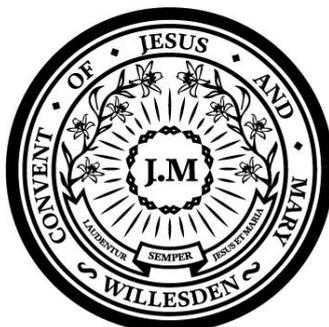


Convent of Jesus and Mary Language College Special Educational Needs and Disabilities Policy and Practice



With God's Grace we Excel and Lead

This document is subject to annual review by the Governors' Curriculum Committee and information about the current SEND policy and practice.

Staff responsible for SEN Provision:

- SEN Governor – Mrs M Picano
- Headmistress - Mrs L. McGowan
- Associate Deputy Head – Mrs K. Bornman
- SENCo – Miss C. Rampaul

Introduction

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs, (SEN). Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work book scrutinises and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Our class teachers are supported by the Senior Leadership Team who make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

Aim

Our guiding principle is to give each pupil an education and the opportunities to excel and lead which will help her to develop her own personal gifts, both spiritual and social, and achieve the highest academic standards of which she is capable. We value Inclusion for all and aim to break down possible barriers to learning and achievement to ensure that all our pupils achieve their own full potential here at CJM Language College.

Definition of special educational needs taken from section 20 of the Children and Families Act 2014

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a.** Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b.** Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having learning difficulties solely because the language or form of language of their home is different from the language in which they will be taught.

The SEN Code of practice recognises that “Every teacher is a teacher of SEND.”

Heads of Department have responsibility for:-

- Development of schemes of work
- Development of strategies and resources which increase differentiation.
- Monitoring the progress of students with SEND and informing parents of progress.

Heads of Year have responsibility for:-

- Taking overall responsibility for the pastoral care and academic progress of students in the year group, including those with SEND

Subject teachers have responsibility for:-

- Knowing which students in teaching groups are on the SEND register.
- Ensuring that work is appropriate to students' abilities.

- Assessing and noting student progress and communicating this to parents.
- Assisting in identifying students who need additional support to meet their needs.

The SEND department works within the wider inclusion team to support pupils that have special educational needs or difficulties and vulnerable pupils.

1. Principles and Objectives

At CJM Language College we aim to provide all students access to a broad and balanced curriculum, which is differentiated to challenge and meet the needs of individuals. However, we recognise that this does not ensure, of itself, equal access to the curriculum; hence a range of strategies is implemented to underpin equal opportunities.

In order to fulfil the aims of the College, all teachers work to:

- enable students with SEND to aim high and achieve their full potential
- identify, assess and provide targets for students with SEND.
- provide differentiation within the curriculum, in order to make it accessible to all students.
- work in partnership with parents for the benefit of the student.

2. Responsibilities of staff, including those of the SENCO (Special Educational Needs Coordinator), with respect to students with SEND

The Headmistress is ultimately responsible to the governors for ensuring that appropriate provision is made for students with SEND.

There is a named governor with responsibility for SEND.

The SENCO (Special Educational Needs Co-ordinator) is responsible for co-ordinating, monitoring and evaluating the day-to-day provision for SEND.

In this role, the SENCO is responsible for:-

- Line-managing the members of staff in the SEND Department.
- Liaising with, supporting and advising fellow teachers and parents of students with SEND.
- Monitoring and reviewing the progress and educational needs of individual students in consultation with the appropriate support and subject teachers.
- Overseeing the maintenance of the SEND records of all students with SEND.
- Maintaining and distributing the SEND register as appropriate.
- Monitoring and maintaining all the SEND Education Health Care Plans, including the annual review processes.
- Liaising with external agencies including the education psychology service, health, social services and other support agencies, and voluntary bodies.
- Liaising with the Head teacher on the allocation of the SEND budget.
- Monitoring and contributing to the in-service training of staff with regards SEND.

- Monitoring the implementation of the SEND policy, evaluating its effectiveness and reporting to governors annually.

2. Evaluating success

Senior Management and the Governor with responsibility for SEN will work with the SENCO to monitor the implementation and effectiveness of the SEN policy and provision within the school. After consultation with staff and parents, they will consider any changes in policy or provision of resources required, and report to governors annually.

They will need to ensure that:

- Students are being identified early and quickly and that provision is made available to meet their needs within the school budget.
- Parents are given the information they need at all stages of the Code of Practice and are being involved in support plans, setting targets and reviews.
- All support delivered by Learning Support Assistants and Teachers in the Enhanced Learning Department is successful. This will include in-class support, small group sessions, reading programmes, homework club and 1:1 support.

6. Resources

Allocation of resources for pupils with SEND is the responsibility of the senior leadership team, SENCO and governors. They will agree how the allocation of resources is used based on the needs of the pupils.

A number of SEND pupils may also receive intervention funded by the Pupil Premium allocation depending on the nature of the programmes offered.

7. Identification, Assessment and Provision

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for her.

If it is agreed that a pupil will need support “different from or additional to” a normally differentiated curriculum to ensure she makes expected progress she will be added to the SEN register as a pupil receiving additional support (Code K).

Senior staff members visit the Primary feeder schools to gain Information about prospective students. The information is used to identify students who may be having difficulty with literacy and numeracy skills, or who have emotional or behavioural difficulties. During the first term at the school, the students take a CATS test (Cognitive Abilities Test) and standardised reading and spelling tests which give further information about their abilities. By the end of the first term, we should have identified students who are having difficulties and will have support plans in place to meet their needs. This identification process continues up to the end of Year 11 through observations,

careful progress tracking of core subjects and further assessments where needed. Any concerns of students, subject and pastoral teachers and parents will be investigated.

To help identify students who may have special educational needs, we measure their progress by referring to:

- Evidence from observation and assessment
- Their progress measured against personal targets based on KS2 performance.
- Standardised screening or assessment tools.
- Their ability to conform to the rules and expectations of the school community.

If parents are concerned about an aspect of their daughter's progress, they should request a meeting and they will be able to discuss their concerns with the appropriate teachers. The SENCO will then take on the role of co-ordinating the assessment process.

If teachers are concerned about a student's progress, they should discuss it with their head of department to ensure that the curriculum is suitably differentiated for the students in the teaching group and then use an initial referral form to refer the student to the SENCO, who will then coordinate the assessment process.

Where external support staff is involved, their work will help to inform the assessment of need.

When it is decided that a pupil will receive SEND support, parents will be informed. All those working with the pupil, including support staff, will have access to information that indicates the specific needs of the pupil, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that is sought.

Planning support for pupils with statements or Educational Health Care Plans will involve consultation between Teachers, Parents, Senco, support staff and external agencies involved. They will agree on support and interventions that will be required, the impact on progress and the development and behaviour that is expected. A clear date for review will be set.

Subject teachers remain responsible for working with the pupil on a daily basis. They will work closely with LSAs and relevant specialist staff to plan and assess the impact of support and interventions.

The Senco will review pupil progress twice a year through the analysis of progress in core subjects. Progress through intervention programmes will be tracked according to the systems for the specific programme. This analysis will require regular review to ensure that support and intervention is matched to need, barriers to learning are clearly identified and are being challenged.

Referrals for an Educational Health Care Plan

If a pupil 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 a pupil are such that a multi-agency approach is required to assess the need, plan provision and identify resources.

The decision to make a referral for an EHCP will be taken at a progress review involving Teachers, Senco, external support staff, medical professionals where necessary and parents.

The application for an EHCP will combine information from a variety of resources including Parents, Teachers, Senco, Social Services and Health Professionals.

Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set will form the basis of the profile. A decision will be made by a group of people from education; health and social care whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

- Following statutory assessment an EHCP will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and Parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP 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.

8. Curriculum.

It is the overall expectation that all classes at the school will be taught as a whole although within a teaching group differentiated learning or tasks will take place.

The strategies CJM employs for supporting the teaching and learning of students with differing learning needs include:

- Setting within Mathematics in Years 7 – 11, in Science and other subjects from Year 9 and in all GCSE subjects other than English and R.E.
- A small Nurture group in Y7 that will allow a gradual transition for pupils identified as having learning difficulties from primary school through primary style teaching Page 5
- Having smaller groups of lower ability students in Mathematics and English. Small groups of pupils are taught English by a specialist teacher.
- Differentiation within lesson planning:-
 - by task - when various tasks are planned in recognition of student's differences;
 - by outcome - when one task is provided for all students, but with different expectations of the individual results; and
 - by organisation - when groupings and teaching strategies are arranged to meet certain needs or when additional adult support or extra resources are provided.
- In-class support from learning support teachers and learning support assistants.
- Withdrawal of small groups or individuals
- Differentiated curriculum in KS4
- Extended provision such as reading groups, small group and individual support, homework support, mentoring.

9. Integration and Inclusion, including the curriculum

We are fully committed to the LEA's policy of integrating students with Special Education Needs within mainstream schools. However, although the school accommodates students with a range of educational and physical difficulties, CJM's ability to meet the needs of students with mobility disability is dictated, to some extent, by the constraints of the school buildings. For example, currently there is no wheelchair access to many parts of the school.

10. Arrangements for complaints

We aim to work closely with parents and if they are concerned about any aspect of their student's education they can come into school to speak to the form tutor.

Any unresolved concerns can be discussed with the SENCO and/or the Headmistress. They will investigate it fully, making an arrangement to speak to the parent again to advise of the outcome. All complaints will be recorded including the agreed response/request/outcome.

If the parents are not satisfied, after this procedure has been followed, they can make a formal written complaint to the Chair of Governors, c/o the College Secretary.

11. SEN in-service training for staff

We aim to cover the training needs of all staff; including teachers, Learning Support Assistants and any support staff who have contact with children with special needs. Priorities will be identified in the school's Development Plan. Members of Staff are asked to identify their training needs annually in consultation with the Staff Development co-ordinator.

Inset opportunities include:

Sessions with Newly Qualified teachers

Workshops during staff Inset days

Training programme for Learning Support Assistants

12. External Agencies

In supporting students with special educational needs we liaise with the following:

Educational Psychology Service

Our EP visits the school to meet with the SENCO, to assess individual students, to run workshops, and to offer advice and training to staff as necessary.

Educational Welfare Service

The EWO meets regularly with senior staff to discuss students' lateness, unauthorised absence, and truancy and establish links with the parents of students with emotional and behavioural difficulties. The SENCO can request to attend these meetings if there are concerns about a student on the SEND register.

Children's Services

Links are made formally and informally in relation to students with SEN and the SENCO, Headmistress, or form tutor attends case conferences for these students.

Health Service

Links are made with the Health Service through the school Nurse who regularly comes into the College. Individual concerns are discussed.

Speech and Language Therapy service

Speech and Language therapists work with pupils that require the input according to their EHCP. The therapist works very closely with the department to advise and train LSAs. She will oversee the provision of speech and language sessions in small groups delivered by an LSA to identified pupils.

Student and Family Consultation Service

Links are made when necessary to refer individual students and their families (CAF referrals made by Head of Years with input from the SEND department).

Counselling and Mentoring services

Mentoring programmes delivered and overseen by the Inclusion department help students reach their potential. Our counselling service is onsite and students can only access this provision where parental permission is sought. It is delivered through the Catholic Children's Society. CJM Language College also has a full-time female Chaplain on site, where students can seek solace and comfort through the Christian values in a safe, caring environment.

Exam Boards

Work is done with the examination officer to support students in all Key Stages, who may need special provision for taking external examinations. This might include, for example, the use of additional time, a reader, or having rest breaks if there are physical difficulties. This would include supporting the needs of students in the 6th form.

13. Partnership with parents

We believe that the best results are achieved when the school and parents work closely together to support a student. When a student has SEN, it is even more important that parents understand and are involved in the decisions we are making about the education of their daughter. As well as the normal links that parents have within the school, such as consultation evenings, progress reports, school home contracts etc., parents of students with SEN are also involved in the following ways:

- The SENCO and the SEND teachers are available to meet with parents by appointment, if they or the school, are concerned about the progress of their daughter. This may also involve one of the outside agencies whose services are available to the school. As the SENCO deals with all year groups in the school, he/she can be the most consistent point of contact for parents. Because of this relationship, many concerns are dealt with informally on the telephone.
- The Head of Year or appropriate Senior Teachers are also available to meet with parents on request, usually by appointment, for more formal meetings.
- At least one member of the SEND department is available at all parent consultation and information evenings for Key Stages 3 & 4. Concerns of students in Key Stage 5 should be addressed to the Head of 6th form, who will then liaise with the SEND Department.
- Parents are informed if their daughter's name is placed on the SEND register, and the system of monitoring their progress and details of any extra support offered to their daughter is explained.
- Where it is required, interpreters and translators would be used when meeting with parents, so that the student is not expected to fulfil that role.

14. The student voice

Students have a very important say when decisions are made about their education. Students with statements or EHCPs are invited to give written feedback for their Annual Review Meetings and to attend the meeting. Pupils will have support from the SEN team to ensure that this is a clear and true reflection of their ideas and experience. All students contribute to the writing of targets. This takes place on review days but may be more frequent in some cases.

15. Links with other schools, including special schools, and arrangements for transition between schools and beyond school.

If a student transfers to another school, any SEND records are also transferred, together with the general school records. If a student transfers from another school the SENCO or a senior teacher may contact her previous school if additional information is required.

The College liaises with the Year 6 teachers of feeder primary schools, and school records, including SEND information is passed on. Senior Staff visit primary schools to gain information about the needs of specific students.

SENCO will visit primary schools of pupils with an EHCP that will transfer to the Convent of Jesus and Mary in year 7 to meet the pupil and discuss specific needs and strategies.

If a student is transferring to a specialist unit or school, the Headmistress, the SENCO or the EWO will arrange a visit to the school with the student and parents. If a student is transferring from a specialist unit or school the Headmistress, the SENCO or the EWO will arrange for the parents and student to visit the Convent and liaison will take place with the specialist unit or school in order to ensure a successful transition.

Summer School

Vulnerable year 6 pupils transferring to CLMLC are identified through data and information passed on from primary schools and observations during transition day. These pupils are invited to attend the Summer School during the first week of the summer holiday.

The aim of the Summer School is to ensure a smooth transition for vulnerable pupils by introducing the pupils to the new school environment, new possible friends, support staff and general expectations in a sensitive and fun way.