



St. Anselm's College
Edmund Rice Academy Trust

SEN Policy

Version 2.0

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

Document Owner:	Headteacher / SENDCo
Committee:	Student Wellbeing & Development
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Objectives of the Policy:

To provide an education that enables all children and young people to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

To ensure all students are able to make adequate progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider.

To comply with the legal obligations of the Equality Act 2010 so:

- Disabled children and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

To achieve our objectives we will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Definition of Special Educational Needs (SEN):

St Anselm's College adopts the definition of special educational needs, which appears in the 'Special Educational Needs Code of Practice for 0-25 years' 2014. "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 them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'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.

The Code of Practice' identifies four areas of SEN:

- Communication and Interaction
- Cognition and learning
- Social, mental, emotional health
- Sensory and/or Physical

The College:

- Will do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Must ensure that where the Headteacher or the SENCO has been informed that a pupil has SEN, those needs are made known to all who are likely to teach that pupil.
- Must ensure that teachers are aware of the importance of identifying and providing for pupils who have SEN.
- Must ensure a pupil with SEN joins in the activities of the College together with other pupils, so far as is reasonably practical and compatible with the boy receiving the special educational provision and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Must report to parents and the Governing Body on the implementation of the College's policy for pupils with SEN.
- Must have regard to the SEN Code of practice when carrying out its duties toward all pupils with SEN.
- Must ensure that parents are notified of a decision by the College that SEN provision is being made for their child.

Admission and Inclusion:

The admissions arrangements of the Governors make no distinction to students with special educational needs. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school no matter what their needs or disability may be. In the case of students with an Education and Health Care Plan, the SENCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student can be refused admission solely on the grounds that he has special educational needs, but we would consult immediately with the LA to provide appropriate resources.

All teachers in the College are teachers of children with Special Educational Needs. As such St. Anselm's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model. The staff of the College are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy. All children with SEND are afforded the same rights as other children.

Criteria for SEN Action:

We identify required actions for SEN students in terms of rates of progress to be achieved and access to learning. When young person has significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable *learning* need (as stated in the SEN definition above), the young person will be placed on the SEN register so that they are able to make greater progress with SEN support, rather than without it.

Important: By defining a child or young person as having SEN does not mean that they will automatically be placed on the SEN register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and should their progress dictate, they will be placed on the register at some future point.

The SEN Register and Categories

The SEN categories we use are:

- **Level 0: Non Register Support (e.g. EAL support, etc.) Quality first teaching**
- **Level 1: Additional SEN Support above and beyond the classroom differentiated resources**
- **Level 2: EHCP Levels 2 and 3 as outlined in their plan.**

The SEN Register:

The SEN register comprises of two categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP). These students require additional resources, provided either out of the College's own funding (EHCP Level 2) or via a combination of College's funding plus 'top-up' funding provided by the Local Authority (EHCP Level 3).

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'Additional SEN Support' and they form the second category of students whom we place on the SEN register. Students in this category receive a plan, a key element of which is a **Person Centred Plan**, which is drawn up and monitored in a similar way to that within an EHCP (see below) but which has a lower level of resource attached to it.

Note: In addition to the two categories above that appear on the register, we also have identified groups of children who may require extra support but who do not appear on the SEND register will be identified as monitoring or access arrangements.

These students will receive targeted support in the classroom from their teachers with Quality First Teaching, Wave one intervention this will then follow the Assess Plan Review Do. Where further input is needed they may also receive an individual plan in the form of a Provision Map/ profile, a document which serves to indicate their needs to teachers as well as summarise the key aspects of their needs and strategies that can usefully be adapted in the classroom.

Implementing Provision:

At St. Anselm's College, we have adopted a whole-school approach to SEND policy and practice. The SEN Code of Practice makes it clear that all teachers are teachers of students with special educational needs. Students identified as having SEND are, as far as is practicable, fully integrated into secondary mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. On entry to the school each student's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school.

The St Anselm's College SEN Department and all St Anselm's staff operate with the following aim:

- To ensure that all students can access College life and the curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching.
- By providing discrete interventions and support for students who are on the SEN register to support their progress.
- By providing medical/physical support

The Curriculum and the Learning Environment:

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' SEN Code of Practice 2014.

Our 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.

High quality teaching, *differentiated* for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Specific interventions are provided by the SEN team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy. Some withdrawals may come out of the student's related subject curriculum time, e.g. Numeracy and Mathematics lessons; some withdrawals may involve students coming out of unrelated subjects.

Support for Improving the Emotional and Social Development of Pupils with SEN:

At St Anselm's College we recognise the need to provide support for students who experience social and emotional difficulties. Support for students operates both at a general and more targeted level. At a general level we address social and emotional issues through work in lessons and through the normal operation of our Pastoral system. At a targeted level (and for those students who experience specific needs), we offer internal support from Learning Mentors and our Youth Worker. We can also request support from External Agencies.

Identification, Information Gathering and Review:

The identification of SEN is built into the overall approach to monitoring the progress and development of all our pupils.

Assessment consists of:

- Primary school data
- Reading Age Assessment
- Specialised testing. Eg. dyslexia screening / additional reading tests on request
- Access Arrangement – Processing speeds
- Interim data collection

At this initial stage of identification, teachers may suspect that a pupil has SEN. While gathering further evidence (including the views of the pupil and their parents) teachers will put general teaching support in place, where required. The pupil's response to such support can help to identify their particular needs.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDCO, working with the class teachers, will assess whether the pupil has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the pupil.

For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals. These arrangements are part of the local offer.

Determining the Level of Support Required:

After identification and information gathering, a decision whether to take the referral further will be made.

- Step 1: Consult with referrers
- Step 2: Consult with teachers and other internal staff
- Step 3: Consult with parents
- Step 4: Consult with Outside Agencies (if necessary)
- Step 5: Decision: The student is SEN and will be placed on the register, or not.
- Step 6: Decision: If the student is SEN but not at a level sufficient for registration, the SEN team will organise Level 0 (non-register) support to be administered in the classroom by teachers.
- Step 7: If the student is SEN and should be placed on the register, a decision as to what level of support is required will be made. (Level 1, Level 2)
- Step 8: Inform parents of the outcome
- Step 9: For EHCP Students: Consultation with outside agencies and parents to agree the EHCP.

SEN Level 0 Support

Provision Map to raise awareness, where appropriate and advise on classroom strategies.
Indication on Sims with a (M) Monitoring code

SEN Level 1 Support:

Person Centred Planning with parental involvement
Additional SEN Support Plan
SEN Interventions (Small group learning and progress support)
Medical/physical support to enable access to College facilities

SEN Support Level 2:

Person Centred Planning with parental involvement
Education Health Care Plan (Level 2: Internal Process) or
Education Health Care Plan (Level 3: External Process requiring additional funding)
SEN Interventions planned in conjunction with External Agencies (where appropriate)

Termly Review:

Key review criteria:

- All students are able to make adequate progress which:
- is similar to that of peers starting from the same baseline;
 - matches or betters the child's previous rate of progress;
 - closes the attainment gap between the student and their peers;
 - prevents the attainment gap growing wider.

Termly Review Decisions:

- Is the student responding to the level of support given?
- Do we maintain, withdraw, increase or decrease SEN support?
- Should alternative (non SEN) support be given as an alternative?
- Student should be exited from SEN support



The Process of Individual Planning:

We create and operate two forms of plans for students on the SEN register; Education, Health and Social Care Plans (EHCP's) and Additional SEN Support Plans. The process of both identification and planning can be summarised as follows:

Referral/initial identification – assessment – planning – monitoring – review

Person Centred Planning (PCP) and Consultation with Parents and Students:

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating both forms of plan. At St Anselm's College, we will ensure that this is the case by adopting a Person Centred Planning (PCP) approach to the creation of plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents, carers and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families. Our staff follows a structured approach to this process and our aim is to write a structured plan that properly reflects the key views, concerns and wishes of the young person and their family. In the case of EHCP's, the planning process will often cover provision within education but also, where needs dictate, provision within Health and Social Care. Clearly when this is the case we operate a multi-agency approach to support. (Depending on the specific nature of the young person's needs, St Anselm's College may be the lead agency when organising the creation of the plan, or in some cases it may be an external Health or Social Care agency that takes on this role).

For Additional SEN Support Plan's the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent/carers' views. The essential difference in comparison to EHCP's is that these plans are completely internal and focus entirely on educational provision and support within St Anselm's College.

Parent/Carer Consultation:

At all times we seek to work in partnership with parents/carers and our aim is always to reach a joint, agreed approach in relation to the planning of provision in response to student's needs. For students with higher levels of need, who are placed on the SEN Register, the details regarding parent/carers involvement are shown below:

SEN Status	Parent/Carer Consultation	Detail
Additional SEN Support EHCP Level 2 EHCP Level 3	Initial phase: Identification of needs, placement/status on the SEN Register	Completion of parent/carers information regarding views on a student's needs and key issues experienced both inside and outside school.
	Phase 2: Resource identification and Action Plan development	Discussion and agreement regarding specific levels of intervention and resource requirements. Action Plan drawn up and agreed (as part of ASS Plan or EHCP).
	Phase 3: Monitoring, review and adaptation	Scheduled review of the Action Plan (ASS plan/EHCP) – consideration of effectiveness and any adaptation

Student Consultation:

Students who are placed (or are in the process of being placed) on the SEN Register will participate in a Person-Centred Planning process. The aim of this process is for the student to represent his own views about their needs (when relevant this will include needs that could relate to health and social care support) and about their experiences in school. The structure of this process will vary according to the student's age; the aim will always be to enable the student to best express his views and feelings about his educational experiences with regard to what works well, what he finds problematic and what barriers he feels that he faces.

Student SEN Status	Student Involvement	Detail
Additional SEN Support EHCP Level 2 EHCP Level 3	Initial: Collection of student views about school and learning. What works and what helps the student to progress? What is difficult?	Students work within a designed framework/process to help elicit their views.
	Phase2 Action Plan design	Design of the Action Plan discussed with students – students views sought.
	Phase 3 Review and revision	Student's opinions collected about the success of the Action Plan – joint review of progress evidence. Discussion of amendments/alterations.

Progress and Monitoring:

Written into both EHCP's and ASSP's are targets and success criteria. Both forms of plan will be formally reviewed and monitored on a termly basis. This monitoring consists essentially of measuring student's rate of progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCP's are also monitored via a scheduled annual meeting between the key support agencies and the young person and their family.

Governing Body

The objective of the Governing Body is to ensure that any pupils with special educational needs are fully involved in College activities and learning. We believe that pupils with special needs should have access to the same educational opportunities as their peers; different or additional support is made available to enable them to do so. Our College is totally committed to the education of pupils with special educational needs, the emphasis being on access to the curriculum for all pupils. We aim to be flexible in our inclusion of pupils with special educational needs to ensure that success is achieved. This applies to the whole curriculum of the College so that the particular personal, social and educational needs of our individual students can be appropriately met. These students will be monitored throughout the year via provision map, action plan and during INSET sessions for staff.

Partnership with Bodies beyond the College

External Support Services

St. Anselm's College liaises with various agencies in its provision for pupils with special needs. Our Learning Support Coordinator, Learning Mentors, HoY and Pastoral Deputy Headteacher liaise constantly, and if appropriate, will contact specific agencies for advice in supporting pupils and/or assessment of their needs.

We recognise the need and importance attached to the educational psychology service. The service uses observation, pupil interviews and detailed diagnostic assessment to gather information, and determine the advice. A named Psychologist (Ms Anita Curran) is attached to the College.

Contact is made by a formal referral system after parental consent is gained. Parents or carers are kept informed of the results of any assessment instigated. The service also offers guidance to all staff through in-service training or links with professional support/agencies.

We work with the LA, Child and Family, Occupational Therapists and Vision Support, Hearing Support and SENAAT. These services aim to meet the needs of identified students experiencing learning difficulties in school and also offer advice on strategies that can be used in subject areas.

SEN In-service training for staff

Staff are encouraged to apply for consideration for in-service training and SEN specific training is offered in house as part of our professional development programme. Staff are expected to share their gained skills with colleagues. There are half-termly meetings with representatives from faculties to disseminate information and share good practice.

Roles and Responsibilities of SENCO

Leadership:

1. To manage the SEN department in the interest of all pupils with SEN
2. To manage the resources of the department in order to provide the best quality of education for pupils throughout the age range 11-18 years with SEN, in partnership with the Learning Support Coordinator
3. To disseminate good practice in SEN across the College, in conjunction with the Learning Support Coordinator
4. To identify resources needed to meet the needs of pupils with SEN and advise the Headteacher and pastoral Deputy Headteacher on priorities for expenditure
5. Provide/organise training opportunities for all staff to learn about SEN
6. To ensure that the College fulfills all requirements for the provision of SEN with regard to the Ofsted framework
7. To manage and assess the SEN requests for extra time/special consideration in College and public examinations, including the Entrance Exam
8. To prepare an Annual Report to Governors on SEN provision

Roles and Responsibilities of SENCO and the Learning Support Coordinator

Teaching and Learning:

- To monitor T&L activities to meet the needs of pupils with SEN
- To liaise with other schools and outside agencies to ensure continuity of support and learning when transferring pupils with SEN
- To liaise with HoY and SLT to represent the interests of pupils with SEN

Subject Teachers:

Subject teachers must ensure that they are aware of the Special Educational Needs of pupils in their classes. They should be familiar with details given on the College's SEN register and relevant information (EHCP, Additional SEN Support Plans, Provision Maps) and use the suggested strategies in order to help each pupil to make adequate progress. Class work and homework should be differentiated in accordance with the pupil's SEN.

Special Arrangements for Pupils with Special Educational Needs in Public Examinations:

Pupils with Special Educational Needs may need special arrangements to ensure access to public examinations. Pupils may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEN register, EHCPs, Additional SEN Support Plans, Provision Maps the pastoral team, teachers, learning mentors, and the PSC.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.

Admission and Transition Arrangements for Students with SEN:

In the normal course of events our transition arrangements are such that all students who will be attending St Anselm's College, will, in the summer term of Year 6 meet, in their Primary School environment, a key member of Pastoral staff from St Anselm's. Students then attend St Anselm's College on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified.

Transition information is exchanged when Pastoral staff makes their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and St Anselm's SENDCO (or other SEN staff) may be required. For some students, additional work may be needed in terms of a 'Transitions Toolkit' or other documents designed to collect specific information, particularly for students who are on the Autistic Spectrum. All SEN documentation is transferred from Primary Schools late in the summer term.

Transitions post 16.

Transition to sixth form all documentation is reviewed at the end of Yr11 and updated for sixth form education within the college. Files and one page profiles are updated to suit the student needs once studying fewer subjects and informing new sixth form staff. Access Arrangements within their Form 8's are also updated/ renewed. Students transferring onto other Colleges/6th Forms there files are transferred to their new site once contact has been made. Enhanced transitions are offered and arranged.

Transferring to University: All Form 8's and documentation is recorded and delivered to their new place of study and copies are given to the child and their parents. Covering letters are provided by the SENDCO. Enhanced transitions are provided on request. Current IPFA and ECHP transitions will follow the Local authority guidance and reviews will include the student, parents, key staff and professionals where appropriately.

Facilities for SEN Pupils or Pupils Who are Disabled:

The College is working with students with physical disabilities and their parents and carers to enable them to participate in school life as fully as possible.

The School has some wheelchair access and works to adapt the curriculum to ensure continuing access.

Complaints Procedure:

The College aims to be sensitive to the needs of the students and their parents. The SENDCO is open to seeing parents at mutually agreed times to discuss the needs of their children and the College's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties pupils may be facing and further steps the College might take.

Informal complaints may be made through the child's Form Tutor, Head of Year, Subject Teacher, Teaching Assistant, SENDCO or the Pastoral Deputy Head: School Evaluation and Self Improvement. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally the Headteacher will receive and investigate complaints and seek to resolve problems.

Parents who have a concern which they feel has not been properly addressed may make a formal complaint via the College's Complaints procedure.

Parents' Right of Appeal:

Following statutory assessment by the LA and a decision being made, parents have a right to appeal about the decision to the Special Needs Tribunal.

The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEN
- The LA has refused to issue a Statement or EHCP

Parents may value independent advice and support when their child is being assessed for a possible Statement or EHCP. This can be sought from Parent Partnership.

This policy has been written in light of the Children's and Families Act 2014 and the SEN Code of Practice that is contained within The Act. SEN policy at St Anselm's College is also guided by the demands and guidance contained within the Disability Equality Act 2010.

Addendum (from Exclusions Guidance Sept 2012)

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Legislation:

<http://www.legislation.gov.uk/ukxi/1999/2506/schedule/2/made>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/guidance/equality-act-2010-guidance> - Disability Equality Act 2010.

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

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted> - Children's and Families Act 2014