Governing Body on:	1 st December 2016
Approved by the PAC Committee on:	27 th September 2017
Approved by the FGB on:	7 th December 2017
Reviewed and Approved by the LGC on:	29 th November 2018
Reviewed and Approved by the LCG on:	28 th November 2019
Reviewed and Approved by the LGC on:	26 th November 2020

Mr Daniel Cauchi
Chair of the Governing Body

The School's Mission Statement

To inspire,

To learn,

To achieve,

To keep our Catholic ethos at the centre of our lives,

To fulfil our educational potential, welcoming all and reaching out to the wider world,

To truly be God's servant first.

SEND policy

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1. Objectives of the Policy

What are the objectives of the governing body in making provision for students with special educational needs? How will the SEND policy contribute towards meeting those objectives?

- **Definitions of Special Educational Needs (SEND) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

- New legislation came into effect in 2014 (The Children and Families Act 2014). A new SEND Code of Practice also accompanies this legislation.
- The SEND Code of Practice can be found on the Department for Education's website: www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25
- One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHCP) Plan.
- The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The website is below and for further information. [Livewell Southend](#)

Objectives

- To monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets/outcomes are being met and all students' needs are catered for.

- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work with and in support of outside agencies when the students' needs cannot be met by the school alone. Some of these services include: - Educational Psychology Service, Speech and Language Therapy, Emotional Wellbeing and Mental Health Service (EWMHS), outreach services for behaviour support and outreach services for Autism.
- To create a school environment where students can contribute to their own learning. This means encouraging relationships with adults in school where students feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all students at regular intervals.

2. Responsibility for Co-ordinating SEND Provision

Who is responsible for co-ordinating the day-to-day provision of education for students on the SEND register?

Ms Rattenbury VRATTENBURY@st-thomasmore.southend.sch.uk

3. Arrangements for Co-ordinating SEND Provision

The SENDCo will hold details of all SEND records for individual students. All staff can access;

- St Thomas More High School SEND policy
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual students' special educational needs, including student profiles, outcomes set and EHCP plans etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Southend's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools' SEND provision.

4. Specialist SEND Provision

We are committed to whole school inclusion, in our School; we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

5. Allocation of Resources

How are resources allocated for special educational needs?

For those with the most complex needs, the local authority retains additional funding (High-level needs HLN). The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, or leadership team and governors to agree how the allocation of resources is used.

6. Identification and Review of Student Needs

See definition of Special Educational Needs at start of policy.

7. Access to the Curriculum, Information and Associated Services

Personalisation is approached in a range of ways to support and personalise the child's curriculum diet.

Teachers are trained to meet the diversity of all their classes and close monitoring and planning goes into lessons at St Thomas More High School.

- Grouping arrangements are done with the most flexibility in mind to maximise the progress and learning for all.
- The Key Stage 4 curriculum is of a diverse range enabling all students to gain qualifications. The qualifications include GCSE's BTEC's and other appropriate qualifications.
- Interventions at St Thomas More High School include comprehension, reading and spelling work, Maths catch up and possibly other need related skill sessions.
- The interventions are built into the child's curriculum or students can be allocated time with support staff during registration to work on specific skills, to enable that they make the most progress with their curriculum.
- Other interventions include:
- More dedicated curriculum time built into the timetable for English and Maths.
- Focused reading groups with older peer support
- Study club with support with Extended Learning.
- Toe By Toe dyslexia program.
- Specific skills time in the curriculum to focus on areas of high needs such as Literacy support, numeracy support, general academic support & social development.

SEND Support

- Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:
 - Assess
 - Plan
 - Do
 - Review
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

- This involves clearly analysing the student's needs using the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.

- This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between the SENDCo, parents, academic mentors or the pastoral team if appropriate to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.
- All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

- The teachers & teams remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, will be conducted with head of departments & the St Thomas core hub teams to help problem solve and move forward with specific barriers to their learning.

Review

- Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Referral for an Education, Health and Care Plan

- If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
- The application for an Education, Health and Care Plan will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENDCo
 - Social Care
 - Health professionals

- Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A panel of consisting of health, social and educational professionals will decide whether or not the child is eligible for an EHCP Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP Plan. (please note that schools cannot do this)
- Further information about EHCP Plans can found via the SEND Local Offer and/or by contacting Information, Advice and Support Service.

Education, Health and Care Plans (EHCP Plan)

- Following Statutory Assessment, an EHCP Plan will be provided by the students residing local authority i.e. Southend Borough council or Essex, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Inclusion of Students with Special Educational Needs

How do students with special educational needs engage in the activities of the school with other students?

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that its implementation effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services.

9. Working in Partnership with Students and Parents

St Thomas More High School believes that a close working relationship with parents is vital in order to ensure: -

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

The SENDCo may also signpost parents of students with SEND to the local authority Information, Advice and Support Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

Evaluating the Success of Provision for Students with Special Educational Needs

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. This is done in the form of an annual parent and student questionnaire, discussion and through progress meetings with parents.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision are recorded with the SENDCo and staff are made aware of all provision using individual SEND profiles, which are updated twice in an academic year. These are updated by the SEND team and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. The provision is monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

10. Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

11. Links with Other Schools

The school works in partnership with the other schools. This enables the schools to share advice, training and development activities and expertise.

12. Links with Other Agencies and Voluntary Organisations

St Thomas More High School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo with the Pupil and community Support Officer are the designated staff responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services (EHA leader also liaises)
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

End of Policy